

Student's Book

Manuel Adriana LUNA DEL PASO





Concention Student's Book

Manuel LUNA Adriana DEL PASO



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Come Together Student's Book 1

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Block 3

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Welcome to Come Together 1!

Come Together is a secondary course that gives you the opportunity to interact with English in different contexts that involve production and interpretation of oral and written texts in different learning environments. Your Student's Book contains ten units that will help you participate competently and autonomously in the use of English.

Features

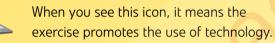
Come Together 1 offers special features to help you through your learning process:



Every time you see this Class CD icon, listen carefully. Make sure you understand the activity before you listen.



When you see this icon, it means the exercise can be included in your portfolio to keep evidence of your progress.



Editing mark Capital letter: gexico Lower case: gancakes Spelling: information A insert a common A insert a semicion A insert a semicion A insert a common

This bookmark shows practical editing marks that you can use to edit your texts.

What strategies to seek and consult information did you learn in this lesson? The Now I can feature is a self-assessment instrument for you to reflect on what you've learned at that point of the lesson.



Reader

Chapter

XX

When you see this glossary icon, use the glossary at the end of the unit to learn new words.

This icon appears two times in each

unit, in Lessons 2 and 4. It means it is

time to use your Reader to extend your knowledge on the topic of the unit.



This box highlights important information that helps you develop critical thinking and intercultural skills.



This box focuses on contents related to the proper use of English.

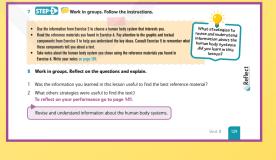


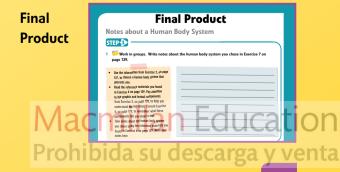
When you see this instruction, it means the activity is a sub-product that will help you build up your Final Product.

To reflect on your performance go to page 124. When you see this instruction, it means it is time to go to the Self-assessment page to reflect on your performance.

In the lesson, you will make a productive task (sub-product) that will lead you to a Final product. You will use the lesson work as a model for your Final Product. Therefore, you will build up knowledge step by step.

Lessons





Learning Steps

Each unit is divided into four different lessons that will guide you through the social practices of the language and communicative activities. They will help you progress from a first contact and analysis of the learning objectives to different ways of practicing them that will prepare you to produce vour own oral and written texts.

Learning Cycle

This course will stimulate your interest in understanding how the language works and in collaborative skills. In every lesson you will follow an assisted learning cycle.



Activate Exercises to activate your previous knowledge.

Identify Exercises to help you identify the models of language to be used in the lesson.

Figure out Exercises to help you understand how language works.

Practice Exercises to help you practice the new knowledge presented before.

Reflect Exercises to help you self-assess reflect on your learning process.

Your Student's Book also includes a Glossary at the end of each unit, the complete Class CD Audio Script, and a Bibliography section with useful resources to support your learning.

Glossary

Audio Script

Unit 1



Bibliography

Everything is ready and set to start. Have a good learning experience with Come Together 1. Prohibida su descarga y venta



Social Learning Environment: Family and Community **Communicative Activity:** Exchanges associated with specific purposes. **Social Practice of the Language:** Exchange views of a community service.

By the end of this unit you will role-play a conversation about community service projects:

To do so, you will:

- listen and revise conversations about community service projects.
- get the main idea.
- exchange information about community service projects.

Discuss in groups:

• What community service projects do you know?

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Work in groups. Look at the community service projects, read the titles, and say two activities you think teenagers do in each program.



1

Unit 1

ldentify

2 Listen to the conversation and circle the correct answer. 2

- Brenda is 1
 - a) at home.
 - b) in an office.
 - c) at school.
- 2 Cindy is
 - a) at home.
 - b) in an office.
 - c) at school.
- 3 Brenda and Cindy are talking
 - a) face to face.
 - b) on the phone.
 - c) on the Internet.

- Brenda and Cindy 4
 - a) are student and teacher.
 - b) don't know each other.
 - c) are daughter and mother.
- 5 When they talk about programs in other countries, Cindy sounds
 - a) surprised.
 - b) bored.
 - c) happy.
- 6 The purpose of the conversation is to
 - a) go to a particular country.
 - b) obtain information.
 - c) apply for a job.

Background sounds and a person's tone of voice can transmit relevant information to help you understand a conversation.

- Work in pairs. Read the conversation and follow the instructions.
 - 1 Underline cognates.
 - 2 Circle words you know.
- 3 Highlight key words you need to know so you can understand the main ideas.

Brenda: Good morning, Maple Community Service, this is Brenda speaking. Can you hold, please? ... Thank you for holding. How can I help you?

Cindy: Hello. I'm calling to ask about your youth volunteer programs.

Cindy's Mom: Cindy, dinner's ready!

- Cindy: I'm on the phone, Mom! ... Sorry about that, you were saying.
- Brenda: Don't worry. I was saying we have two programs: the local one and our summer Youth in Action community service abroad.

Cindy: Abroad?

Brenda: Yes, our Youth in Action program has

projects in India, Thailand, and China. In Latin America, there are projects in Brazil, Mexico, Peru, the Galapagos ...

Cindy: The Galapagos?

- Brenda: Yes, in Ecuador. We have an environmental project there. Are you interested in any particular country?
- **Cindy**: Oh, actually, I'm interested in the local town program. I heard about it at school. We need to do 50 hours of community service.

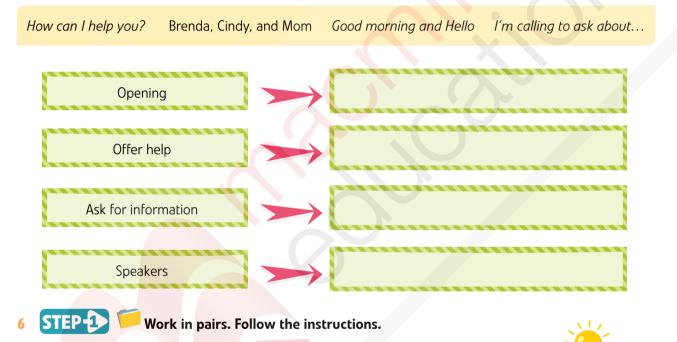
Brenda: Oh, what you need to look at is our Summer of Service program. We have information about it on our web page ... venta Prohibida su descarga

Maple Community Service



Practice

- 4 Read the conversation in Exercise 3 again. Answer the questions.
- 1 What does Cindy want to know about? _____
- 2 What is Brenda's answer? ____
- 3 What program is Cindy interested in?
- 4 Why is she interested in that program?
- 5 Work in pairs. Using the information from the conversation in Exercise 3, complete the organizer with words from the box.



- Look at the community service projects on Exercise 1, page 8 and think of three more.
- Take a minute to think about your community. Discuss with your partner which projects your community needs and write them on page 20.
- Together with your partner, choose one project which you are interested in.

What strategies to listen and revise conversations about community services did you learn in this lesson?

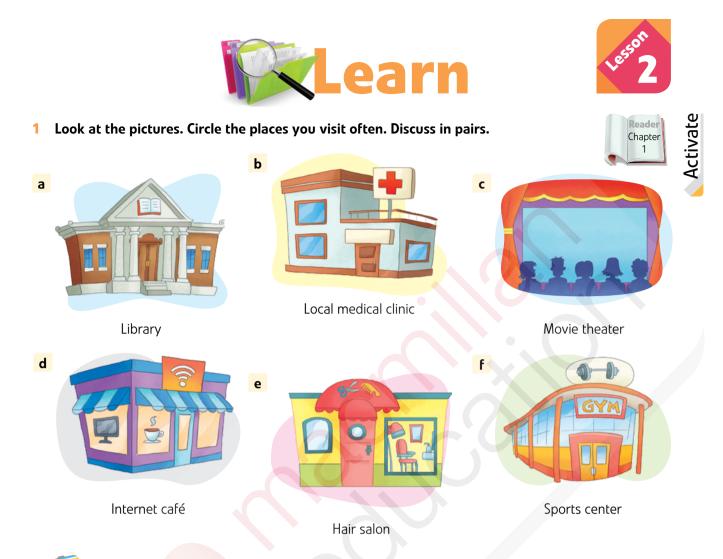
7 Work in groups. Discuss the questions.

Reflect

- 1 What can you do to deduce the meaning of a word you don't know?
- 2 Do you think it is important to know the meaning of all the words to understand a conversation? **To reflect on your performance go to page 22.**

Listen and revise conversations about community services.

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2 Work in pairs. Classify the places from Exercise 1 according to their type of service. Discuss which services from the table exist in your community.

	Serv	vices	
Information and E	Entertainment	Personal Appearance and Health	
3 Clisten to the conver attention to background		pple are talking on the phone or face to face. Pay	ldentify
Conversation 1:		Conversation 3:	7
	Conversation 2:	Macmillan Educati	
		Prohibida su descarga y ve	enta
		Unit 1 11	



4 Work in groups. Read the conversation and discuss what it is about. Answer the question.

Sam: Hello? Richard?Richard: Hey, Sam. What's up?Sam: Nothing much. I need to go to the central library. Can I take out books even though it is

not my local library? **Richard:** Yes, <u>if</u> you take an ID <u>and</u> leave a deposit, <u>then</u> you can take out books for up to two weeks. If you don't return the books on time, you will be fined. And <u>if</u> this happens on three consecutive occasions, <u>then</u> you will lose your membership. Sam: How come? Richard: <u>Because</u> those are the library rules. Sam: Thanks, man. Richard: Any time! Catch you later. Sam: Sure thing.

Connectors like if, and,

then, and because are

very useful to link ideas.

1 What did you do to find out what the conversation is about?

5 Read again the conversation in Exercise 4 and answer T (True) or F (False).

- 1 One condition to take out books is to leave a deposit.
- 2 You lose your membership after five late returns.
- 3 Sam knows how to get to the central library.
- 4 *What's up* is an informal greeting.
- 5 *Catch you later* is a formal way to say goodbye.

6 Read the conversation again and write the underlined connectors next to their function.

- 1 To add more information or connect ideas:
- 2 To help to sequence information:
- 3 To introduce a condition:

Figure out

Practice

4 To provide a reason or cause:

Complete the sentences with the connectors if, and, then, and because.

	1	If you need to print, please let me know, <u>because</u> there is only one printer		
8	2	If you show your ID and leave a deposit, you can check out books for up		
E	3 4	to two weeks. you don't take the books on time, you will be fined. If this happens on three consecutive occasions,you will lose		
5	5	your membership. you don't take the medicine midday, the allergy symptoms will return the pills' effect will end after eight hours. Than Educ	cati	on
		Prohibida su descarga	VV	enta



8 Read the conversations and discuss what each one is about. Write it down in your notebook.

- Dr. Stevens: Hello, Mrs. Curtis. How are you? What can I do for you?
- Mrs. Curtis: Good evening, doctor. Well, actually, I'm not very well. My allergies are terrible.
- Dr. Stevens: Did you take the pills?
- Mrs. Curtis: Yes, twice a day, and I use the nasal spray three times a day.

Dr. Stevens: No, no, Mrs. Curtis. The medicine is three times a day and the nasal spray twice: morning and night. If you don't take the medicine midday, the allergy symptoms will return, because you have to take the pills every eight hours.

- Mrs. Curtis: Oh, I see. Thank you, doctor. You are always so kind.
- **Dr. Stevens:** You're more than welcome, Mrs. Curtis. Feel free to call me any time.
- Mrs. Curtis: Thank you very much, doctor. Good night.

Receptionist: Hello. Can I help you? Boy: Yes, thank you. I need to use the Internet.

Receptionist: You can use computer six. If you need to print, please let me know.

Boy: Why?

Receptionist: Because there is only one printer and people take turns.

Boy: Oh! I see.

Receptionist: If you need anything else, let me know.

Boy: Thank you.



Work in pairs. Follow the instructions.

- Read and review your answers for Exercise 4 and Exercise 8 and discuss which strategies were useful for you to know what a conversation is about.
- Go to page 20 and read the brainstorming you did and the project you chose with your partner in STEP 1.
- Write down the main idea for your conversation about the project you chose in STEP 1 on page 20.

10 Work in groups. **Discuss the questions.**

- 1 Which strategies did you use to know what the conversarions are about?
- 2 Do you think you can use those strategies with other type of texts?To reflect on your performance go to page 22.

Which strategies did you learn in this lesson to understand the main idea of a text?

Reflect

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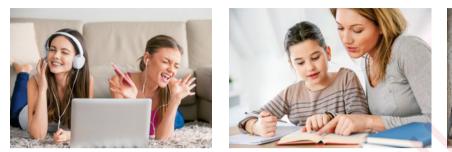
Get the main idea



Activate



Work in pairs. Discuss why you sometimes have to speak louder or more slowly to someone.





2 Read the conversation and answer T (True) or F (False).

Becky: Good morning. Into English Language School, this is Becky speaking. How can I help you? **Ingrid:** Hello? My name is Ingrid Bruner. I'm at the airport. How do I get to the campus, please?

This information is not on your web page.

Becky: No, it isn't, because we do airport pickups. 1_

Ingrid: Sorry. Can you speak louder, please? There is a lot of noise here.

Becky: I was saying, we have airport pickups ... 2

Ingrid: Sorry, I don't understand, airport what?

Becky: There is someone waiting for you outside the terminal. They will be holding a sign with your name. 3 ______

Ingrid: So, if I go outside the terminal, someone is waiting for me there? 4.

Becky: Yes. If you need anything else please call again. 5 _

Ingrid: Thank you.

Becky: You're welcome.

1 The caller is a native speaker of English.

- 2 The caller is at the airport.
- 3 The receptionist speaks quickly at first.
- 4 The caller takes a taxi from the airport.
- 5 The caller understands everything the receptionist says.

(high volume)

Write the phrases from the box in the correct place to describe the intention, volume, and speed of the conversation in Exercise 2. Listen to check your answers.

(confirmation)

(clarify)

(fast and unclear)

Work in pairs. Practice saying the conversation in Exercise 3



(explain)

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Identify



5 Match the strategies on the left to the reasons on the right.

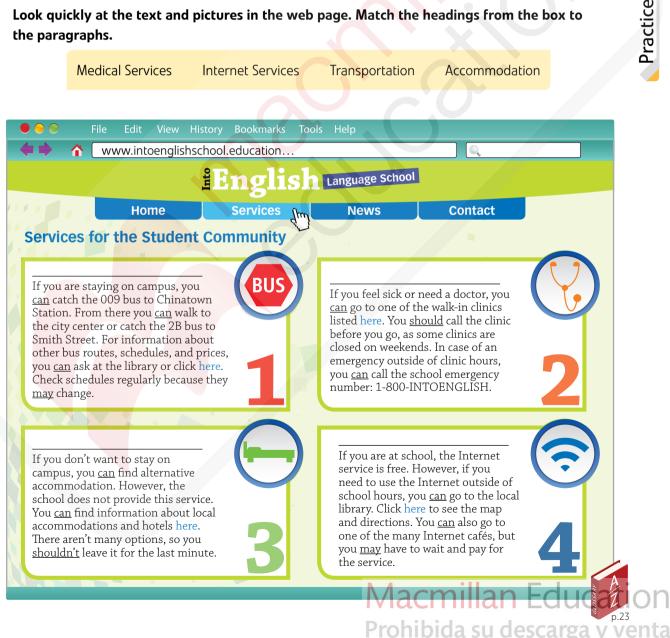
- 1 You speak louder when
- 2 You speak more slowly when
- 3 You ask for confirmation when

- a) you want to make sure you are understanding.
- b) a person cannot hear you.
- c) a person does not understand you.



Strategies like adjusting volume (speaking louder or softer) or speed (speaking more quickly or more slowly) can help you avoid communication breakdowns.

Look quickly at the text and pictures in the web page. Match the headings from the box to 6 the paragraphs.





- 7 Read the web page in Exercise 6 and answer the questions.
- 1 What buses can you take to go to the school campus? You can take the 009 bus and the 28 bus.
- 2 What can you do in case of a medical emergency at night?____
- 3 Where can you stay if you don't sleep in the school campus?_____
- 4 Where can you go if you need Internet services out of the school?_____
- 8 Read the questions in Exercise 7 and use them as a model to unscramble the question in this exercise.
- 1 obtain information / can you / about bus routes and schedules? / Where / Where can you obtain information about bus routes and schedules?

2 if you / What / can you do / feel sick?

- 3 stay on campus? / if you don't want to / What / can you do
- 4 if you need to / can you do / What / use the internet outside of school hours?
- Go to https://movingworlds.org/ and write three questions to know more about the programs.
 Go to https://movingworlds.org/ and write three questions to know more about the programs.
 STEP-3 Work in pairs. Follow the instructions.
 - Read what you wrote on STEPS 1 and 2 on page 20.
 - Use as a model the questions you unscrambled in Exercise 8 and write five questions and answers related to the project and main idea of the conversation you chose in STEPS 1 and 2 on page 20.
 - Write your answers on page 21.

Reflect

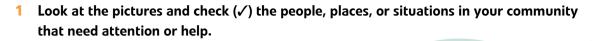
• Take turns reading them out loud with your partner and correct any mistakes.

How did knowing the main idea of a conversation help you to write your questions and answers?

11 Work in groups. Discuss the questions.

- 1 Do you use intention, volume, and speed when you talk?
- 2 Do you think that intention, volume, and speed are important in a conversation? Get the main idea ON To reflect on your performance go to page 22. Prohibida su descarga y venta







Identify Choose three people, places, or situations you checked in Exercise 1 and brainstorm four activities 2 you can do for each one.



Reader

Chapter

1



Work in pairs. Complete the table with your opinions about how to help your community.

Who Needs Help	Where to Find Help	Actions to Help
abandoned animals	animal shelter	 volunteer in an animal shelter adopt a pet
sick children	medical clinic	 visit a medical clinic read stories to sick children
	Ċ	

Figure out Work in pairs. Read the openings and closings and write I (Informal) or F (Formal). What can I do for you? Good morning. Thanks! 1 4 7 Thank you. 5 Anytime! You are welcome. 2 8 3 6 What's up? Hey! Practice

Work in groups. Read the conversations and write I (Informal) or F (Formal). Discuss how you got to that conclusion. Write the correct opening and closing from each. You can use Activity 4 as help.

Conversation 1

Tania: (1) Good morning.

Miss Flores: (2)

Tania: I'd like to do some community work, but I don't know where to find information.

Miss Flores: What kind of project are you interested in? Tania: I want to help cleaning the town.

Miss Flores: You can go to your school's principal.

Tania: And what can I do?

Miss Flores: You can organize a campaign.

Tania: (3)

Miss Flores: (4)



Family and Community



6 Work in groups. Choose one of the conversations on page 18, Exercise 4 and write three more questions with their answers.

Question	Answer
1	
2	
3	

- 7 Work in pairs. Write in your notebook the complete conversation using an opening, a closing, and the three questions and answers from Activity 5.
- 8 STEP-4 Work in pairs. Follow the instructions.
 - Read the questions and answers you wrote in STEP 3 on page 21.
 - Determine if your conversation is formal or informal.
 - Go back to Exercise 5 and write a formal or informal opening and closing, according to your conversation on page 21.
 - Practice saying the conversation in front of another pair.
- 9 Work in groups. Discuss the questions.
- 1 Do you have informal and formal conversations every day?
- 2 When you have a conversation, do you always include an opening and closing? To reflect on your performance go to page 22.



Exchange information about community services.

What strategies to exchange information did you put into practice in this lesson?

Reflect

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Final Product

Conversation Role play

STEP-

Work in pairs. Choose one community service project for your product.

- Look at the community service projects on Exercise 1, page 8 and think of three more.
- Take a minute to think about your community. Discuss with your partner which projects your community needs and write them down here.
- Together with your partner, choose one project which you are interested in.

STEP-2

Work in pairs. Write the main idea for your conversation.

- Read and review your answers for Exercise 4 and Exercise 8 on pages 12 and 13 and discuss which strategies were useful for you to know what a conversation is about.
- Read the brainstorming you did and the project you chose with your partner in STEP 1.
- Write down the main idea for your conversation about the project you chose in STEP 1 here.

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STEP-3

- Work in pairs. Write down five questions and answers.
- Read what you wrote on STEPS 1 and 2 on page 20.
- Use as a model the questions you unscrambled in Exercise 8 on page 16 and write five questions and answers related to the project and main idea of the conversation you chose in STEPS 1 and 2 on page 20.
- Write your answers here.
- Take turns reading them out loud with your partner and correct any mistakes.

STEP-

Work in pairs. Write an opening and closing and practice your conversation.

- Read the questions and answers you wrote in STEP 3 above.
- Determine if your conversation is formal or informal.
- Go back to Exercise 5 on page 18 and write a formal or informal opening and closing, according to your conversation here.
- Practice saying the conversation in front of another pair.

STEP-5 Further practice

- 5 Now, decide the turns of participation and write your names. Write a clean version of your conversation in your notebook.
- 6 Say your conversation in front of the class or another pair.

STEP-6

7 Discuss in groups.

- What will you do when you want to know the main idea of a conversation?
- How important are the opening and closing of a conversation?
- With this experience, do you think you have identified the situations that need your attention in your on own community?
 Prohibida su descarga y verta

Self-assessment

Lessons

1

These are the goals set at the beginning of the unit so you

- listen and revise conversations about community service projects.
- get the main idea.
- exchange information about community service projects
- 1 Go back to page 10, Exercise 7 and share with a classmate which strategy is the most effective one to find out the meaning of words you don't know and can't deduce.
- 2 Go back to page 13, Exercise 10 and share with the class what strategy was more useful to know what a conversation is about.
- **3** Go back to page 16, Exercise 11 and discuss how different it is to use intention, volume, and speed in Spanish and English in conversations?
- 4 Go back to page 19, Exercise 9 and discuss how important it is to choose the correct tone in a conversation.

Final Product

5 Use your answers to STEP 5 on page 21 to write a summary about your development.

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Conclusion

6	Write down those things you need to improve and plan when and how you will work them.
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Glossary

abroad (adv) – in or to a foreign country
adjust (v) – to change something slightly in order to make it better, more accurate, or more effective
actually (adv) – used when correcting what someone has said or thinks

board game (n) – an indoor game played on a board, often with pieces that are moved around it **breakdown (n)** – a situation in which something has failed or is beginning to fail

care home (n) – a home for people who need continuous medical treatment or who are unable to take care of themselves

campus (n) – an area of land containing all the main buildings of a university, school, or other organization such as a hospital

catch you later (exp) – used for saying goodbye to someone when you expect to see them soon, or later the same day

check out (v) – to borrow a book from a library **cognates (n)** – a word in a language that has the same origin as a word in a different language

community service (n) – work without payment that someone does to help their local community **each other (pro)** – used for saying that each person

or thing is related in the same way to the other or others

elderly (n) – old people

fine (v) – to make someone pay an amount of money as punishment for breaking the law

fluently (adv) – can read or speak without any difficulties

groceries (n) – food and other goods for the home that you buy regularly

hold (v) – to carry something using your hands or arms

homeless (adj) – without a place to live

ID (n) – identification document

key word (n) – a word that represents the main feature or idea of something

last minute (adj) – happening or done at the latest possible time

meal (n) – an occasion when you eat, especially breakfast, lunch, or dinner

midday (n) – twelve o'clock, when the morning ends and the afternoon begins

mother tongue (n) – the main language that you learn as a child

package (n) - an object wrapped in a box and sent
to someone

pickup (n) – going and meeting someone that you have arranged to take somewhere in a vehicle
pill (n) – a small piece of solid medicine that you swallow with water

post office (n) – a place where you can buy stamps, mail letters and packages, and receive mail

print (v) – to produce words, numbers, pictures, etc. on paper, using a printer or printing press

schedule (n) – a plan of activities or events and when they will happen

shelter (n) – a temporary place to live for people who do not have their own homes

show (v) – to let someone see something

speech (n) – a formal occasion when someone speaks to an audience

stay (v) – to live or remain in a place for a while as a guest or visitor

town (n) – a place where people live and work that is smaller than a city

trash (n) – waste material such as paper, plastic bags, used containers, etc.

volunteer (n) – someone who offers to do something without being forced

walk-in clinic (n) – medical centers that treat people who are not in life-threatening condition

youth (n) – the time in someone's life when they are young

Macmillan Education Prohibida su descarga <u>y v</u>enta

Unit 1



Social Learning Environment: Academic and Educational **Communicative Activity:** Interpretation and follow-up of instructions. **Social Practice of the Language:** Write instructions to use a bilingual dictionary.

By the end of this unit you will write instructions to use a bilingual dictionary.

To do so, you will:

- select and revise bilingual dictionaries.
- understand the use of textual components of bilingual dictionaries.
- write instructions.
- edit instructions.

Discuss in groups:

• What do you do when you don't understand a word in English?







1 Work in pairs. Discuss what you use a dictionary for and share the types of dictionaries you know.



2 Work in pairs. Read the text and answer T (True) or F (False). Check your answers with your partner.

Choosing a Language Dictionary

It is not only important to know what a dictionary can be used for, but also which dictionary is best. For example, there are two types of language dictionaries: monolingual and bilingual. There are also other more specialized dictionaries, for example, technical dictionaries.



Once you decide which type of dictionary you need according to your level, you have several options available in the library or online. Most libraries have several printed and multimedia copies of popular dictionaries. You can also use a computer in your school or public library to access online dictionaries.

For whichever dictionary format you choose, you will need dictionary skills to help you find the information you need quickly and efficiently.

General Characteristics and Organization

Printed dictionaries are different in some ways from online dictionaries, but only in terms of the organization and how to find information.

Introductory Pages

Many people skip the introductory pages of a dictionary, but these pages include vital information that will help you learn how to use the dictionary more efficiently. In printed dictionaries, the introductory pages are numbered using Roman numerals. This distinguishes them from the pages with the actual dictionary words and entries.

Contents

IntroductionivFeaturesvHow to Use the Dictionaryvi-ixSymbols and AbbreviationsxPhonetic Alphabet Table (IPA)xi	
Phonetic Alphabet Table (IPA) xi The Dictionary A–Z 1–1739	

Understanding the features of a particular dictionary can help you find the information you need more quickly.

Prohibida su descarga

- 1 There are three main types of dictionaries used for language learning.
- 2 You should decide which type of dictionary you need according to your level.
- 3 Dictionary skills help us find information quickly and efficiently.
- 4 It is not important to read the introductory pages of a dictionary.
- 5 There are definitions on the pages that have Roman numerals.
- 6 There are tips on how to use the dictionary on the pages with Arabic numbers.
- 7 There are explanations about the abbreviations on the pages with Roman numerals.
- 8 There is a table with the International Phonetic Alphabet on the pages with Arabic numbers.

Activate

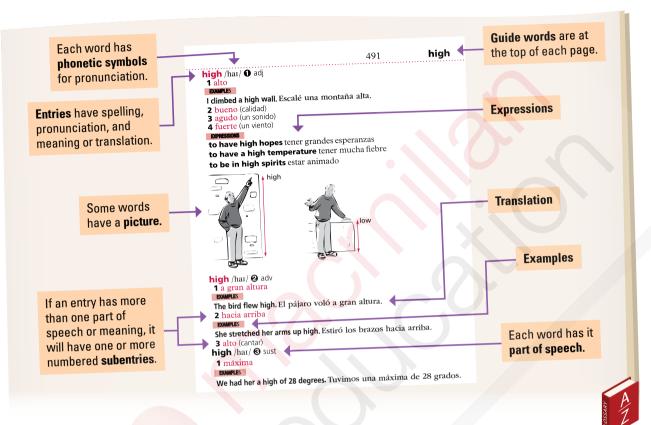
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Figure out

3 Read the text and circle the correct answer to complete the sentences.



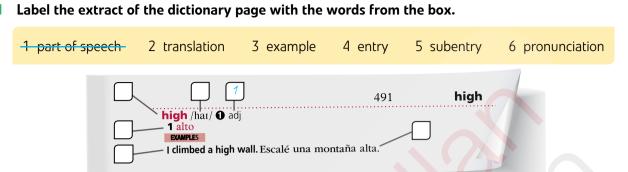
- 1 The entries in the dictionary are
 - a) in alphabetical order.
 - b) in bold.
 - c) both.
- 2 The subentries
 - a) appear in red font.
 - b) are numbered.
 - c) are in alphabetical order.
- 3 The phonetic symbols show
 - a) how the word is spelled.
 - b) how the word is pronounced.
 - c) the type of word it is.

- 4 The pictures
 - a) serve as decoration.
 - b) emphasize American English pronunciation.
 - c) help illustrate a definition.
- 5 The guide words
 - a) indicate the first or last word (entry) on the page.
 - b) help you find a synonym.
 - c) help you find the root of a word.

Many words have more than one possible meaning in another language. Check the context of the word and don't pick the first translation you see.

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4

Complete the table for the word high with the information from the dictionary extract in Exercise 3. 5

	Dictionary 1		
Subentries	Part of Speech	Translation	Example

6 Work in pairs. Do the same for the same word with another dictionary. Discuss which dictionary works better for you and give reasons.

	Word	(Entry):	Dictionary 2
Subentries	Part of Speech	Translation	Example



Work in groups. Follow the instructions.

- Go back to the diagram in Exercise 3 and discuss with your partner which features are important when using dictionaries.
- Make a list of features that are helpful to use a dictionary on page 37.
- Read your list to another group. •
- 8 Work in groups. Discuss the questions.
- 1 Which dictionary do you prefer? Why?
- Do you think it is important to follow instructions to 2 use the dictionary?

To reflect on your performance go to page 39.

What do you know now about selecting and revising bilingual dictionaries?



Reflect

v venta

27

Practice

Unit 2

Select and revise bilingual dictionaries.

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Activate

Identify



1 Work in pairs. Discuss what steps you follow when you look up a word in a bilingual dictionary.







2 **Number in the correct order the steps to look up words in a bilingual dictionary. Listen to check your answers.**

- ____ Find the word entry on the page.
- ____ Decide on the part of speech of the word you are looking for.
- <u>1</u> Try to guess the meaning from the context.
- ____ Don't look up every word you don't understand.
- ____ Don't use the first translation you find.
- ____ If you can't guess the meaning, go to the English–Spanish section of your dictionary.
- ____ Read the subentry that corresponds to the part of speech you need.
- ____ Return to the original text to see if you have the correct translation.
- ____ Look at the guide words to help you find the right page.
- **3** Underline the sentences that give instructions. Compare them with the other sentences and notice the differences between them.
- 1 Read all the definitions.
- 2 He doesn't use the dictionary.
- 3 Do not skip the preliminary pages.
- 4 She tried to guess the meaning of the word.
- 5 Don't look up every word you don't understand.
- 6 Find the word entry on the page.

To give instructions, use the imperative form. It is formed by using the verb in its simple form for affirmative sentences, and preceded by *don't* for negative sentences.





Classify the instructions from Exercise 3 in the table. 4

	Impe	rative Affirmative	Imperativ	ve Negative	
R	ead all the definition	2μ <u>ς</u> .			
5	Match each abb	reviation to a word.			Figure out
1 2	adjective	a) adj b) v			igi
3	verb	c) n			
4	noun	d) adv			_
5	preposition	e) prep			
6	conjunction	f) conj			
6	Complete using	the words from the box. adjective noun a	adverb preposition	conjunction	Practice
		 2 In is a 3 Heavy is an 4 And is a 5 The word key is an example. 	·		
7	Read the text. V help define the	What is the meaning of <i>boot</i> ? F word <i>boot</i> .	ollow the instructions from	n Exercise 2 on page 28 to	
	Mark is going to is carrying man Mark put his th and quickly clos The keys are in t	y heavy things. ings in the boot ed it. "Oh not	boot /but / ① sust ★ 1 bota 2 GB cajuela EXPRESSIONS to give sb the bood a alguien (a la calle) boot /but / ② verbo PHRASAL VERBS boot sb 'out in alguien boot 'up 1 arrancarse 2 to	formal echar a	

alguien boot 'up 1 arrancarse 2 to boot a computer up prender una computadora ducation

nilla

Prohibida su descarga <u>y v</u>enta Unit 2



8 Work in pairs. Use the dictionary pages to determine the meaning of *book* and *bond* in the sentences.



- 1 I booked a flight to Acapulco at 7:00 a.m. .
- 2 The **bond** between Vicky and her dog is unbelievable.
- 9 STEP-2 🧖

Reflect

- Work in groups. Follow the instructions.
- Go back to Exercise 8 and discuss which features helped you do the exercise.
- Read the features you wrote in STEP 1 on page 37.
- Order them from the most helpful to the least helpful. Write the ordered list on page 37.
- Share them with another group.

10 Work in groups. Discuss the questions.

- 1 What did you do to find the correct meaning?
- 2 What textual component helped you the most? To reflect on your performance go to page 39.



Understand the use of textual components of bilingual dictionaries.

What do you know now

about understanding

the use of features of

bilingual dictionaries?



1 Work in pairs. Make a list of abbreviations you have seen in dictionaries.



2 Katch the parts of speech to the definitions. Listen to check your answers.

Parts of Speech

- 1 adjective (adj)
- 2 adverb (adv)
- 3 article (art)
- 4 conjunction (conj)
- 5 interjection (int)
- 6 noun (n)
- 7 preposition (prep)
- 8 pronoun (pron)
- 9 verb (v)

- a) A word that refers to a person, place, thing, or idea. For example, *Those* **books** belong to Jane.
- b) A word that is used to take the place of a noun. For example, The girls are talking about the party. The girls are talking about **it**.
- c) A word that is used to describe a noun or pronoun. For example, Miss Graham is a very **competent** and **efficient** secretary.
- d) A word or words that indicate an action, being, or state of being. For example, We **are working** on a report right now.
- e) A word that is used to describe a verb that tells how, where, or when something is done. For example, My friends will arrive **tomorrow**.
- f) A word that joins words or groups of words. For example, The children like milk and cereal for breakfast.
- g) A word that generally comes before a noun or a pronoun. For example, The gas station is **behind** the school.
- h) A word that is placed before a noun and determines if it refers to a specific one of its type or to a type in general. For example, *The* sun gets very hot during *the* afternoon.
- i) A word that is used to express a strong emotion. For example, *Wow!* What a beautiful dress!

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Identify



3 Complete the first column of the table with the words from the box. Write the correct abbreviation and an example.

before carefully the beautiful and ouch! dictionary they	run
--	-----

Word	Part of Speech	Abbreviation	Example
1	adjective	adj	
2 carefully	adverb		Hold the baby carefully.
3	article		
4	conjunction		
5	interjection		
6	noun	и	
7 before	preposition		
8	pronoun		
9	verb		

4 Read the instructions. Write the verbs in the imperative form.

Considerations When Using a Bilingual Dictionary

- First, go to your bilingual dictionary and find the English–Spanish section. Be sure of the spelling of the word. Look at the guide words to find the page where the word is.
- Next, (1) _____ (find out) what part of speech the word is and find the correct subentry by looking at its abbreviation.
- Then, (2) ______ (read) the different translations, definitions, and examples.
- (3) _____ (not, use) the first meaning you come across; read all the definitions before choosing one.
- After that, (4) ______ (choose) a meaning, go back to the text, and check your guess. Read the sentence again to see if the meaning makes sense, and if it matches your word, and if it matches the context.
- Finally, (5) _____ (not, trust) online translators. Computers can't pay attention to context!

The words in purple are sequence connectors. They are useful to show a sequence of actions.



5 Complete the sentences with the connectors from the box.

		Next	Then (×2)	Finally	First	After that (×2)	
1	First	, deci	de if it is import	ant or freque	nt.		
2		, go t	o your bilingual	dictionary an	d find the Er	nglish–Spani <mark>sh</mark> sec	tion.
3		, look	at the guide wo	ords at the top	o of the pag	e.	
4		, find	out what part o	f speech the	word is.		
5		, read	the different tr	anslations, de	finitions, an	d examples.	
6		, cho	ose the right me	aning and ch	eck your gu	ess.	
7		, con	Firm your guess	and keep rea	ding or writi	ng.	

6 Work in pairs. Look at the sentence below. Discuss and write the steps you are going to follow to translate the word.

The French won the soccer game.

7 Use the dictionary entry to translate the sentence using the instructions you wrote in Exercise 6.

French /frent ∫/ ④ adj francés French /frent ∫/ ④ sust francés (idioma) French /frent ∫/ ❸ sust plural the French los franceses

8 STEP-3

Work in groups. Follow the instructions.

- Read the instructions from Exercise 4 and discuss which ones you think are useful to use your dictionary in class.
- Use the information from Exercise 5 to review different connectors we use for writing instructions.
- Use the list of features you ordered in STEP 2, page 37 to discuss which ones you can use to write your instructions.
- Use Exercise 6 as a model to write instructions on how to use a bilingual dictionary. Remember that to give instructions, you use the imperative form.
- Write your instructions on page 38.

9 Work in groups. Think of the steps you followed in Exercise 7. Discuss the questions.

- 1 Did you consider the steps you followed to translate a word useful?
- Did you think it is important to follow instructions to use the dictionary?
 To reflect on your performance go to page 39.

Practice

Reflect

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What strategies to write instructions did you learn in this lesson?

Unit 2 33

Write instructions

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Activate

Identify

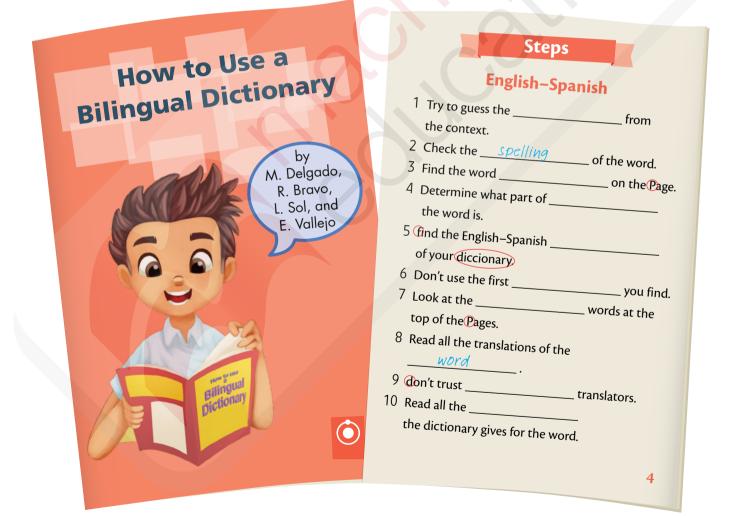


1 Work in pairs. Discuss if you agree or disagree with the statements and explain your reasons.



- 1 Dictionaries cannot solve all vocabulary questions.
- 2 You should use online translators because computers can understand the context.
- 3 Dictionaries can help you find the pronunciation of a word.
- 2 Complete the instructions to use a bilingual dictionary created by a group of students with the words from the box. Do you think their instructions are useful? If necessary review the steps on page 33.

-word speech online -spelling- guide translation examples section entry meaning



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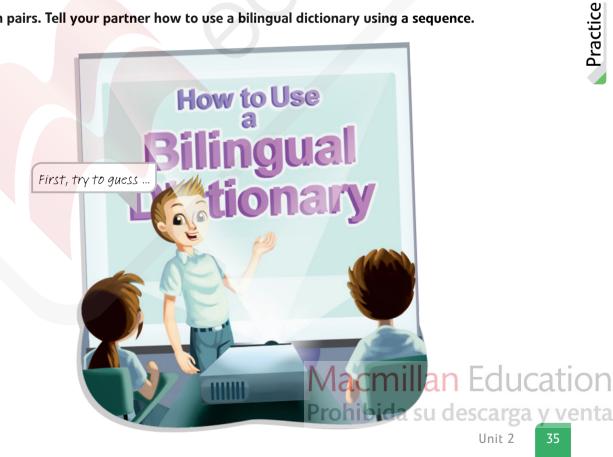


- Work in pairs. Compare your answers with your partner. 3
- Correct the circled words in the text in Exercise 2. Write the corrected sentences. Δ

The punctuation marks to end a sentence are periods (.), question marks (?), and exclamation points (!). End all your sentences with a punctuation mark, and always start sentences with a capital letter.



Work in pairs. Tell your partner how to use a bilingual dictionary using a sequence. 5





6 Write your sequence of instructions from Exercise 5. Add all the necessary steps to complete the instructions.



- 7 STEP-4 Work in groups. Follow the instructions.
 - Read the instructions you wrote in STEP 3, page 38 and look for mistakes. Circle the mistakes you found.
 - Use the strategies you used to correct the sentences from Exercise 4 to revise the instructions you wrote in STEP 3. Make the necessary changes.
 - If necessary, add all the necessary steps to complete the instructions.
 - Write a final version of the instructions on page 38.
 - Share your work with another group.

Reflect

8

Wo<mark>rk in g</mark>roups. Discuss the qu</mark>estions

- 1 What strategies did you use to correct your text?
- 2 Was feedback useful? Why? To reflect on your performance go to page 39.





What strategies to

edit instructions

did you learn in this

lesson?

Final Product

Instructions to Use a Bilingual Dictionary

STEP-

- Make a list of features that are helpful to use a dictionary.
- Go back to the diagram in Exercise 3 and discuss with your partner which features are important when using dictionaries.
- Make a list of features that are helpful to use a dictionary here.
- Read your list to another group.

STEP-2

2

- Order the list you wrote in STEP 1.
- Go back to Exercise 8, page 30 and discuss which features helped you do the exercise.
- Read the features you wrote in STEP 1 above.
- Order your list from the most helpful to the least helpful. Write the ordered list here.
- Share them with another group.

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Unit 2 37

STEP-3

- Write your instructions on how to use your bilingual dictionary.
- Read the instructions from Exercise 4, page 32 and discuss which ones you think are useful to use your dictionary in class.
- Use the information from Exercise 5, page 33 to review different connectors we use for writing instructions.
- Use the list of features you ordered in STEP 2, page 38 to discuss which ones you can use to write your instructions.
- Use Exercise 6, page 33 as a model to write instructions on how to use a bilingual dictionary. Remember that to give instructions, you use the imperative form.
- Write your instructions here.

STEP -

- 4 Write the final version of the instructions on how to use your bilingual dictionary.
- Read the instructions you wrote in STEP 3 above and look for mistakes. Circle the mistakes you found.
- Use the strategies you used to correct the sentences from Exercise 4, page 35 to revise the instructions you wrote in STEP 3. Make the necessary changes.
- If necessary, add all the necessary steps to complete the instructions.
- Write a final version of the instructions here.
- Share your work with another group.

STEP-5 Further practice

5 Present your instructions to the class. Ask some classmates to follow the instructions to look up the meaning of a word to see how well your instructions work.

STEP-6

6 Discuss in groups.

- What other useful sections from the dictionary did you find?
- What strategies did you learn to find words in a bilingual dictionary?
- With this experience, do you think you can write instructions to use another type of books?
 - Prohibida su descarga

Self-assessment

Lessons

These are the goals set at the beginning of the unit so you

- select and revise bilingual dictionaries.
- understand the use of textual components of bilingual dictionaries.
- write instructions.
- edit instructions.
- 1 Go back to page 27, Exercise 8 and share with a classmate two features that were useful for you when you use a dictionary.
- 1
- 2
- 2 Go back to page 30, Exercise 10 and share with the class what you learned about textual components of a bilingual dictionary.
- **3** Go back to page 33, Exercise 9 and share why it is important to write and follow instructions to translate words using a bilingual dictionary.
- 4 Go back to page 36, Exercise 8 and discuss if you can use the editing and correcting strategies for other subjects at school.

Final Product

5 Use your answers to STEP 6 on page 38 to write a summary about your development.

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Conclusion

6 Write down two things you need to improve and plan when and how you will work them.

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Glossary

abbreviation (n) – a short form of a word or phrase **afternoon (n)** – the period of time between the middle of the day and the beginning of the evening **Arabic number (n)** – one of the written symbols 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 that are used in the writing systems of many countries to represent numbers **arrive (v)** – to reach a place, after having been somewhere else

behind (prep) – at the back of someone or something

belong to someone (v) – to be owned by someone **capital letter (n)** – the large form of a letter, for example "A" or "B," that you use at the beginning of a sentence or name

compound word (n) – two or more words that join together to form a new word with a different meaning

entry (n) – information that is part of a series of things written in a book, list, computer database, etc. **feature (n)** – an important part or aspect of

something

find (v) – to discover something, or to see where it is by searching for it

font (n) – a complete set of letters and numbers in one size and style, used for printing or for computer documents

gas station (n) – a place that sells gas, oil, and other things you need for your car

generally (adv) – used for saying what is usually true or typical

grade (v) – to judge the quality of something by giving it a letter or number

guess (v) – to say or decide what you think is true, without being certain about it

guide word (n) – a word at the top of a page in a dictionary that indicates the first or last entry on the page

join (v) – to connect two things

40

monolingual (adj) – speaking, writing, or using only one language

multimedia (adj) – using video, sound, and other methods of communication in computers

part of speech (n) – one of the main grammatical groups that a particular word belongs to according to the way it is used in a sentence, for example noun, verb, adjective, or adverb

phonetic (adj) – relating to the sounds used in speech

pick (v) – to choose someone or something from a group

precede (v) – to come before someone or something else in a series

root (n) – the most basic form of a word, or a word that is the base for other words

spell (v) – to know the letters of a word in the correct order

strong (adj) – produced with or using a lot of power or force

quickly (adv) – at a fast speed

Roman numeral (n) – one of the letters I, V, X, L, C, D, and M, used by the ancient Romans to represent numbers and still sometimes used, for example on clocks

take the place of something (exp) – to be used instead of something else

tell (v) – to give information to someone

translation (n) – spoken or written words that have been changed into a different language

translator (n) – someone who changes spoken or written words into another language, especially as their job

whichever (pro) – used for saying that it does not matter which person or thing is chosen because the result or the situation will be the same

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Social Learning Environment: Family and Community **Communicative Activity:** Exchanges associated with information of oneself and of others. **Social Practice of the Language:** Exchange compliments, likes, and dislikes in an interview.

By the end of this unit you will be able to express your likes and dislikes in a conversation.

To do so, you will:

- listen to and revise likes and dislikes in an interview conversation.
- understand general sense and main ideas of conversations.
- express compliments, likes, and dislikes in a conversation.
- express compliments, likes, and dislikes in written conversations.

Discuss in groups: • What leisure activities do you like? Education

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1 Work in pairs. Look at the pictures and share the leisure activities you like doing.



Identify

 $\overrightarrow{\mathbf{M}}$ Listen and check (\checkmark) the pictures of the activities you hear. 2

> Pay attention to the sounds you hear in conversations. They can help you identify situations and understand better.

Skills

Work in pairs. Share what sounds helped you identify the activities in Exercise 2. 3 Prohibida su descarga y venta



💀 Listen to the conversations and underline the correct answer.

The purpose of the conversation is to a) conduct a survey / make small talk.

- b) The conversation is formal / informal.
- c) It takes place in a school cafeteria / in the street / over the phone.

2

a) The purpose of the conversation is to conduct a survey / make small talk.

- b) The conversation is formal / informal.
- c) It takes place in a school cafeteria /
 - in the street / over the phone.

a) The purpose of the conversation is to ask for information / make small talk.

- b) The conversation is **formal / informal**.
- c) It takes place in a school cafeteria / in the street / over the phone.

Your attitude and expressions change depending on how formal or informal a conversation is.



Match the sentences to the meaning of the words in bold. 5

- 1 | **like** rock climbing.
- 2 | love your scarf!

3

- 3 | really love sports.
- 4 | don't like making sweaters.
- 5 | hate staying indoors.
- 6 | **don't mind** playing sports.

- a) a normal dislike
- b) a strong like
- c) a normal like
- d) a strong dislike
- e) a compliment
- f) indifference about something

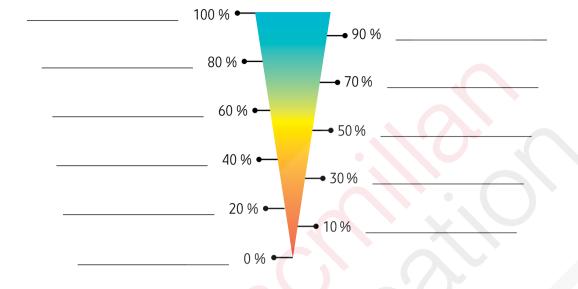
There are many degrees for expressing likes and dislikes in English. Adding the word really gives emphasis to the feeling. For example, I really love, I really like, I really don't like, and so on.

100 % Hove	80 % I like	50 % I don't mind	20 % I don't like	0 % I hate	Language	actice

Underline the phrases in Exercise 5 that express likes. Circle the phrases that express dislikes 6

Unit 3





7 Use the diagram to organize common leisure activities according to your likes and dislikes.

8 Work in pairs. Compare your diagrams. Write a list in your notebook with the likes and dislikes you have in common and those you do not share.

We like carpentry. Juan hates knitting.

- STEP-D Work in groups. Follow the instructions.
- Use the actions from Exercise 1 to review different examples of leisure activities.
- Use the information from Exercise 5 to discuss the differences between *I love, I like, I don't mind, I don't like, and I hate.*
- Use the diagram and list that you made in Exercises 7 and 8 to review other examples of leisure activities.
- Make a list of all the leisure activities you learned in this lesson. Include the activities you like and dislike.
- What words and expressions to share likes and dislikes did you learn from the interviews you heard and the exercises you did in this lesson?

Prohibida su descarga y venta

• Write your list on page 54.

9

Reflect

- **10** Work in groups. Compare your answers from Exercise 6. Discuss the questions.
- 1 What activities do you like the most?
- 2 What activities do you dislike the most?
- 3 Does everybody in your group have the same likes and dislikes? To reflect on your performance go to page 56.

Listen to and revise likes and dislikes in an interview conversation.



Work in pairs. Look at the brochure and discuss if it offers cultural or commercial 1 information. Give reasons for your answer.





- What is the purpose of the text? 1
- Who offers the leisure activities? _____ 2
- 3 Who is the intended audience?
- What kind of activities does the brochure offer? 4

Prohibida su descarga y venta

lucati

45





🕺 Listen to the conversation and underline the correct answer. Listen again to check vour answers.

- Mr. Daniels is calling a vacation resort / a restaurant / his friend Sarah. 1
- 2 He is calling to buy tickets / make a reservation / ask about the activities the resort offers.
- 3 *Like* and *love* can be used to express preferences / pay compliments / both.
- 4 Sorry to interrupt is used to apologize / interrupt politely / both.
- 5 Actually is used to introduce a clarification / an anecdote / both.
- See you is used to open a conversation / close a conversation / both. 6

Like, love, enjoy, and prefer express a positive preference. They can also be used to compliment people, for example, I love the way you dance.

Underline the correct answer to complete the conversation. Work in pairs to check your answers. 4

- Sarah: What kind of activities (1) do / does they like to do? Do they like sports or crafts?
- Mr. Daniels: Yes, they do. Actually, they love sports, but they (2) don't / doesn't really like crafts.
- **Sarah:** Well, our sports program includes tennis and volleyball.
- Mr. Daniels: That's perfect! I love your program! Barry loves playing tennis, and Jenny really
 - (3) like / likes playing volleyball.

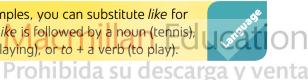
- Sarah: (4) Do / Does you or your wife like crafts, cooking, or baking? We have cooking and baking classes, and pottery classes too.
- Mr. Daniels: My wife likes making crafts, and she loves baking, but she (5) don't / doesn't like cooking very much.
- Sarah: But what about you, sir? (6) Do / Does you enjoy nature? We have a canoe day trip that's great!

Read the conversation and complete the questions and the short answers. 5

- 1 Does Barry like playing tennis? Yes,
- 2 ____ Barry and Jenny like making crafts? No, _____
- 3 ___ Mrs. Daniels enjoy baking? Yes, ______
- _____ Jenny like playing tennis? No, ______ 4
- Does Mrs. Daniels _____ cooking? No, _____ 5
- Do Barry and Jenny _____ crafts? No, _____ 6



In all these examples, you can substitute like for love or prefer. Like is followed by a noun (tennis), a verb + -ing (playing), or to + a verb (to play).





6 Read the conversation in Exercise 4 again and complete the table.

	Simple Present Tense	
Question	Answer	Short Answer
(1) you like playing tennis?	Yes, l like playing tennis. / No, l don't like playing tennis.	Yes, l (4) / No, l don't.
Do they like to play tennis?	Yes, they like to play tennis. / No, they (3) to play tennis.	Yes, they do. / No, they don't.
(2) she like tennis?	Yes, she likes tennis. / No, she doesn't like tennis.	Yes, she does. / No, she (5)

Match the sentences to the correct meaning. 7

1 I like crafts and baking.

9

- 2 I like to watch TV or read at night.
- I like shopping, <u>but</u> I don't like cooking. 3
- Rewrite the sentences in your notebook using or, and, or but. 8
- 1 I don't like playing soccer. I don't like watching sports. I don't like playing soccer or watching sports.
- 2 She loves going to the movies. She loves reading romantic novels.
- They like hanging out with friends. They don't 3

like going to the park.

4 We don't like watching sports. We like playing sports.

b) I like two things the same.

c) I choose one of two things I like.

a) I like one thing, in contrast I dislike another.

- 5 He likes surfing the web. He likes chatting with his friends online.
- 6 She doesn't like cooking. She loves baking.
- Use the information from Exercises 3, 4, and 5 to review the expressions like, love, enjoy, and prefer and to practice questions and short answers.

Work in groups. Follow the instructions.

- Use Exercises 7 and 8 to review the differences between and, or, and but.
- Write questions to interview your partners about their preferences on page 54.

10 Work in groups. Compare the guestions you wrote in Exercise 9. Discuss the guestions.

- 1 Do you think conversations are useful to get to know each other's preferences?
- 2 What is the purpose of the questions you wrote?
 - To reflect on your performance go to page 56.

Understand general sense and main ideas of conversations. Macmillan Education

you use to understand general sense and main ideas of conversations Reflect

Practice

Figure out

Unit 3

Prohibida su descarga <u>y ve</u>nta

What strategies did

in this lesson?



Activate

Identify



1 Work in pairs. Share with your partner the types of TV programs you like.

Drama ≧ Soap Opera Travel



2 Read the conversation and circle the correct answer to complete the sentences.

Jane: Hey, Amanda, do you want to go to the movies tonight?
Amanda: No, thanks. Tonight my favorite program, Hospital Live, is on.
Jane: Hospital Live! That's the hospital reality show, (1) isn't it?
Amanda: Yes, it is. You don't like reality shows, (2) do you?
Jane: No, I don't. I think reality shows are acted out and not real at all.
Amanda: But your boyfriend likes them, (3) doesn't he? And you watch Cake Chef, (4) don't you? That's a reality show.



Jane: Yes, I guess it is, but it's not so melodramatic. Anyway, I prefer watching sitcoms.

Amanda: But there aren't many good sitcom series on TV at the moment, (5) are there?

Jane: No, there aren't. But Pals in New York is really funny.

Amanda: That's the series about a group of friends in New York, (6) isn't it?

Jane: Yes, that's right. It's a great series!

- 1 Amanda and Jane
 - a) j<mark>ust met.</mark>
 - b) are friends.
 - c) neither.
- 2 Amanda does not want to go to the movies because she
 - a) has a lot of homework.
 - b) is going out with her boyfriend.
 - c) does not want to miss her favorite TV program.

- 3 They are talking about their
 - a) parents.
 - b) leisure activities.
 - c) TV preferences.
- 4 Amanda and Jane like
 - a) the same TV shows.
 - b) sitcoms, but not reality shows.
 - c) different kinds of TV programs.
- **3** Read and listen to the conversation. Draw an arrow rising (>>) or falling (>>) under the underlined tag questions to show if the person's voice goes up or down.

A tag question is a small question we add at the end of a statement to confirm information or expect agreement. Prohibida su descarga y venta

4 Read the sentences. Complete them with phrases from the box.



negative

Jane: Hospital Live! That's the hospital reality show, (>>) isn't it? Amanda: Yes, it is. You don't like reality shows, (>>) do you?

expect agreement affirmative ask for confirmation

- 1 You use tag questions to ______ when the person's voice goes up at the end.
- 2 Tag questions are used to ______ when the person's voice goes down at the end.
- 3 In the example, Jane expresses confirmation using the tag questions in the ______ form when the preceding statement is affirmative.
- 4 In the example, Amanda expects agreement using the tag question in the _____ form when the preceding statement is negative.

5 Complete the sentences using tag questions.

- 1 She really likes soap operas, doesn't she?
- 2 Documentaries aren't very interesting, _____
- 3 Crime TV shows are very violent, _____
- 4 The<mark>y don't like watching reality sh</mark>ows, _____
- 5 She doesn't enjoy watching cartoons, _____
- 6 You hate sports shows, __





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6 Work in pairs. Read the sentences in Exercise 5 with rising and falling intonation. Take turns. Prohibida su descarga y venta

⊿9



7 Work in pairs. Complete the interview with the words from the box. Practice the conversation with correct speed and pronunciation.

	don't you?	and	do you?	but	or	
A: Good morning. on youth prefere questions?	Nice shoes! I'm do ences. Can I ask yc	o ,	at hor			watch TV
B : Of course. A : Do you like wate	ching sports?			texting, and l		the web. to the movies,
B: I like watching s (2)	occer (1) I don't like playing			eally like goir	ng to the me	ovies.
A: So, I suppose yo		tivities to	A: Thank	you for ansv welcome.	J	
-	airs. Think of a si		is familiar to y	ou. Use Exer	cise 7 to w	rite a similar

- 9 STEP-3 STEP-3 Source in groups. Follow the instructions.
 - Prepare a conversation to express likes and dislikes like the one in Exercise 8. Use the correct tag questions like the examples from Exercise 5.

conversation with information that is true for you in your notebook.

• Write your notes on page 55. Practice the conversation with a partner with the correct intonation as you did in Exercise 6.

What strategies did you use to express compliments, likes, and dislikes in the conversation you prepared in this lesson?

10 Work in groups. Compare the conversation you wrote in Exercise 8. Discuss the questions.

- 1 What strategies did you use to practice the conversation?
- 2 Did you find question tags useful to practice the conversation with the correct intonation? To reflect on your performance go to page 56.

Prohibida su descarga y venta

Reflect



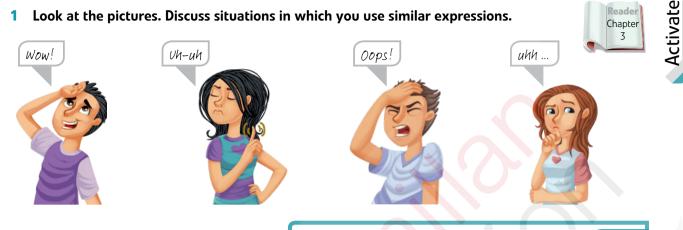


Reader

Skills

ldentify

1 Look at the pictures. Discuss situations in which you use similar expressions.



Interjections and facial gestures express feelings in every language. *iUf*! in Spanish is *phew*! in English, but the body language is the same.

- 2 Work in pairs. Look at the pictures in Exercise 1 again and go to the Glossary on page 57 and find more expressions.
- Read the conversation and answer T (True) or F (False). 3

	Harry: Why not?
Harry: Hi, Laura. How's it going? You look	Laura: You haven't even started your survey yet,
worried.	Laura: You haven't even started your survey you,
wonned.	and
Laura: Well, to tell you the truth, I don't	Harry: As a matter of fact, I finished it yesterday.
know how to begin the survey.	
Harry: You used to be more organized,	Laura: Wow! Really?
	Harry: Uh-huh. Next time don't jump to
didn't you?	
Laura: I guess I was.	conclusions.
Murha L can haln	Laura: Oops. I'm sorry.
Harry: Maybe I can help.	Harry: That's OK. Let me help you.
Laura: Uhh	Hally. That's of a i
Harry: You don't think I can help, do you?	
Laura: Uh-uh. Not really.	



1 Harry never interrupts Laura. 2 Harry thinks Laura was more organized before. Laura is surprised to hear Harry finished his homework first. 3 Laura is not sorry for her mistake. 4

 $rac{1}{100}$ Read the conversation again and circle the interjections. Listen to check how the 4 ducation interjections sound.

Prohibida su descarga <u>y v</u>enta



5 Work in pairs. Practice the conversation in Exercise 4 with correct rhythm, speed, and pronunciation.

6 😥 Listen to the second part of the conversation and answer the questions. Listen again to check your answers.

- 1 What is the first step to prepare an interview? _
- 2 Why does a diagram help to prepare an interview? ____
- 3 What do Harry and Laura have to do after the interview? ____
- 4 Does Laura say Sorry, I don't understand to apologize or to ask for clarification?
- 5 Is Let me see a phrase to make a pause to think your answer?
- 6 Who uses this phrase? _____

When you have to think about an answer in a conversation use expressions such as mmm and let me see.

7 Read the conversation and write the steps to prepare an interview.

Harry: First, you have to write the questions to ask. Laura: Oh, I see.

Harry: Then, you must draw a diagram of how you want to do the survey ...

Laura: Sorry, I don't understand.

Laura: Ah, of course.

- Harry: You must write options in case they answer *yes*, and options in case they answer *no*. This will help you organize your ideas.
- Harry: Next, you have to interview people.
- Don't forget to record and classify their answers.
- Laura: Do we have to share our findings with the class?
- Harry: Let me see ... I should remember ... Yes, we do. And ...
- Laura: Oh, actually, I think that we have to make a presentation too.
- Harry: You're right, that's very important!

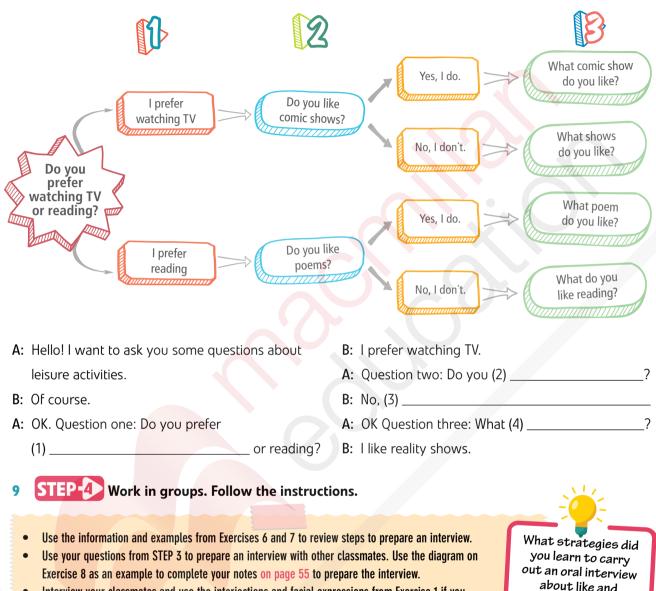


Figure out

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Interview your classmates and use the interjections and facial expressions from Exercise 1 if you need them.

about like and dislikes?

Reflect

10 Work in groups. Discuss the questions.

- What strategies did you use to write the conversation? 1
- 2 Did you think using diagrams is a useful strategy to plan and organize your ideas to write a conversation?

To reflect on your performance go to page 56.

Express compliments, likes, and dislikes in written conversations acmillan Education

Unit 3

53

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Final Product

Conversation about Likes and Dislikes

STEP-

- Write a list of leisure activities. Be sure to include activities you like and dislike.
- Use the actions from Exercise 1, page 42 to review different examples of leisure activities.
- Use the information from Exercise 5, page 43 to discuss the differences between / love, / like, | don't mind, | don't like, and | hate.
- Use the diagram and list that you made in Exercises 7 and 8, page 44 to review other examples of leisure activities.
- Make a list of all the leisure activities you learned in Lesson 1. Include the activities you like and dislike.
- Write your list here.

STEP-2

2

Work in pairs. Write questions to interview your partners about their preferences.

- Use the information from Exercises 3, 4, and 5 on page 46 to review the expressions like, love, enjoy, and prefer and to practice questions and short answers.
- Use Exercises 7 and 8, page 47 to review the differences between *and*, *or*, and but.
- Write questions to interview your partners about their preferences here.

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54 Family and Community

STEP-3

- Write a conversation to express likes and dislikes.
- Prepare a conversation for an interview to express likes and dislikes like the one in Exercise 8, page 50.
 Use the correct tag questions like the examples from Exercise 5, page 49.
- Write your notes here. Practice the conversation with a partner with the correct intonation as you did in Exercise 6, page 49.

STEP-

- 4 Write notes to prepare an interview conversation. Interview your classmates.
- Use the information and examples from Exercises
 6 and 7, page 53 to review steps to prepare an interview.
- Use your questions from STEP 3 to prepare an interview with other classmates. Use the diagram on Exercise 8, page 53 as an example to complete your notes here to prepare the interview.
- Interview your classmates and use the interjections and facial expressions from Exercise 1, page 51 if you need them.

STEP-5 Further practice

5 As a class, share things you learned about other classmates that you think are surprising. Remember to show respect for each other's preferences. Then share what you learned with other classmates you know better now after the interviews.

STEP-6

6 Discuss in groups.

- Do you think you have the same likes and dislikes than your partners?
- What strategies did you learn to express likes and dislikes?
- With this experience, do you think planning your conversation in a diagram helps you express ation in a better way?
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Self-assessment

Lessons

These are the goals set at the beginning of the unit so you

- listen to and revise likes and dislikes in an interview conversation.
- understand general sense and main ideas of conversations.
- express compliments, likes, and dislikes in a conversation.

- express compliments, likes, and dislikes in written conversations.
- 1 Go back to page 44, Exercise 10 and share with a partner two activities you have in common and two activities you don't share.
- 1
- 2
- 2 Go back to page 47, Exercise 10 and share with the class what strategies you learned to understand general sense and main ideas of conversations.
- **3** Go back to page 50, Exercise 10 and share why it is important to use correct intonation when you are talking.
- 4 Go back to page 53, Exercise 10 and discuss if using diagrams is a helpful strategy you can use to express other ideas in conversations.

Final Product

5 Use your answe<mark>rs to STEP 6 on</mark> page 55 to write a summary about your development.

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Conclusion

6 Write down those things you need to improve and plan when and how you will work them.

¹ ² Macmillan Educ Prohibida su descarga

Glossary

as a matter of fact (exp) – used when you are going to give more details about something

baking (n) – activity to make bread, cakes, etc. using an oven

carpentry (n) – the activity of making things from wood, or repairing things that are made of wood **cartoon (n)** – a movie or television show, especially for children, that is made with a series of drawings **cooking (n)** – the process of preparing and eating food.

craft (n) – a traditional skill of making things by hand, for example, furniture or jewelry

diner (n) – a small restaurant that sells simple inexpensive food

documentary (n) – a movie or television program that deals with real people and events

drama (n) – a play for the theater, television, or radio enjoy (v) – to get pleasure from something

entire (adj) – used for emphasizing that you mean all or every part of something

game show (n) – a television program in which people play games or answer questions in order to win prizes

hang out (v) – to spend time in a particular place or with particular people

indoor (adj) – done or used inside a building **jump to conclusions (exp)** – to make a decision about something too quickly without knowing all the facts

kids (n) – children

knit (v) – to make something such as a piece of clothing using yarn and sticks called knitting needles
leisure activities (n) – activities that are relaxing or fun

mind (v) – to feel annoyed, upset, or unhappy about something

news (n) – a television, radio broadcast or newspaper article that gives you information about recent events **No way! (exp)** – used for expressing surprise, or for telling someone that you do not believe them

Oh, no! (exp) – an expression of alarm, concern, or resentment about a problem or error

outdoor (adj) - outside

pottery (n) – the activity of making objects such as plates and cups using clay

reality show (n) – a program on TV that does not use professional actors but shows real events and situations involving ordinary people

record (v) – to make a registration of something that has happened, usually by writing it somewhere

rock climbing (n) – the activity of climbing the side of a mountain or large rock for enjoyment

scarf (n) – a piece of cloth that you wear around your neck or head to keep you warm

show (n) – a performance, especially in a theater
 sitcom (n) – a funny television program about a particular group of characters

small talk (n) – informal conversation about things that are not important

soap opera (n) – a melodramatic television program about a group of characters

sports (n) – an activity in which players or teams compete against each other

Sure! (exp) – used for agreeing with someone **surf (v)** – to look at various places one after another on the Internet or on television

survey (n) – a set of questions that you ask a large number of people to get their opinion

talk show (n) – a television or radio program in which the host talks to famous people in an informal way **to tell (you) the truth (exp)** – used for saying what

you really think or feel

travel (n) – to go on a trip or visit different places **worried (adj)** – unhappy because you are thinking about your problems or about bad things that could happen

You bet! (exp) – used for saying "yes" in an enthusiastic way

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Unit 3

57



Social Learning Environment: Recreational and Literary **Communicative Activity:** Literary expression. **Social Practice of the Language:** Read classic tales.

By the end of this unit you will write a Big Book and present it to another class.

To do so, you will:

- select and revise classic tales.
- understand the general sense and main ideas.
- compare variants of pronunciation and writing.
- express key events orally.

Discuss in groups:

• Do you like to read narrative stories? Which is your favorite?

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Work in pairs. Look at the texts and discuss the question. 1



а



The desert tortoise is a turtle that lives in the Mojave Desert in the southwestern United States and the Sonoran Desert of northwestern Mexico. A shell protects desert tortoises from predators.

- How are an informative text and a narrative text different in terms of textual and graphic organization? 1
- Look at texts a and b and answer T (True) or F (False) on page 60. 2

The Hare and the Tortoise By Aesop

adapted by Charles Chevalier

Once upon a time, there was a very fast hare that boasted about how fast he could run. The hare bragged every day, night and day, and he laughed at the tortoise that was very slow. One day, the tortoise finally got tired and decided to challenge the hare to a race. Obviously, everyone laughed. It was obvious the tortoise was much slower.

The day of the race, the hare and the tortoise set off, but soon after, the hare got distracted by a beautiful field of flowers. The hare thought, "I'm much faster than the tortoise. I can play in the field, and then I'll catch up." So the hare

stopped in the field, played, and even fell asleep under a tree. Meanwhile, the tortoise walked on slowly but steadily without distractions.

An hour later, the hare woke up. "Goodness! I must run like the wind!," but the hare was still confident that he could win. The hare ran and ran, and very fast, but he arrived too late. The triumphant tortoise was patiently waiting. The tortoise had won the race!



Once upon a time is a common expression to begin a story. This expression is used to introduce characters and / or setting.





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43

Activate



Science Facts

The "Real" Hare and Tortoise

Angelina Merk

n Aesop's fable the hare and the tortoise compete in a race. The hare is supposedly very fast, but distracted, while the tortoise is slow, but constant. But what is the

difference between these two species in real life? See below.

Hares are plant-eating mammals that live on land. There are approximately 90 species in the world. They escape danger by running. They can run at approximately 64 kph. They have excellent eyesight and hearing. This helps them elude danger.

Tortoises are reptiles with hard shells that wrap around their body. They can move their head and legs in their shell for

protection. The slowest tortoise moves at 0.27 kp/h while the fastest moves at 8.0 kph. They are the longest living animal in the world.

- 1 The hare in the fable was a show-off.
- 2 The turtle in the fable is slow but constant.
- 3 The hare in the fable lost the race because it was slow.
- 4 In real life, hares run for fun.
- 5 In real life tortoises all move at the same speed. _
- 6 In real life, there are many hare species.

3 Answer the questions. Share your answers with a classmate.

- 1 Is the topic of both texts the same?
- 2 Who are the authors of the texts? ____
- 3 Are there the same number of pictures in both texts?
- 4 Are there the same type of pictures in both texts?
- 5 Is the purpose of the pictures the same in both texts?

4 Read the texts in Exercise 2 again and circle the correct answer. Share your answers with a classmate.

- 1 Text a was written for
- 3 The purpose of Text a is
- a) high school students.
- b) small children.
- c) both.
- 2 Text b was written for
 - a) pre-school children.
 - b) the general public.
 - c) both.

- b) to activate a child's imagination.c) both.
- 4 The purpose of Text b is
 - a) to report recent scientific findings.

a) to give a scientific explanation.

- b) to tell a story.
- c) both.

The organization of a text and its graphic components can help identify the topic and will tell you if it is narrative or informative.

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Har

Recreational and Literary

Figure out



Practice

5 Work in pairs. Use texts a and b from Exercise 2 to complete the table. Compare the literary text with the informative one.

	Торіс	Author	Purpose	Type of Graphics	Intended Audience
Text a					
Text b				rcal photographs	

The purpose of a narrative text is to tell a story, real or fictional. The purpose of an informative text is to tell facts about a topic.



6 STEP-1

Complete the table on page 71.

•

•

Work in groups. Follow the instructions.

Read the texts. Use the questions from Exercise 3 to learn more about the texts. For example: Who are

- Look through your classroom book collection or the school library. Choose one or two narrative texts.
- What strategies to select and revise texts helped you to find the narrative

texts helped you to find the narrative texts?

Work in pairs. Show your classmate the text you chose and explain the criteria you used to choose them.

To reflect on your performance go to page 73.

the authors of the texts?, What is the purpose of the pictures?, etc.



Unit 4

Reflect





1 Work in pairs. Discuss the questions.

- 1 What traditional Mexican legends or stories do you know?
- 2 Do you know the legend of Tlaloc?
- 3 Do you know where the expression *Llover a cántaros* comes from?

2 Work in pairs. Scan the text and discuss the questions.



Activate

The the Rain God Aztec legend

A long time ago, high up in the clouds, lived a god. His name was Tlaloc. He was the god of rain, thunder, and lightning. He lived in a beautiful palace with beautiful gardens and many large clay pots full of water.

When T<mark>laloc saw peopl</mark>e on Earth

needed rain, he ordered his helpers, the *Tlaloques*, to break the clay pots with wooden sticks. This is when people on Earth heard loud thunder. Then, the pieces of the broken pots flew through the sky, and people on Earth saw lightning. Last, the water from the broken pots poured down from the sky, and people on Earth got rain.

But when Tlaloc got angry, he broke many, many pots, and he provoked torrential rains and hurricanes on Earth, or if he got very, very angry, there was no rain for days or months. This is why people on Earth worshipped him and always tried to make him happy.



Reader

Chapter

- 1 What was the name of the rain, thunder and lightning god?
- 2 Where did he live?
- 3 What was his palace like?
- 4 What were his helpers called?

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2 Recreational and Literary



3 Read the text in Exercise 2 again, and answer T (True) or F (False)

- 1. Tlaloc didn't have a lot of pots.
- 2. The *Tlaloques* broke the pots with wooden sticks.
- 3. First, the *Tlaloques* poured the water out of the pots.
- 4. When the *Tlaloques* broke the pots, people saw lightning.
- 5. The flying pieces made loud noises.
- 6. There was no rain when Tlaloc was angry.
- 7. When Tlaloc broke lots of pots, there were hurricanes and torrential storms.
- 4 **I**S Listen to the pronunciation of the underlined combination of letters and match the pronunciation rules. Then practice saying each word out loud.

sl <u>ee</u> p	d <u>ay</u>	pl <u>ai</u> n	
	e an /eɪ/sou		

- 1 Letter clusters ee
- 2 Letter clusters *ai / ay*
- 5 Work in pairs. Find in the story in Exercise 2 the words that have the letter clusters from Exercise 4 and write them down. Read them out loud with the correct pronunciation.

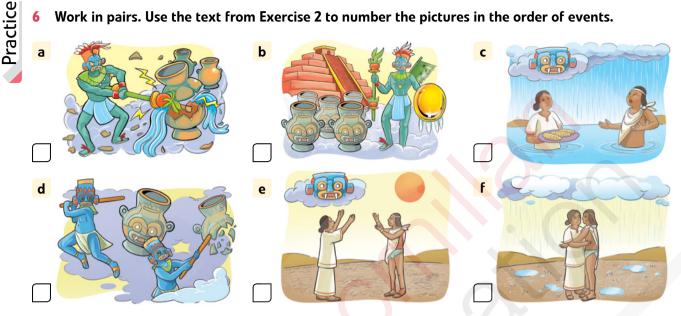
b) produce a long /i:/sound.

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Work in pairs. Use the text from Exercise 2 to number the pictures in the order of events.



- 7 Work in pairs. Read the story in Exercise 2 again, look at the pictures in Exercise 6, and answer the questions.
- What is the setting of the story? 1
- Who are the main characters? ____ 2
- 3 How many events are represented in the pictures?
- What event is the beginning of the story? 4
- What event is the end of the story? 5
- Did you like the story? Why? _ 6
 - Work in pairs. Follow the instructions. STEP-2
 - Use the questions from Exercise 7 to learn more details about the story you chose. For example: What is • the setting of the story?, Who are the characters?, etc.
 - Draw in your notebook a graphic organizer like the one on page 71 with information and key events from • the story on STEP 1.

How does a graphic organizer help you organize the main ideas of a text?

Reflect

8

Work in groups. Discuss the questions. 9

- Did you like the legend? 1
- 2 Did you find it fun or interesting?
- 3 Do you know any other legends?
- 4 Why are legends invented? To reflect on your performance go to page 73.

Understand general sense and main ideas. Compare variants of pronunciation and writing.

Prohibida su descarga y venta



Activate

Identify



- 1 Work in pairs. Share a situation when you had back luck.
- 2 🙀 Read the story and answer the questions. Listen to check your answers.



Once upon a time there was a Chinese farmer who had a working horse. One day the horse ran away. The farmer's neighbor exclaimed, "What bad luck!"

"Good luck! Bad luck!" said the farmer. "Who knows?"

Winter had passed. The farmer had been working without a horse for many weeks when his horse returned with 10 more horses. His brother exclaimed, "What good luck!" "Good luck! Bad luck!" said the farmer. "Who knows?"

Several weeks later, the farmer's son was riding one of the new horses when he fell and broke his leg. His leg never recovered completely. He was the farmer's only son and his help on the farm was essential. "What bad luck!" exclaimed his neighbors.

"G<mark>o</mark>od luck! Bad luck!" said the farmer. "Who knows?"

Spring had come and gone when one day a Chinese army general arrived in the village. The Emperor had declared war. The Emperor declared war all the time. All the young men in the village went to war except the farmer's son. "What good luck!" exclaimed everyone in the village.

"Good luck! Bad luck!" said the farmer. "Who knows?"



- 1 Who was the first to tell the Chinese farmer he was very lucky?
- 2 What had the farmer been doing for many weeks when his horse returned?
- 3 What was the farmer's son doing when he fell and broke his leg?
- 4 How often did the Emperor declare war?
- 5 Why did the farmer's son not go to war?

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Figure out

3 Read the sentences and circle the correct answer.

- 1 Once upon a time there was ... indicates
 - a) the beginning of the story.
 - b) the end of the story.
- 2 Winter had passed and spring had come and gone are expressions
 - a) to indicate the weather forecast in the past.
 - b) to indicate the passing of time in the story.
- 3 In the sentence *The general arrived in the village* because the Emperor had declared war,
 - a) the Emperor declared war first, and then the general arrived in the village.
 - b) the general arrived in the village first, and then the Emperor declared war.

- 4 In the sentence *The farmer was working <u>while</u> his brother was watching,*
 - a) the two actions happened at the same time.
 - b) the farmer finished working and then his brother watched.
- 5 In the sentence *The farmer's son was riding* when he fell,
 - a) the fall interrupted the action of riding.
 - b) the son continued riding after he fell.

The Past Perfect tense is used to talk about the past of the past. Look at the two actions in the past and decide which action was first. The action that happens first is expressed in Past Perfect, which uses the auxiliary *had*.

4 Read the sentences and write the underlined connectors next to their function.

The farmer was working <u>while</u> his brother was watching.

The farmer's son was riding when he fell.

- 1 To introduce an action that interrupts another: _
- 2 To link two simultaneous past actions: _



5 Work in pairs. Complete the sentences to retell the events from the story.



1 Once upon a time, there was _____

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3 Several weeks later, the farmer's son





4 Spring had come and gone when one day _

2 Winter had passed. The farmer _____

Respect your classmates' opinions. Facts can be right or wrong, but opinions are beliefs. Respecting people's opinions is respecting their beliefs.



6 STEP-3

Work in pairs. Follow the instructions.

- Using the graphic organizer from STEP 2, write the main ideas of the story you chose.
- Use time expressions from Exercises 4 and 5 to organize your ideas. For example, *Once upon a time ..., the princess was sleeping when the prince arrived ..., etc.*
- Complete the cards on page 72 to help you.

7 Work in groups. Discuss the questions.

- 1 Did you have any problem when retelling the events? If so, what did you do?
- 2 What strategies did you use when had problems retelling events?
- 3 What do you need to improve your fluency in English? To reflect on your performance go to page 73.

Express key events orally.

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What strategies to

sequence actions in

time did you learn in

this lesson?

Reflect





Work in pairs. Discuss what a fable is. Do you know any fable?

The Man, the Boy, and the **Donkey**

nce upon a time, a man and his son were walking with their donkey to the market, when a farmer stopped them and said, "You fools! Ride your donkey, don't walk next to it!"

So, the man sat the boy on the donkey and they went on their way. They were passing a group of men when one of them exclaimed, "Don't be lazy, boy! Let your father ride the donkey."

So, the man told the boy to get off, and the man

got on the donkey instead. The boy was walking and the man was riding when they passed two women. One of them said, "Don't be lazy, old man! Let your son ride the donkey!"

Well, the man didn't know what to do, so he sat the boy with him on the donkey. Finally, they arrived at the town. People were laughing and shouting at them, "Look at that poor donkey! What a horrible man!"

The man and the boy got off and tried to think what to do. They thought, and they thought, until at last they cut down a pole, tied the donkey's feet to it, and raised the pole onto their shoulders to carry the donkey. While they were carrying the donkey, people were



pointing and laughing at them. Then, when the man and the boy were walking on Market Bridge, the donkey's hind legs came loose.

Aesop's Fables

The donkey was kicking so much that the boy dropped his end of the pole. In the struggle, the donkey fell off the bridge and into the water. Because his forefeet were still tied together, he was unable to swim and drowned.





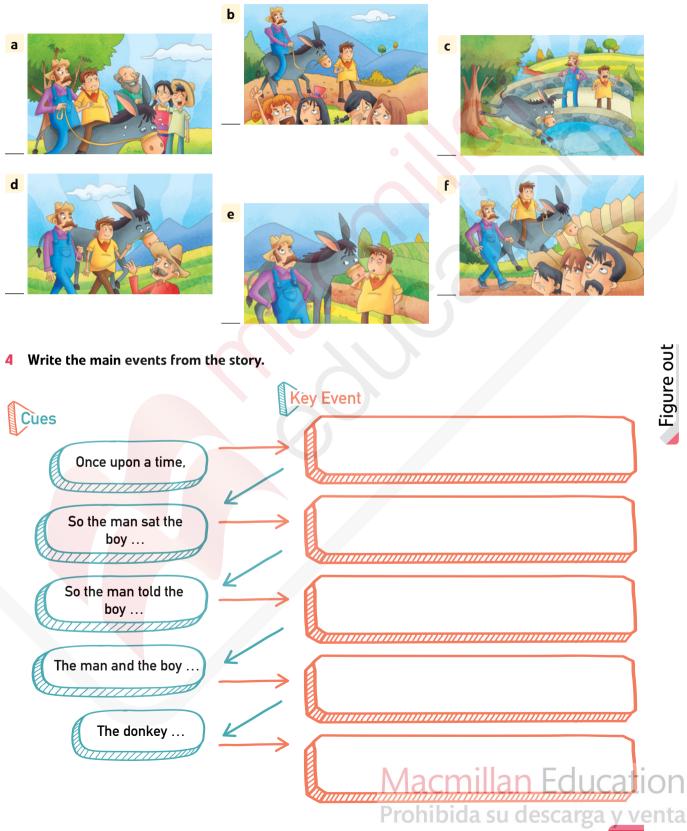
Who are the main characters? 1

- Who are the secondary characters? _____ 2
- What is the setting?_____ 3
- 4

What are the key events? <u>Macmillan Educati</u> Prohibida su descarga y venta



3 Work in pairs. Number the pictures in the correct order.





- 5 Share your organizer from Exercise 4, page 69 with a classmate and retell the events.
- Practice

Reflect

5	Work in pairs. Write your opinions about the fable.
8	The Man, the Boy, and the Donkey
Σ	
\mathcal{T}	
\succ	
5	
Σ	
	I dont like because
	My classmate likes My classmate doesn't like because
S	TEP- Work in pairs. Follow the instructions.
ex	se the expressions from Exercise 6 to express and share your opinion about the story you chose. For xample: I don't like the princess had to kiss the toad because dd your opinion to the text you wrote on STEP 3, on page 72.
Wo	ork in groups. Discuss the questions.
In	the previous lesson you reflected on strategies to retell events. Did you learn new strategies?

Macmilla Rewrite key eventst On Prohibida su descarga y venta

2 Do you think you improved your fluency in this lesson? If not, why?

To reflect on your performance go to page 73.

Final Product

Big Book

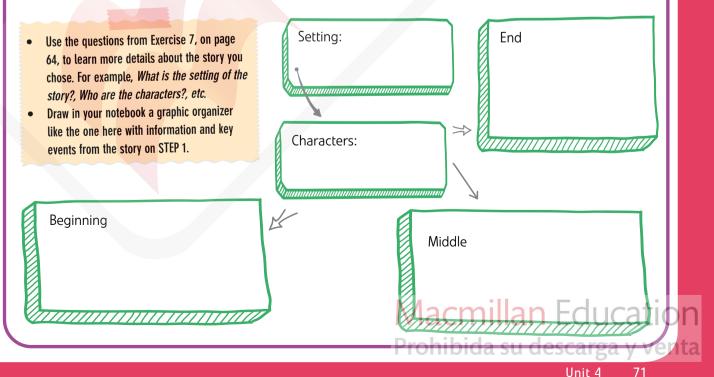


- Complete the table in your notebook or a sheet of paper using the information from the narrative text you chose.
- Look through your classroom book collection or the school library. Choose one or two narrative texts.
- Read the texts. Use the questions from Exercise 3, on page 60, to learn more about the texts. For example, *Who are the authors* of the texts?, What is the purpose of the pictures?, etc.
- Complete the table in your notebook or a piece of paper.

	Торіс	Author	Purpose	Type of Graphics	Intended Audience
T . (
Text			$\hat{\alpha}$		
2			50		

STEP-2

2 Draw and complete the graphic organizer in your notebook with information from the narrative story you chose in STEP 1.



STEP-3

- Use the cues in the cards to write the key events from your story in your notebook.Change the cues if they don't adapt to your story.
- Using the graphic organizer from STEP 2, write the main ideas of the story you chose.
- Use time expressions from Exercises 4 and 5, on page 66, to organize your ideas. For example, Once upon a time ..., the princess was sleeping when the prince arrived ..., etc.
- Use the cue cards to help you and write the main ideas in your notebook.

Once upon a	time
Several mon	ths I weeks I years later
Then,	
Finally	

STEP-4

Write a final version of the story on sheets of paper.

- Use the expressions from Exercise 6, on page 70, to express and share your opinion about the story you chose. For example, I don't like the princess had to kiss the toad because ...
- Add your opinion to the text you wrote on STEP 3 on a final version of the story.
- Draw pictures or cut out pictures from magazines to illustrate your big book. Staple the pages together to create a book.
- Using the cues from STEP 3, retell your story to the class.

STEP-5 Further practice

5 Present your story to another group or a different class.

STEP-6

6 Discuss in groups.

- In this unit you used several graphic organizers to organize information. Which was more useful?
- What strategies did you learn to organize your ideas and retell stories?
- With the experience you learned throughout the lesson, would you use these organizer for another 100 subject?
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Self-assessment

Lessons

These are the goals set at the beginning of the unit so you

- select and revise classic tales.
- understand the general sense and main ideas.
- compare variants of pronunciation and writing.
- express key events orally.
- 1 Go back to page 61, Exercise 7 and share with a small group if your choice of narrative text was the best. Explain why or why not.
- **2** Go back to page 64, Exercise 9 and discuss as a class about the importance of legends.
- 3 Go back to page 67, Exercise 7 and share two strategies you learned to improve your fluency.
- 4 Go back to page 70, Exercise 8 and discuss how your fluency has improved.

Final Product

5 Use your answers to STEP 6, on page 72, to write a summary about your development.

Conclusion

6 Write down two things you need to improve and plan when and how you will work on them.

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Glossary

brag (v) – to talk about your achievements or possessions in a proud way that makes other people angry

bridge (n) – a road, railway, or path that goes over a river, over another road, etc, and the structure that supports it

clay pot (n) – a recipient made out of a type of heavy soil that is used for making objects

cloud (n) – a white or grey mass of very small drops of water in the sky

distracted (adj) – not able to concentrate on something

donkey (v) – a grey or brown animal similar to a horse, but smaller and with long ears. In some countries it is used for riding and for pulling or carrying heavy loads

drown (v) - to sink under water and die

elude (v) – if a fact, or word eludes you, you can't remember or understand it

exclaim (v) – to say something suddenly and loudly **eyesight** (n) – the ability to see

fall (v) – to move quickly downward from a higher position, usually by accident

farmer (n) – someone who owns a farm or manages it as their job

fool (n) – someone who does not behave in an intelligent or sensible way

forefeet (n) – one of the front two feet of an animal that has four feet

garden (n) – an area of land next to a house that belongs to the house, usually with grass and plants growing in it

get off (v) – to leave one's transport

hear (v) – to realize someone or something is making sound

helper (n) – someone who helps a person or organization, especially without payment

kick (v) – to hit someone or something with your foot

kph (abvr) – kilometers per hour

laugh (v) – to make the noise with your voice that shows you think something is funny

lazy (adj) – not willing to work or do any activity that needs effort

lightning (n) – the bright flashes of light that you see in the sky during a storm

luck (n) – an influence that seems to make things happen to people for no particular reason

mammal (n) – an animal that is born from its mother's body, not from an egg, and drinks its mother's milk as a baby. Humans, dogs, and cows are all mammals

neighbor (n) – someone who lives near you **plain (n)** – a large, flat area of land

pole (n) – a long thin stick, often used for holding or supporting something

pour down (n) - to rain very hard

race (n) – a competition that decides who is the fastest at doing something, especially running
rain (n) – water that falls in drops from clouds in the sky

ride (v) – to sit on an animal, especially a horse, and control its movements as it moves along

run away (v) – to secretly leave a place where you should stay, because you are not happy there
shell (n) – the hard outer part that protects the body of a sea creature

shout (v) – to say something in a loud voice

show - off (n) – exhibitionist

son (n) – your male child

stick (n) – a thin piece of wood that has been broken or cut from a tree

thunder (n) – the loud noise that you sometimes hear in the sky during a storm

tired (adj) - needing to rest or sleep

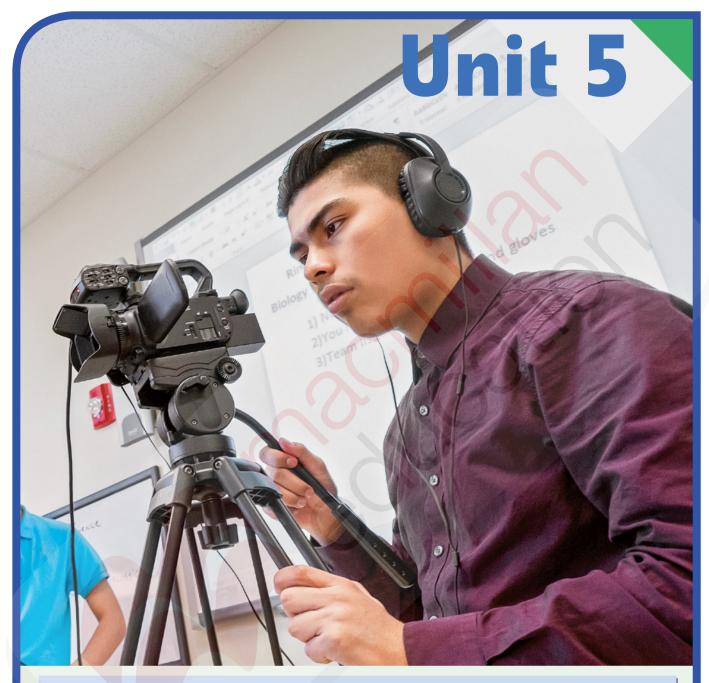
triumphant (adj) – showing that you are very

pleased or excited about a victory or success

village (n) – a very small town in the countryside **wooden (adj)** – made of wood

worship (v) – the activity of showing respect and love for a god, for example by singing or praying

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Social Learning Environment: Family and Community **Communicative Activity:** Exchanges associated with media. **Social Practice of the Language:** Compose dialogs and interventions for a silent short film.

By the end of this unit you will write a script for a silent short film.

To do so, you will:

- revise short films.
- understand the general sense and main ideas.
- write lines and dialogs.

Discuss in groups:

• What movies do you like?

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1 Work in groups. Discuss the questions.

- 1 Have you ever watched a silent film?
- 2 What are the differences between silent films and contemporary films?
- 3 Why are sound effects and music used in films?

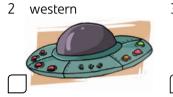
2 🕏 Listen to the music and sound effects. Match the genres from the box to the pictures.



1

Figure out

Activate





3



3 Write an appropriate genre from Exercise 2 under the settings in the pictures.



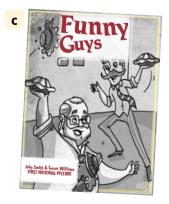




4 Look at the silent short film posters and complete the table.







Film	Genre	Nature of Action	
a Peter Pan	action / adventure	action-packed, exciting	
Ь			
С		smillen Educat	
	- IVIa	Cimilan Educat	

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Practice

Look at the posters in Exercise 4 again and circle the correct answer. 5 1 Romeo and Juliet is a film about a _____ love story. c) horror a) mystery b) tragic 2 The purpose of Funny Guys is to be a) funny. b) exciting. c) at school. 3 Peter Pan is a film for a) children. b) adults. c) women. best illustrates the topic of the film. 4 In my opinion, ___ b) Poster b a) Poster a c) Poster c Films reflect people's experiences, emotions, and culture. They are an excellent way to understand how

6 Match the emotions from the box to the pictures.

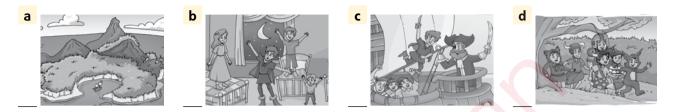
	happiness	fear	sleepiness	surprise	concentration	
5						
		2	AND DO	3	Non-verbal languag films was often exa because there weren't any spoker dialogs.	aggerated
4		5			millan Ec	

different people feel about certain actions or topics.

Unit 5



🔣 Listen to the summary of a silent film and number the scenes in the correct order.



Look at each scene in detail. Look at the characters' body language to help you answer 8 the questions.

- Who is the main character? 1
- Is Wendy's house in Neverland? 2
- 3 Does the main action happen in London?
- 4 Is London magical like Neverland?
- Where do the Lost Boys live? 5
- Who is the villain? _____ 6

STEP-1

9

Work in groups. Follow the instructions.

- Search the web for a silent film and information (summary or synopsis) about it. •
- Look at the genres you identified in Exercise 2 and decide if your film belongs in one of those. If it has a • different genre, find about it in a summary or description in the web.
- Write questions about your film like the ones you answered in Exercise 5: What is the film about?, What is the intended audience of the film?, etc. Read a summary online to answer them.
- Read the summary to identify the main character(s) of your film as you did in Exercise 7.
- Write your notes on page 88. •

10 Work in groups. Discuss your questions.

- Reflect What features can you identify in a silent film?
 - Do you think sound effects and music are important in silent films? To reflect on your performance go to page 90.

Revise short films. Understand the general sense and main ideas.

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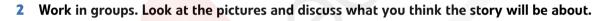
What film genres did

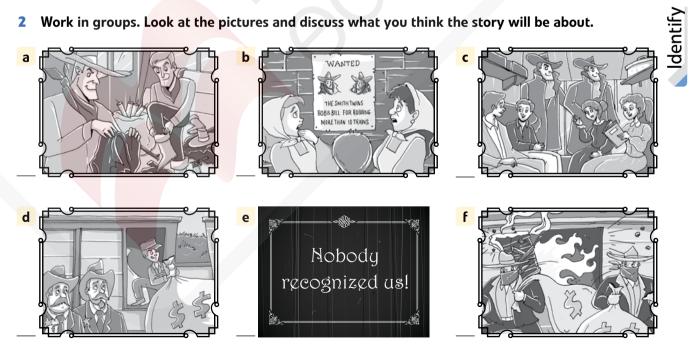
you learn from the

films you revised in

this lesson?

Work in pairs. Look at the poster and check (\checkmark) the words you think are related to 1 the film.

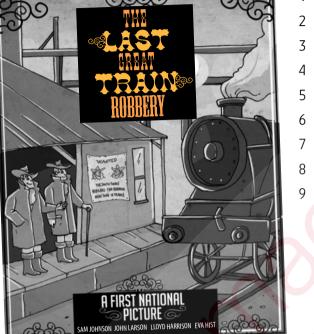




📆 Number the pictures in Exercise 2 in the correct order. Listen to check your answers. ation 3 Prohibida su descarga <u>y v</u>enta

79





	, , , , , , , , , , , , , , ,		
1	train	10	robber
2	western	11	passengers
3	pilot	12	platform
4	panic	13	money
5	guns	14	sheriff
6	comedy	15	robbery
7	gold	16	captain
8	locomotive	17	romance
9	balcony		







Reader

Chapter

5



- 4 Work in pairs. Look at the story in Excercise 2 and answer the questions.
- 1 Who are the main characters?
- 2 Where does the film take place? _____
- 3 What happens in the film that helps you anticipate what may happen next?
- 4 Are the cultural values reflected in westerns the same values that exist in English-speaking countries now?

5 Read the sentence from the story and answer the questions.

So, when we see the sheriff carefully helping load some enormous bags of money onto the train, we know there **may** be a robbery.

- 1 Is the speaker completely sure there will be a train robbery? ____
- 2 How do you know?

Modal verbs like *may*, *might*, and *could* are very useful for making predictions and suppositions in general. Use them when you cannot be completely sure what will happen.





Figure out

Look at the ending of *The Last Great Train Robbery* and then circle the correct answers.



- The Smith twins are celebrating because
 a) nobody recognized them.
 - b) they escaped with the money.
- 2 The Smith twins raise their hands becausea) the sheriff is arresting them.
 - b) they are happy to see the sheriff.



- 3 The story has a happy ending because
 - a) the twins are now rich.
 - b) justice conquered evil.
- 4 We could say that a value in Western silent films is that
 - a) good plans have good results 1 EQUCATI
 - b) bad actions always have a bad consequence.



7 😺 Listen to a review and underline the film it refers to.

- 1 The Last Great Train Robbery
- 2 Romeo and Juliet
- 3 Peter Pan

8 Complete the paragraph with the words from the box.

	lovers hat	e values	families	Romeo and Juliet	
🗕 🗅 🖴 🛛 File Ed	it View History	Bookmarks Too	ls Help		
www.film	ntalk			Reviews	
		Film	Review	****	
	Jan Barris	(1)		is a silent film about	two
a str	Were Lound	(2)		who can't be togethe	er
	- Chymine	because the	ir (3)	are	
my An		enemies. It s	shows that (4)	_
May M	MY22_			fe. The film teaches the	
2 PL			of the (5)		
Ma R	41	peace, harm	nony, and lov	e.	

9 STEP 2 Work in groups. Think of the silent film you chose in Lesson 1. Choose one scene and follow the instructions.

- Watch the scene and confirm the genre and main characters. See if there are intertitles like the one on Exercise 2 to help you understand the events.
- Watch the scene again and look carefully at the actions, objects, and settings as you did in Exercise 2. Use the auxiliaries you learned in Exercise 5 to write what you predict or suppose is happening.
- Review the film review from Exercise 8 and write key words about topic and values that you can appreciate in the scene.
- Write your notes and explanation of what happens in the scene on page 88.

10 Work in groups. Discuss the questions.

- 1 Do you think pictures are useful resources to understand the main idea?
- 2 Do you think it was easy to understand scenes in silent films? Why? To reflect on your performance go to page 90.

Understand the general sense and main ideas.

What modal verbs to predict and suppose about the general sense of scene sequences did you learn in this lesson?



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Unit 5



Activate

Identify



- 1 Work in pairs. Look at the scene and choose the correct title.
- 1 The Ugly Truth
- 2 The Beauty and the Beast
- 3 The White Lady

2 Read the summary of the silent film and answer T (True) or F (False).

Beauty and the Beast is about a merchant who has three daughters.

The youngest daughter, Belle, is a good daughter, but her sisters are not. One day, Belle asks her father to bring her a rose, so the merchant goes to the forest.

The merchant gets lost in the forest, so he stays the night in a mysterious castle. The next day, the merchant sees a rose in the garden of the castle and cuts it. The owner of the castle, a hideous beast, sees the merchant and gets very angry.

The beast tells the merchant he must pay for the rose. The merchant must bring the Beast one of his daughters, or he will die. Belle does not like the idea of living in the castle, nor does her father, but Belle agrees to live with the beast.



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Eventually Belle and the Beast become friends, for deep down the beast is a good person. One day, the beast allows Belle to go home to visit her family. Belle tells her family about her happy life in the castle. Her older sisters become jealous, so they try to convince Belle not to return. Belle has missed her family, yet she loves being in the castle. She likes the beast's company, so she decides to return to the castle. When Belle returns, she finds the beast dying. Belle cries and confesses her love to him. Belle's tears transform the beast into a handsome prince. This story for children and adults expresses many values. The main one is that you should not judge a person by their appearance, for true beauty lies within.

- 1 One of the main characters is a beast who lives in a castle.
- 2 The merchant stays in the castle because he gets lost.
- 3 Eventually, Belle and the Beast become friends.
- 4 The film is for adults only.
- 5 The purpose of the film is to teach girls to be good daughters.

3 Read the summary again and answer the questions as a class.

- 1 What genre is Beauty and the Beast, fantasy or drama?
- 2 How many daughters does the merchant have?
- 3 Are all the merchant's daughters good?
- 4 What two options does the beast give the merchant? Macmillan Educat
- 5 Why does Belle become friends with the beast? _____



Work in pairs. Read the dialog and act it out. Follow the indicated attitudes.

Narrator: The wind howled softly as the beast spoke to the merchant. Beast: [inquisitively] I caught you stealing my rose ... You are very unfortunate, since my rose is extremely important to me. The penalty for theft is death, so I must kill you. Merchant: [pleadingly] My Lord, I didn't know. I didn't think I would offend anyone by plucking a rose for my daughter. She asked for one. Beast: [uncomfortably] Don't call me "My Lord"; call me "Beast." I don't like compliments. Prepare to die! Merchant: [nervously] My Lord! Beast: [angrily] Again? I order you to be silent. You stole my rose and you shall die! Unless ... unless one of your daughters ... How many do you have? Merchant: [thoughtfully] Three. Beast: Unless one of your daughters agrees to pay for your deed. Bring one of your daughters to the castle so that you won't have to die. She must remain here to keep me company. Merchant: But ... Beast: [impatiently] Don't argue! Take my offer before I change my mind. Swear you'll send back

one of your daughters! Merchant: [unhappily] I swear. But I don't know my way through the forest ...

Write the correct intentions from Exercise 4 below the pictures. 5



2 inquisitively







3

Work in pairs. Listen and repeat the conversation. Pay attention to your voice and gestures so 6 that you can produce the correct intentions. Prohibida su descarga y venta





Figure out

Read the sentences from the summary and write the underlined connectors next to their function.

The youngest daughter, Belle, is a good daughter, but her sisters are not. The merchant gets lost in the forest, so he seeks shelter in a mysterious castle. The next day, the merchant sees a rose in the garden of the castle and cuts it. The merchant must bring the Beast one of his daughters, or he will die. Belle doesn't like the idea of living in the castle, nor does her father. Belle and the Beast become friends, <u>for</u> deep down the Beast is a good person. Belle has missed her family, yet she loves being in the castle.

- To add more information or links ideas: 1
- 2 To express contrast:
- 3 To provide a reason or cause:
- To show a result: 4
- 5 To express an alternative:
- Work in pairs. Look at the scene and discuss what may be happening.

Connectors like for, and, nor, but, or, yet, and so are used to join two ideas or sentences. They are usually preceded by a comma.



- Act out the scene.
- 10 STEP-3

Work in groups. Follow the instructions.

- Use your notes from STEP 2 about what may be happening in the scene and write sentences that the characters could say in those situations.
- Review Exercises 4 and 5 and use them as examples to make a list of words to describe the intentions and attitudes for your ideas about what characters are saying.
- Propose and practice gestures that can reflect the intentions and attitudes you wrote like you did to act out the scene in Exercise 9.
- Write your sentences, list of words for attitudes and intentions, and notes about the gestures on page 89.



11 Work in groups. Compare your answers in Exercise 10. Discuss the questions.

- Do you think contextual clues help you guess what may be happening in the scene? 1
- 2 What other strategies did you use to predict the scene and write a dialog?

To reflect on your performance go to page 90.



What new words to describe attitudes

and intentions in lines

and dialogs did you

learn in this lesson?



Practice





1 Work in pairs. Look at the scene and discuss the questions.

- 1 Do you know what this story is about?
- 2 Have you seen a film about this story?
- 3 Who are the main characters?
- 4 Do you know the name of the story?
- 5 How do you think the story ends?



2 **Work in pairs. Listen to the story and answer the questions.**

- 1 Where is Dorothy from?
- 2 Who does she meet when she steps out of her house?
- 3 Who can help her go back home?
- 4 What does the good witch give Dorothy?
- 5 Who does she meet on her way to Emerald City?



Activate

Identify

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Unit 5



Figure out

3 Look at the pictures and number the scenes in the correct order.



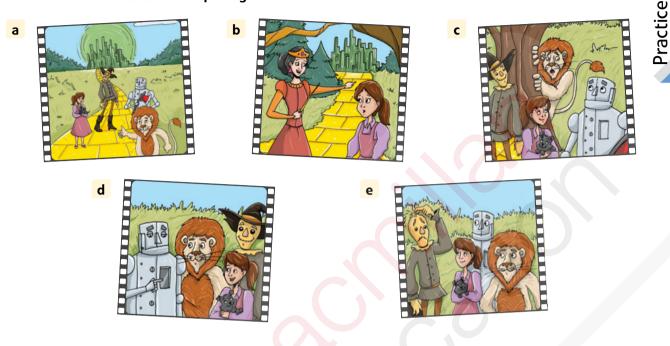
In films, words in dialogs are not the only means for communicating ideas and feelings; body language or non-verbal language is also very important.

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Skills



Match the scenes to the script fragments. 4



- Scarecrow: I don't have a brain because I'm made of straw. I would like to have a brain. 1
- 2 Narrator: Dorothy started off down the yellow brick road. Along the way she met the Scarecrow, the Tin Woodsman, and the Cowardly Lion, who were also looking for the Wizard of Oz's help.
- **3** Tin Woodsman: It would be fantastic if I had a heart.
- **4 Dorothy**: I want to go back home.
- 5 Cowardly Lion: I'm supposed to be the king of animals, but I am a coward. I would like to have more courage!
- STEP-4 Work in groups. Follow the instructions. 5
- Use the sentences you wrote in STEP 3 and make a script for the scene you chose. Include the attitudes and intentions you decided. Use the lines and dialogs from Exercise 4 as a model.
- Check the genre and values you identified in STEPS 2 and 3 to decide on sound effects and complete tips for gestures that are consistent with the genre, values, and attitudes. Study the scenes in Exercises 3 to help you.
- Read your script and make adjustments and corrections you feel necessary. Write your final version on page 89.
- Work in groups. Discuss the questions. 6
- What features did you include in your script? 1
- 2 Do you think it was important to know the story before writing your dialogs? To reflect on your performance go to page 90.

Write lines and dialogs.

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What things did you learn to see in film scenes that can be used to write a dialoa about them?



Reflect

Final Product

Script for a Silent Short Film

STEP-

- Work in groups. Write the notes and answers to the questions from Exercise 9, page 78.
- Search the web for a silent film and information (summary or synopsis) about it.
- Look at the genres you identified in Exercise 2, page 76, and decide if your film belongs in one of those. If it has a different genre, find about it in a summary or description in the web.
- Write questions about your film like the ones you answered in Exercise 5, page 77: What is the film about?, What is the intended audience of the film?, etc. Watch the film or read the summary to answer them.
- Watch the film and read the summary to identify the main character(s) of your film as you did in Exercise 7, page 78.
- Write your notes and answers here.

STEP-2

2

Work in groups. Write the explanation for the scene from Exercise 9, page 81.

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- Watch a scene from the film you selected for STEP 1 and confirm the genre and main characters you researched. See if there are intertitles like the one in Exercise 2, page 79, to help you understand the events.
- Watch the scene again and look carefully at the actions, objects, and settings as you did in Exercise 2, page 79. Use the auxiliaries you learned in Exercise 5, page 80, to write what you predict or suppose is happening.
- Review the film review from Exercise 8, page 81, and write key words about topic and values that you can appreciate in the scene.
- Write your notes about intertitles, the explanation of what happens in the scene, and the values you identified here.

STEP-3

- 3 Write your sentences from Exercise 10, page 84, with the attitudes, intentions, and gestures that are adequate for them.
- Use your notes from STEP 2 about what may be happening in the scene . and write sentences that the characters could say in those situations.
- Review Exercises 4 and 5 on page 83 and use them as examples to make • a list of words to describe the intentions and attitudes for your ideas about what characters are saying.
- Propose and practice gestures that can reflect the intentions and attitudes • you wrote like you did to act out the scene in Exercise 9, page 84.
- Write your sentences, list of words for attitudes and intentions, and notes about the gestures here.

STEP-4

- Write a script using dialogs you wrote from STEP 3 and add different features of a silent film like sound effects, intertitles, etc.
- Use the sentences you wrote in STEP 3 and make a script for the scene you chose. Include the attitudes and intentions you decided. Use the lines and dialogs from Exercise 4, page 87, as a model.
- Check the genre and values you identified in STEPS 2 and 3 to decide on sound effects and complete tips for gestures that are consistent with the genre, values, and attitudes. Study the scenes in Exercise 3 on page 86 to help you.
- Read your script and make adjustments and corrections you feel necessary. Write your final version here.

STEP- Further practice

When you are ready, take turns and practice performing your script. Remember to adjust your 5 volume.

STEP-6

Discuss in groups. 6

- What features of silent films did you include in the script you wrote?
- With this experience, how important do you think scripts are in silent films? Education Prohibida su descarga y verita

Self-assessment

Lessons

These are the goals set at the beginning of the unit so you

- revise short films.
- understand general sense and main ideas.
- write lines and dialogs.

1 Go back to page 78, Exercise 10 and share with a classmate two features silent films have.

- 1 _____
- 2 Go back to page 81, Exercise 10 and share with the class what strategies you learned to understand the main idea.
- **3** Go back to page 84, Exercise 11 and share why it is important to use clues and predict scenes when you want to write dialogs.
- 4 Go back to page 87, Exercise 6 and discuss what steps you followed to write a script.

Final Product

5 Use your answers to STEP 6, on page 89, to write a summary about your development.

Conclusion

6 Write down two things you need to improve and plan when and how you will work them.

1	
2	

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Glossary

action-packed (adj) – full of exciting events **conquer (v)** – to gain control of a situation or emotion by making a great physical or mental effort **compliment (n)** – something nice that you say to praise someone

cowardly (adj) – not brave enough to fight or do something difficult or dangerous that they should do **cyclone (n)** – a severe storm in which the wind spins in a circle

deed (n) – something that someone does

deep down (exp) – to know or feel something, although you try to pretend that you do not

ending (n) – the way in which something such as a story, movie, or play ends

enemy (n) – someone who is opposed to someone else and tries to do them harm

exciting (adj) – making you feel very enthusiastic fear (n) – the feeling that you have when you are scared

grateful (adj) – feeling that you want to thank someone because they have done something for you **grow up (v)** – to change from being a child to being an adult

heel (n) – the part underneath the back of a shoe hideous (adj) – very ugly or frightening in

appearance

howl (n) – long, loud sound of wind

inquisitively (adv) – asking a lot of questions about things

jealous (adj) – unhappy because someone has something that you want

load (v) – to put something into a vehicle or container

melt away (v) - to change into water

merchant (n) – a person or business that buys and sells goods

mood (n) – the way that someone is feeling, for example whether they are happy, sad, or angry
passenger (n) – someone who travels in a motor vehicle, aircraft, train, or ship but is not the driver or one of the people who works on it

penalty (n) – a punishment or something bad that happens to you because of your behavior pleadingly (adv) – in a way that shows that you

want something very much

pluck (v) – to pull a flower or leaf from a plant **robber (n)** – a person who takes money or property illegally

scarecrow (n) – an object in the shape of a person put in fields to frighten birds away

scene (n) – a part of a play, book, movie, etc. in which events happen in the same place or period of time

sheriff (n) – in the U.S., the most senior police officer in a county

sound effects (n) – the recorded sounds in a movie, television, or radio show, for example the sound of doors opening or cars starting

steal (n) – to take something that belongs to someone else without permission

summary (n) – a short account of something that gives only the most important information and not all the details

swear (v) – to make a promise to do something **theft (n)** – the crime of stealing

thoughtfully (adv) – in a way that shows you are thinking seriously about something

unfortunate (adj) – experiencing bad luck, or caused by bad luck

unhappily (adv) - feeling sad or upset

wicked (adj) – morally wrong and deliberately intending to hurt people

witch (n) – a woman in stories who has magic powers

wizard (n) – a man in stories who has magic powers **woodsman (n)** – a man who lives or works in a forest and cuts down trees

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Unit 5



Social Learning Environment: Recreational and Literary **Communicative Activity:** Recreational expression. **Social Practice of the Language:** Produces constructive forecasts for others.

By the end of this unit you will write forecasts.

To do so, you will:

- revise samples of written forecasts.
- listen an identify ways to express future actions.
- formulate and respond questions to understand forecasts.
- write sentences that express future to create forecasts.

Discuss in groups:

 What future plans do you have? Education Prohibida su descarga y venta





1 Work in groups. Look at the texts on this page and on page 94 and discuss the purpose of each one.





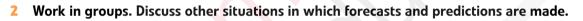


Who Will Win the Hockey Cup?

PredictionsfortheSeason



The regular season is over and the countdown to the Cup is finally here. Because teams have to win seven games each time they play another team, the team that reaches the final and wins is truly the best in the league. There are several favorites, but they will all need to work hard. The New York team will not have an easy season. Their goalie has a leg injury, so their defense will need to play well. The Chicago team is also looking good, but they are over confident. Finally, the team that looks the strongest is the Vancouver team. They have two of the best goalies in the league. Together, they will stop every shot. Their defense is not very good, so this will affect them. In the end, many predict they will win the cup because they have the most experienced team of the league.



Read the texts in Exercise 1 and complete the table.

	Questions	Text 1	Text 2	Text 3	Text 4
1	What is the topic?	weather			
2	What is the purpose of the text?				to inform
3	Who reads this type of text?				
4	Does the text use symbols, words, or both?			both	
5	Where does the text appear?		text message		sports magazine

The pictures, illustrations, symbols, and length of a text vary depending on the topic, purpose, and intended audience.

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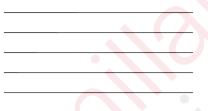


4 Match the categories from the box to the sentences.

weather forecast sports forecast general future prediction (×3) prediction based on present evidence

- 1 Cars won't use gasoline in the future.
- 2 Santitos will probably win the soccer game.
- 3 Tomorrow will be sunny and hot.
- 4 You will find love and happiness.
- 5 He's boxing well. He's going to win.
- 6 Will tablets replace books in schools?

general future prediction



5 Look at the newspaper and complete each section with one sentence from Exercise 4.



- Go online or to the local library to find reference material about forecasts.
- Choose one or two texts.
- Read the texts. Use the questions from Exercise 3 to learn more about the texts. For example, What is the topic? What is the purpose of the text?, etc.
- Complete the table on page 105.
- 7 Share your findings with a classmate.

To reflect on your performance go to page 107.

Revise sample or written information.





Unit 6

Practice

Reflect





Work in pairs. Look at the word cloud and circle the things you think will change in the future.





Reader

Chapter

Read the text and answer the questions in your notebook.

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Revolution in Technology

Before the Chinese invented paper in about 50 BC, the 'pages' were tablets on clay or wood. Then, people wrote on paper and sent letters. In the past, people didn't send emails; they made phone calls. Now, people write on computers and send emails. At present, people are using instant messaging more than email and use smart phones to chat. A few years from now, people will use video calls more than instant messaging.



The BBC in London, England, transmitted the first television programs in 1936;

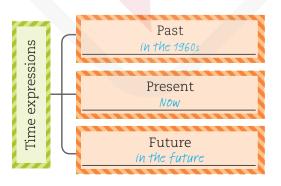
before that, people didn't have television, so they listened to the radio. In the 1960s people listened to LPs. Today, people listen to music on multimedia devices. Internet news is so popular that soon people are not going to buy newspapers. It's a fact that a few years from now, students won't use notebooks; they'll use tablets. Technology is so advanced that, in the future, taxis are going to be driverless.

As far as food is concerned, soon, food won't be grown on the Earth; it'll be grown on Mars. In the future, people will probably live on other planets.



- How did people "write" before paper was invented? 1
- 2 What did people do instead of sending emails?
- Where were the first TV programs transmitted? 3
- 4 What did people do when there was no television?
- 5 How do people listen to music at present?
- 6 Will food be grown on the Earth in the future?
- 7 Is Internet news going to substitute printed newspapers?

3 Work in pairs. Copy the graphic organizer in your notebook and complete it with the time expressions in bold from Exercise 2.



We use both *will* and *be going to* for the future. The auxiliary will is used to make predictions and forecasts. Will cars drive themselves? Yes, they will. / No, they won't. Be going to is used to make predictions based on present evidence or to talk about future plans. Is social media going to become more interactive? Yes, it lacmillan Education

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is. / No. it isn't.

ldentifv



Figure out

4 Read the predictions. Use the symbols to indicate your opinion about how probable the predictions are for the year 2030. Listen to compare your answers.

J J	✓	×	XX
It will definitely happen.	It will probably happen.	It probably won't happen.	It definitely won't happen.



1 Space tourism will be real. _____



4 People will live on other planets. _____



2 Drones will deliver food to homes.



5 We will control devices with brain chip implants.



3 Taxis will be totally automated. _____



6 Robots will clean the streets. _____

A Z p.108

- 5 Complete the predictions using different variations of the auxiliary verb *will*. Check answers with a partner.
- 1 ______the US continue with space exploration? Yes, it will.
- 2 _____ drones deliver groceries? No, they ______.
- 3 Will taxis be totally automated? Yes, ______
- 4 Will we control devices with implanted computer chips? No, ______.
- 5 Will blind people see with artificial eyes? Yes, they probably ____
- 6 What will our televisions be like? ______ definitely be paper-thin.



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6 Work in pairs and follow the instructions. Answer the questions.

- Use red color to underline events about the past
- Use blue or black color to underline events about the present.
- Circle future forecasts and predictions.

Dear Maggie,

Well, I'm in London with my granddaughters. I'm looking after them this week. I don't understand kids anymore. In England, when we were little, we played marbles in the street. Now, kids sit and play video games! We also used phones to communicate, but now everyone sends messages. I just don't understand! I also tried to help Mary and Jennie with their homework, but they do it all on their computers. Very probably, a few years from now, students won't need notebooks! Last week, I even read there won't be many printed books by 2030. What shall we do without books?

Love, Susan

- 1 What does Susan say about the past?
- 2 What does Susan say about the future?

Different tenses of verbs and their time expressions help narrate and link ideas together. Don't forget to use them when writing notes.



7 STEP-2

Work in groups. Follow the instructions.

- Write forecasts and predictions using the texts you chose in STEP 1, on page 105.
- Use the correct tenses according to Exercises 4-6 to talk about the how the predictions came to be. For example: In the past, people ate healthier food. Now, people eat too much. In the future, people will ...





Answer the questions and share your conclusions with the class.

- 1 What method did you use to gather information and make notes?
- 2 Did you use any graphic organizer?

To reflect on your performance go to page 107.







Activate

1 Work in pairs. Decide which text shows a series of premeditated plans and which shows a series of predictions.

1		2124 6789	
	NDAY 13 th	Bob 124 6789	THURSDAY 16 th
visit Grandma / borrow suitca	ise	Bob's birthday / call him	
		finish project	
study for French exam TUES	DAY 4 th	go for a run	FRIDAY
pick up airplane ticket	4		17 th
watch a movie with Sam		meet girls for a coffee	Green Coffee 16 2 nd Avenue 7:00 p.m.
	sday 5th	SATURDAY 18th	SUNDAY 19th
French exam!		[] Stuallarta!	
wash clothes for trip		11 1 C	
meet team / work on project			
(C) wear th #Trishc and #	r dsPredict: Naomi He ne most exotic dress. # J won't go together. # HelenMariande will w	Syntac will sing in best actress.	
	Soccer League Forec e the champion. #Occ Bravos and the seasor ses.		

- 2 Z Listen to Wendy's plans. Check (1) on Wendy's daily planner in Exercise 1 what she plans to do and put a question mark (?) next to activities she does not mention.
- 3 Answer the questions using the information from Exercises 1 and 2.
- 1 Will Wendy study French on Saturday morning? _____
- 2 When is she going to study French? _____
- 3 What other thing does she decide to do while talking to Rita?

ldentify

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4 Work in pairs. Read the conversations. Match the underlined sentences to the idea they express.

- 1 A: Oscar's in the hospital.
 - B: I know. I'm going to visit him tonight.
- 2 A: Oscar's in the hospital.
 - B: Really? <u>I think I'll go visit him tonight</u>.
- **3** A: Have you heard Luciana's new song?
 - B: Yes, her voice is beautiful. <u>It's going to be a hit</u>.
- 4 A: Who do you think will win?
 - B: <u>I think the Red Caps will win</u>.

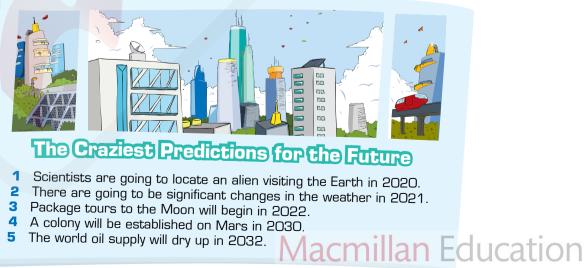
- a) a general prediction / forecast about the future
- b) a decision about the future taken at the moment of speaking
- c) a plan about the future that was decided previously
- d) a prediction / forecast made on present evidence

5 Complete the sentences with the appropriate form of *be going to* or *will*.

- Let's go to the movies. I ______ check what's on.
 I've decided that I ______ exercise every day this year.
- 3 Some people ______ fly to the moon by 2020 as space tourists.
- 4 It's cold and cloudy. It ______ snow.
- 5 When I grow up, I ______ be a doctor.
- 6 I'm tired. I think I ______ go to bed early tonight.
- 7 He's driving too fast! He _____ crash.
- 8 Vehicles powered by gasoline

____ begin to decline by 2025.

6 Work in groups. Read the predictions and answer the questions on page 101.



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Practice



- 1 What will happen if scientists locate an alien? If an alien arrives...
- 2 What significant weather changes will happen in the future?
- 3 What will happen if package tours to the moon begin this year?
- Who will go to the colony to Mars? Why? 4
- 5 Do you think the world oil supply will dry up?

STEP 3 5 Work in pairs. Follow the instructions.

- Using the forecasts from STEP 2, write questions on page 106, similar to those in Exercise 6. For example: What will happen if ...?
- Ask the questions to a partner and add information to your forecast.

What strategies to sequence actions did you learn in this lesson?

Reflect

Work in groups. Answer the questions. 8

- Does anyone have similar predictions? 1
- 2 Was it difficult to ask or answer questions? Why? To reflect on your performance go to page 107.

Formulate and respond questions to understand forecasts. Macmillan Education Prohibida su descarga <u>y v</u>enta

Unit 6





Work in pairs. Discuss and answer the questions.







- 1 What do you think the future of our planet will be?
- 2 Will the environmental problems we live today be solved?
- 3 What other problems do you think we will face in the future?
- 2 Read the students' blog and answer (T) True or F (False) on page 103.

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www.cometogether...

What the Future Looks Like

Environment involves all the characteristics of the area where we live. It also includes all living things in our community. Some major problems are affecting our environment. For example, we are producing thousands of tons of garbage; this will pollute our soil and water. Also, people are cutting down a lot of trees and provoking fires; this will cause desertification because our forests will disappear. Our landscapes are being transformed into desert areas; this will dry our soil, and there won't be enough water. Besides, our natural areas are being destroyed to make room for industry and housing; this will cause the extinction of many animals.

As we can see, many of these problems are caused by human actions. Are there any solutions to these problems? Yes, there are, and this is what I propose: First, if we reduce the amount of garbage we produce, we will avoid soil and water pollution. Second, if we stop cutting down trees and instead, plant as many as we can, we will prevent desertification. Third, if we protect our natural areas, there won't be any more extinct animals or landscapes transformation. Finally, if we waste less water when we take a shower or brush our teeth, we won't run out of water. If we turn the TV off when we are not watching it, we will reduce our electric consumption.



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Activate

Identify



1 There **won't be** enough water is a prediction based on a present situation. 2 We **are going to** propose some solutions is a prediction. 3 If we stop cutting down trees, we **will avoid** desertification is not a possible prediction for the future. Figure out 3 Unscramble the questions about the information from the text in Exercise 2. Use the answers to the questions to guide you. continue producing / big amounts / if / of / garbage / What / happen / will / we 1 What will happen if we continue producing big amounts of garbage? We will pollute our soil and water. 2 keep / on / What / down / we / happen / trees / if / cutting / will We will cause desertification. 3 are / will / destroyed / natural / What / if / areas /happen / ? Animals will be extinct and landscapes will be transformed. happen / the / turn / What / if / we / off / will / TV 4 ? We will reduce our electric consumption. 5 solutions / these / any / there / to / problems / Are

Yes, there are.



?



4 Work in pairs. Ask the questions to a classmate adding your personal point of view on the topic. Write down your answers.



- 5 Exchange notebooks with another pair and correct each other's work. Provide positive feedback.
- 6 STEP-1 Work in pairs. Follow the instructions.
 - Add your opinion to the text you wrote on STEP 3, on page 106.
- Exchange it with a partner and use similar strategies like the ones you used in Exercise 5, to provide feedback.
- Write a final version in a sheet of paper and place it in your portfolio binder.



7 Work in small groups. Reflect on your progress. Compare a text you wrote from an earlier lesson to the text you wrote today.

1 Which text is better?

Reflect

- 2 How does time improve your writing?
- 3 How does editing in teams help improve your writing?
- 4 What positive feedback did you receive?
- 5 What positive feedback did you give?

To reflect on your performance go to page 107.

Write sentences that express future to create forecasts.

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Final Product

Forecasts

STEP-

Complete the table using information from texts you searched from Exercise 6, page 95.

Go online or to the local library to find reference material about forecasts.

• Choose one or two texts.

- Read the texts. Use the questions from Exercise 3, on page 94, to learn more about the texts. For example, What is the topic? What is the purpose of the text?, etc.
- Complete the table.

	Questions	Text 1	Text 2
1	What is the topic?		
2	What is the purpose of the text?		
3	Who reads this type of text?		\bigcirc
4	Does the text use symbols, words, or both?		
5	Where does the text appear?	-0-	
6	What is its source?		

STEP-2

- 2 Make predictions and forecasts about the future using the text(s) from STEP 1. Share with a classmate.
- Write forecasts and predictions using the texts you chose in STEP 1.
- Use the correct tenses according to Exercises 4-6, on pages 97-98, to talk about the how the predictions came to be. For example, *In the past, people ate healthier food. Now, people eat too much. In the future, people will ...*

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Unit 6

STEP-3

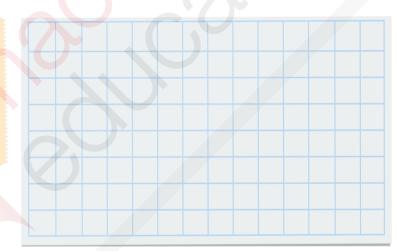
Write guestions and add more information to your forecast. Share them with the class.

- Using the forecasts from STEP 2, write questions similar to those in Exercise 6, on page 100. For example, What will happen if ...?
- Ask the questions to a partner and add information to your forecast.

STEP-4

Use the strategies you learned on page 104 to edit and write a final version.

- Add your opinion to the text you wrote on STEP 3.
- Exchange it with a partner and use similar strategies to provide feedback like the ones you used in Exercise 5, page 104.
- Write a final version in a sheet of paper and place it in your portfolio binder.



STEP-5 Further practice

Share the final version with a classmate and provide positive feedback.

STEP-6

Discuss in groups. 6

- Was the information you researched useful? Why or why not?
- What positive feedback did you receive from your classmate? Prohibida su descarga y verita

Self-assessment

Lessons

These are the goals set at the beginning of the unit so you

- revise samples of written forecasts.
- listen an identify ways to express future actions.
- formulate and respond questions to understand forecasts.
- write sentences that express future to create forecasts.
- 1 Go back to page 95, Exercise 7 and share with a classmate the main differences between the texts you found.
- 1_____
- 2
- 2 Go back to page 98, Exercise 8 and share with the class what you learned about information gathering from your classmate.
- 3 Go back to page 101, Exercise 8 and share the strategies you use to ask and answer questions.
- 4 Go back to page 104, Exercise 7 and discuss what you learned about positive feedback.

Final Product

5 Use your answers to STEP 6 on page 106 to write a summary about your development.

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Conclusion

6 Write down two things you need to improve and plan when and how you will work them.

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Glossary

advance (n) – progress or an instance of progress in science, technology, human knowledge, etc.

anymore (adv) – used when talking or asking about a situation that has ended, or about something that someone has stopped doing

automated (adj) – done by machines, instead of people

borrow (v) – to receive something that belongs to someone else, and promise to give it back later

broom (n) – a brush with a long handle, used for sweeping dirt from floors

chip (n) – a very small piece of silicon marked with electronic connections that is used in computers **cloudy (adj)** – full of clouds

coal (n) – a hard, black substance that is dug from the ground and burned as fuel to provide heat **crash (v)** – if a moving vehicle crashes, it hits

something, causing damage

cut down (v) – to cut through the trunk of a tree in order to make it fall to the ground

decline (v) - to become less or worse

deliver (v) – to take something, especially goods or letters, to a place

device (n) – a machine or piece of equipment that does a particular thing

driverless (adj) – describes a vehicle that can function without a human driver

earn (v) – to receive money for work that you do faucet (n) – a metal piece of equipment that you turn to control the flow of water from a pipe

garbage (n) – waste material that you are throwing away, for example spoiled food or empty containers **goalie (n)** – the player whose job is to stop the ball from going into the goal in soccer and hockey

headlines (n) – the most important stories in the news

injury (n) – physical damage done to a person or a part of their body

league (n) – a group of teams or players who regularly compete against one another
LP (n) – a record for listening to music
marble (n) – a small, colored glass ball

pollute (v) – to make air, water or earth dirty and dangerous for health

present (n) – something that you give to someone, for example to celebrate a special occasion such as a birthday

previously (adv) – before the present time, or before the time you are discussing

recognition (n) – praise, respect, or admiration **reforestation (n)** – the act of putting new trees into a place where the original trees have been cut down **season (n)** – a period of the year when a particular sport is played

shot (n) – an act of throwing, hitting, or kicking a ball, or a ball that has been thrown, hit, or kicked
soil (n) – the substance on the surface of the Earth in which plants grow

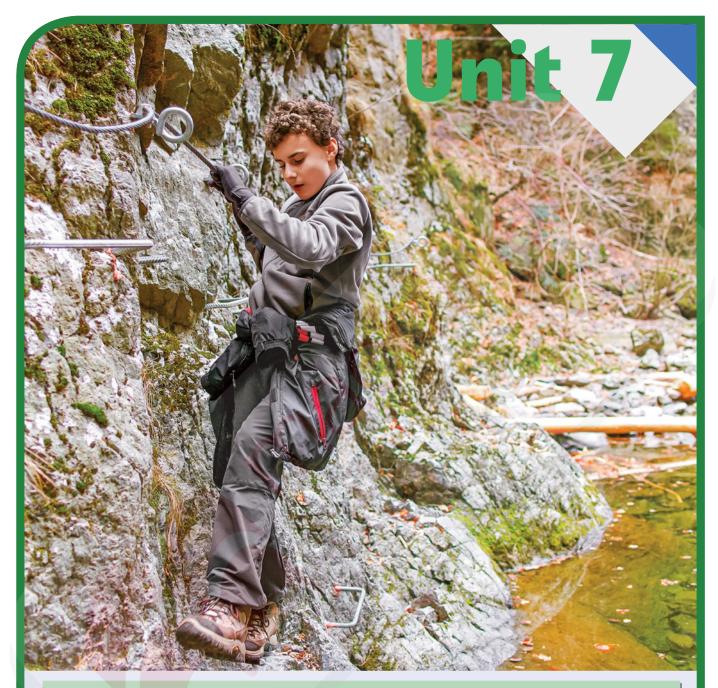
stove (n) – a machine or a piece of equipment that provides heat for cooking or heating a room

suitcase (n) – a large container with flat sides and a handle used for carrying clothes and other things when you travel

umbrella (n) – an object that you hold over your head when it is raining

waste (n) – the useless materials, substances, or parts that are left after you use something

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Social Learning Environment: Family and Community **Communicative Activity:** Exchanges associated with the environment. Social Practice of the Language: Agree with others a travel itinerary.

By the end of this unit you will be able to agree with others and write a travel itinerary.

To do so, you will:

- seek and consult information.
- compare pros and cons of ideas and proposals.
- build arguments to defend ideas and proposals.
- listen and express pros and cons to come to an agreement.

Discuss in groups:

• Where did you go on holidays last year?

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109





1 Work in pairs. Mention sources where you can find information about places to travel.



2 22 Number the steps to make a travel itinerary in the correct order. Listen to check your answers.

- ____ Discuss and discard proposals.
- ____ Define the sources to consult for information.
- Research the destinations and take notes about: location, cost, time needed to visit, and opening hours.
- ____ Make the final itinerary.
- Propose a list of places to visit.



Research costs and location of places you want to visit in a trip to make sure you have enough time and money to go there.





Prohibida su descarga y venta

ldentify



Figure out

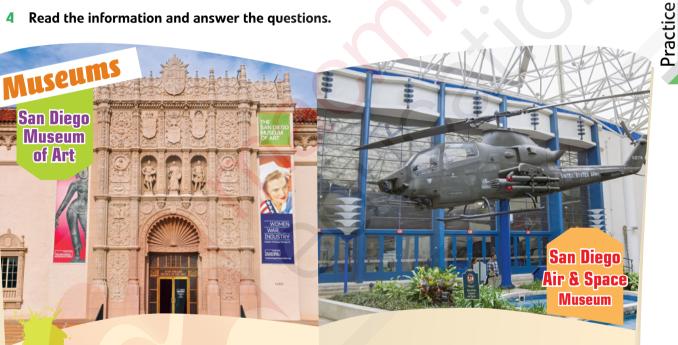
🙀 Listen and answer T (True) or F (False). 3

- The boy is calling a telephone information system. 1
- 2 The information is about tourist attractions in Mexico.
- 3 There is no information about location and costs of places.
- 4 The information can help us plan a travel itinerary in San Diego.

Some places offer telephone information services about their tourist attractions. Speak clearly if they use automatic voice recognition!



Read the information and answer the questions. 4



- 1. Where is it? 1450 El Prado
- 2 How much does it cost? Adults: \$15, Children under 17: free
- 3 What are the opening hours? 10:00 am to 5:00 pm
- 4 How much time is needed to visit it? 4 to 6 hours

- 1 Where is it? 2001 Pan American Plaza
- 2 How much does it cost? Adults: \$19.75, Children: \$10.75
- 3 What are the opening hours? 10:00 am to 4:30 pm
- 4 How much time is needed to visit it? 1 to 2 hours



- 1 Which museum can you visit faster?
- Which museum has a better cost for students of your age? _ 2
- 3 Which museum closes first? _____

111 Unit 7

Prohibida su descarga y venta



Work in groups. Follow the instructions. 5

- Make a list of four places to visit in a town or city in your country. 1
- 2 Divide the work and research the places on the Internet.
- 3 Write your answers in the table.

Student's Name	Place to Visit	Information Source	Where Is It?	What Is the Cost?	When Is It Open?	Time Needed for the Visit
Juan Pablo	Natural History Museum	web раде www.nhm	Mexico Ĉity	Adults: \$26 pesos Children: \$11 pesos	Tucsday to Sunday, 10:00 a.m. to 5:00 p.m.	4 hours
				S		
			0			

6

STEP-1 Work in groups. Follow the instructions.

- Use the steps from Exercise 2 to plan how to choose a place. •
- Ask questions about the places like the ones in Exercise 4: Which museum can you visit?, Which place • has a better cost for students our age?, etc.
- Use the information from Exercise 5 to discuss the advantages and disadvantages of the places you chose. .
- Choose two places you like to research about using the information from Exercise 5. Research more about it.
- Write your notes on page 122.



- 7 Work in groups. Compare your answers from Exercise 6. Discuss the questions.
- 1 What sources of information did you use to find information about your place?
- 2 Do you think it is useful to use different sources of information? To reflect on your performance go to page 124.



Seek and consult information

Prohibida su descarga y venta

112 Family and Community

Learn



1 Work in pairs. Look at the table and mention other graphic organizers to compare two things.

Place	Weather	Cost
Zoo	Rainy	Cheap
Beach	Warm	Expensive

2 Read the information about tourist attractions. Answer T (True) or F (False) on page 114.



Birch Aquarium Transportation: Bus Admissions: Adults \$18.50, Children \$14

5,000 fish in diverse habitats, exhibits, small museum; café, no restaurant

San Diego Zoo



Transportation: Bus Admissions: One-day pass, Adults \$52, Children \$42

3,700 animals in natural habitats, including giant pandas; 10 restaurants and 2 cafés

Transportation: Bus and shuttle Admissions: Free entrance, pay per ride \$6

In Belmont Park, built in 1925, 21 meters high; 6 restaurants and 3 cafés



Mission Basilica San Diego de Alcalá

Mission Beach

Roller Coaster



Transportation: Trolley Admissions: Free

First Franciscan mission in California; the church (finished in 1813) still has one original bell; guided tours (with a cost), small museum, no café or restaurant Identify

Activate

113

Prohibida su descarga y venta



- 1 Both the Mission Basilica San Diego de Alcalá and the Birch Aquarium have a café.
- 2 Birch Aquarium is more expensive than the San Diego Zoo.
- 3 You can get to the Mission Beach Roller Coaster by train.
- 4 The San Diego Zoo and the Mission Beach Roller Coaster are the same price.
- 5 The Mission Basilica San Diego de Alcalá is older than the Mission Beach Roller Coaster.
- 6 There are more fish in the Birch Aquarium than animals in the San Diego Zoo.
- 7 Mission Beach Roller Coaster has more places to eat than the Birch Aquarium.

Remember to use the word *than* to compare two things. Add -er to adjectives with one or two syllables (older than). Use more for long adjectives (more expensive than).

- Read again the information of San Diego tourist attractions. Compare the four options and decide which one you prefer.
- Work in pairs. Compare your answers. Say pros and cons of each idea.
- Read the information and complete the sentences. 5



Figure out

San Diego Natural **History Museum**

Transportation: Bus Admissions: Adults \$19, Children \$12 Five floors, real skulls and fossils on display, dinosaur replicas; café. Discount for students.



USS Midway Museum

Transportation: Train and trolley Admissions: Adults \$20, Children \$10 World War II aircraft carrier turned into a one-floor museum; 60 exhibits, restored real aircrafts and flight simulators: café, no restaurant. No discounts.

1 The Museum has more transportation options than the Museum.

The cost for adults in USS Midway Museum is ______ expensive 2

in the San Diego Natural History Museum.

- Both museums have a and no restaurant. 3
- The San Diego Natural History Museum has more floors ______ the 4 USS Midway Museum.

Macmillan Education Prohibida su descarga y venta



6 **F** Draw a Venn diagram in your notebook or piece of paper to compare the museums in Exercise 5.



7 Work in pairs. Use your Venn diagrams to write the pros and cons of the two museums.

	San Diego Natural History Museum Pros: Five floors	_у с	USS Mid Museu Pros: <u>60 exhibits</u>	lway m	
	Cons:	VS	Cons:		
8	 STEP-2 Work in groups. Follow the one in Explaces you chose in STEP 1. Use the Venn diagram to write pros and cons about both Tell your partner what place you prefer visiting according visit Guadalajara because it is beautiful, I'd like to visit Tag 	ercise 6 to write places on page 1 to the pros and o	notes about the different 122. cons, for example, <i>I'd like to</i>	What strategies to compare pros and cons did you learn in this lesson?	
9	Work in groups. Discuss the questions.				Reflect
1 2	How do you usually compare your ideas? Do you think giving pros and cons is a good s To reflect on your performance go to page 1		ompare your ideas?		Rel
	Compare pros and cons of ideas and proposa	als.	Macmilla	in Educati	or

115

Prohibida su descarga <u>y v</u>enta





1 Work in pairs. Discuss what information you can use to convince others to visit a place.

😥 Listen to the conversation and circle the correct answer.

- 1 Ximena wants to convince Santiago to
 - a) go to the Zócalo.
 - b) study more about the Zócalo.
- 2 Santiago thinks the information is
 - a) boring and false.
 - b) interesting and impressive.
- 3 Santiago believes the information because
 - a) Ximena is smart.
 - b) Ximena mentions where she read the information.

To convince someone, support your ideas and proposals with credible and interesting information.

Prohibida su descarga y venta

3 Read the web page and underline the information about the Metropolitan Cathedral and the Templo Mayor.



116 Family and Community

Activate

ldentify

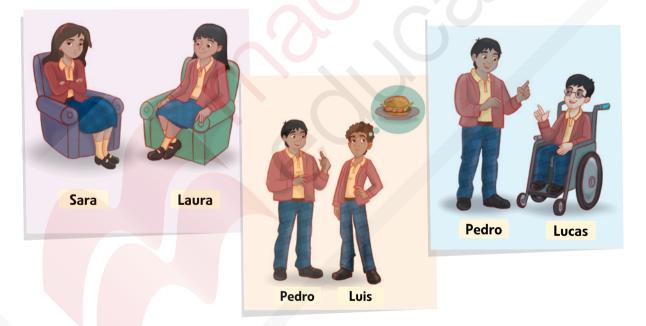


4 Complete the proposals with the information you underlined in Exercise 3.

- 1 Let's go to the Zócalo because it is the largest square in the Western Hemisphere.
- 2 We should see the flag because it weighs 200 kilos
- 3 Let's go to the Metropolitan Cathedral because _____
- 4 We should go to the Templo Mayor because ____

To defend your ideas, give informed reasons to support them.

5 Look at the pictures of students discussing proposals and answer T (True) or F (False).



- 1 Sara looks happy.
- 2 Sara and Laura are having a productive discussion.
- 3 Luis is not paying attention to Pedro.
- 4 Pedro and Lucas are having a friendly discussion.

When you discuss ideas, don't get angry if others disagree with you. Don't be rude and pay attention. Your discussion will be more productive this way.

Prohibida su descarga <u>y v</u>enta

117



6 Complete the conversation with the information in the chart.

Traditional Food Fair

- You can eat great dishes at a good price.
- It is near the metro station.



Mexican Dance Festival

- It is very educational.
- It is free.

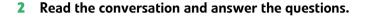
- A: Let's go to the Traditional Food Fair.
- B: Mmm ... I prefer the Mexican Dance Festival.
- A: I want to go to the food fair because (1) _____
- B: I want to go to the dance festival because(2)
- A: The dance festival is far. The food fair is better because (3) _____
- B: I think the dance festival is a good idea because
 (4) ______. The food fair is expensive.
- A: OK, I agree. We should go to the dance festival.
- 7 **STEP 3** Work in pairs. Follow the instructions.
 - Use the examples from Exercise 4 to build arguments about the place you prefer to visit. For example, Let's go to Guadalajara because ..., We should see ... because ..., etc.
 - Use the expressions you used to fill the blanks in Exercise 6 to write a conversation on page 123 about your preferences.
 - Practice saying the conversation. Remember to pay attention and have a good attitude.
- What strategies to build arguments did you learn in this lesson?

- Reflect
- Work in groups. Discuss the questions.
- 1 What attitudes are helpful when you discuss your ideas and proposals with your partners?
- 2 Do you think having a bad attitude helps you defend your ideas? Why?
 - To reflect on your performance go to page 124.



1 Work in pairs. Read the conversation out loud and stress the words in bold.

- A: Where would you like to go?
- B: The **lake**, definitely.
- A: What about going to a museum?
- A: Why don't we go swimming?
- **B**: That's **not** a good idea.
- B: Let's play **tennis** instead.



Mr. Gómez: OK, class. What would you like to do for our first field trip? Susana: What about visiting the art museum? **Diego:** Hmm, I'm not sure about that, Susana. Susana: Then how about going to the National Park, Diego? They say there's a very nice lake. María: Wow! That sounds great. We can leave at 7:00 in the morning, stay the day there, and camp under the stars. **Diego:** I'm not really interested in going there, María. María: Why not, Diego? Diego: First, we only have one day. Next, it's too far away. Finally, we're going on the school bus.

Susana: Really? Aww. You are absolutely right. Diego: Why don't we go to the book fair

instead? We can have a lot of fun, don't you agree?

Susana: Yeah! That sounds fantastic! We really should go there! And after that, what about visiting the indigenous art stands in the main plaza? They're very close.

María: Yes, OK. There are some interesting places there to buy souvenirs.

Diego: We can have lunch there. Is that OK, Mr. Gómez?

Mr. Gómez: Uh huh. That sounds like a good plan! Just remember you have to be together all the time.



1	Wh <mark>y does María want to go to the</mark> National Park?
2	What does Diego want to do instead?
	How is the class going to travel?
4	Where does Diego want to have lunch?
5	Who agrees to the final plan?

3 26 Listen to the conversation in Exercise 2. As you listen, underline the words that have special emphasis or changes in volume. Compare your answers with a classmate.

Try to stress words that express emotions or the important ideas. Education Prohibida su descarga v venta



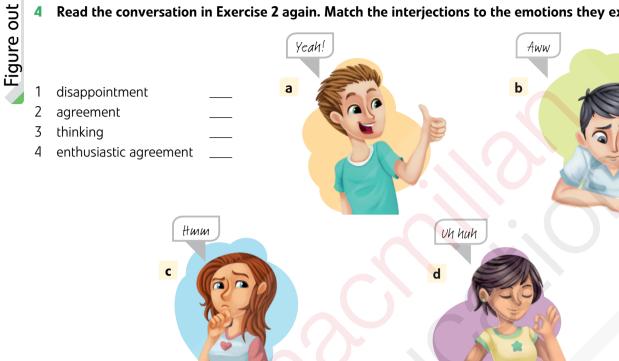
Reader

Chapter

Unit 7

119





Read the conversation in Exercise 2 again. Match the interjections to the emotions they express.

Complete the table with the expressions from the box. 5

-Wow! That sounds great. Yes, OK. That sounds like a good plan. I'm not really interested. No way! I'm not sure about that. Really? You are absolutely right. That sounds fantastic! Maybe.

Expression	ns to Express Agreement and Disa	greement
Agreement	Neutral	Disagreement
Wow! That sounds great.		

Some neutral expressions, such as maybe, can be used both to agree and disagree, depending on the tone of voice and body language you use.



Prohibida su descarga y venta



- **6** Work in pairs. Take turns reading the expressions from Exercise 5. Give them correct stress and volume.
- 7 Work in groups. Complete the conversation with expressions from the box that express the intention in parentheses.



STEP-4 Work in pairs. Follow the instructions.

- Use the expressions from Exercises 5 and 6 to express agreements and disagreements about the place you chose. For example, *Let's go to Guadalajara because ..., Wow! That sounds great / I'm not sure about that.*
- Add these expressions to the conversation on STEP 3, on page 123.
- Practice saying the conversation again and try to convince your partner to go there. Remember to be
 polite and have a good attitude.
- 9 Work in groups. Compare your answers from Exercise 8. Discuss the questions.
- 1 How do you express pros and cons to come to an agreement?
- 2 Do you think expressing pros and cons is helpful to make agreements? To reflect on your performance go to page 124.

Listen and express pros and cons to come to an agreement. Macmillan Education

What strategies to come to an agreement did you learn in this lesson?

Reflect

Unit 7

121

Prohibida su descarga <u>y v</u>enta

Final Product

Travel Itinerary



- Work in groups. Write the place and notes.
- Use the steps from Exercise 2, page 110, to plan how to choose a place.
- Ask questions about the places like the ones in Exercise 4, page 11: Which museum can you visit?, Which place has a better cost for students our age?, etc.
- Use the information from Exercise 5, page 112, to discuss the advantages and disadvantages of the places you chose.
- Choose one place you like to research about using the information from Activity 5, page 112. Research more about it.
- Write your notes here.

STEP-2

2

Work in pairs. Write the pros and cons about the places you chose.

Macmillan Educatior

- Draw a Venn diagram in your notebook like the one in Exercise 5, page 115 to write notes about the different places you chose in STEP 1.
- Use the Venn diagram to write pros and cons about both places.
- Tell your partner what place you prefer visiting according to the pros and cons, for example, I'd like to visit Guadalajara because it is beautiful, I'd like to visit Tajin ruins because I love archaeological sites, etc.

STEP-

- 3 Write a conversation. Build arguments about the place you prefer to visit.
 - Use the examples from Exercise 4, page 117, to build arguments about the place you prefer to visit.
 For example, Let's go to Guadalajara because ..., We should see ... because ..., etc.
 - Use the expressions in bold from Exercise 6, page 118, to write a conversation here about your preferences.
 - Practice saying the conversation. Remember to pay attention and have a good attitude.



- 4 Work in pairs. Practice saying the conversation and try to convince your partner to go to the place you chose.
- Use the expressions from Exercises 5 and 6, on pages 120-121, to express agreements and disagreements about the place you chose. For example, Let's go to Guadalajara because ..., Wow! That sounds great / I'm not sure about that.
- Add these expressions to the conversation on STEP 3.
- Practice saying the conversation again and try to convince your partner to go there. Remember to be polite and have a good attitude.

STEP-5 Further practice

5 Present your conversation about the travel itineraries to the class. Use solid arguments.

STEP-6

6 Discuss in groups.

- What useful sources of information did you use to find information about the place you chose?
- What strategies did you learn to compare and find pros and cons of a place?
- With this experience, do you think making agreements with your partners helped you write an ation itinerary you can enjoy?
 Prohibida su descarga y verta

Lessons

These are the goals set at the beginning of the unit so you

- seek and consult information.
- compare pros and cons of ideas and proposals.
- build arguments to defend ideas and proposals.
- listen and express pros and cons to come to an agreement.

- 1 Go back to page 112, Exercise 7 and share with a classmate two sources of information you used to research about your place.
- 1
- 2
- 2 Go back to page 115, Exercise 9 and share with the class what strategies you learned to compare your ideas.
- **3** Go back to page 118, Exercise 8 and share why it is important to have a good attitude when you discuss your ideas and proposals with your partners.
- 4 Go back to page 121, Exercise 9 and discuss if expressing pros and cons about an idea is a helpful strategy you can use in other areas of your life.

Final Product

5 Use your answe<mark>rs to STEP 6 on</mark> page 123 to write a summary about your development.

0				
0			 	

Conclusion

6 Write down those things you need to improve and plan when and how you will work on them.

1 2 Macmillan Educ

Prohibida su descarga

Glossary

absolutely (adv) – completely: used for emphasis **admission (n)** – the amount of money you pay to enter a place or event

agreement (n) – the situation when people have the same opinion or have made the same decision about something

aircraft carrier (n) – a ship that carries airplanes, with a long flat area from which they can take off
bell (n) – a metal object shaped like an upside down cup that makes a noise when its sides are hit by a metal piece inside it

camp (v) – to stay somewhere for a short time in a tent or other temporary shelter

chapel (n) – a separate room or area within a church where people can go to pray or worship

cheap (adj) - not expensive

convince (v) – to make someone believe that something is true

disappointment (n) – a feeling of unhappiness because of things did not happen as you expected **discard (v)** – to get rid of something that you no longer want or need

enough (adv) – used for saying that an amount is as much as you need, or that a number of people or things are as many as you need

enthusiastic (adj) – very interested in something or excited by it

exhibit (n) – an exhibition of art or other interesting things

fair (n) – an event where people or companies bring their products for you to look at or buy

field trip (n) – a visit to a place that lets students study something in a real environment

flagpole (adj) – a tall, thin stick used for hanging a flag on

flight simulator (n) – a machine used for training pilots that provides an environment and experience like flying an airplane

floor (n) – one of the levels in a building

fossil (n) – an animal or plant, or a part of one, that lived many thousands of years ago and is preserved in rock or as a piece of rock

free (adj) - does not cost anything

huge (adj) – extremely large in size

impressive (adj) – if something is impressive, you admire it

must-see (n) – a place that you should visit **opening hours (n)** – the time of day that a store, business, etc. opens

pay attention (v) – to listen to, watch, or consider something or someone very carefully

reliable (adj) – information that can be trusted to be accurate

required (adj) - needed to do something

ride (n) – a trip on a machine at an amusement park **roller coaster (n)** – a structure like a tall railroad with steep slopes at an amusement park, that you have fast rides on for fun

rude (v) – not polite

size (n) – how large or small something is **smart (adj)** – intelligent

souvenir (n) – something that you buy on vacation or at a special event to remind you later of being there

square (n) – an open area of land in the shape of a square, usually with buildings around it

stand (n) – a large table or temporary structure used for selling things

trip (n) – an occasion when you go somewhere and come back again

under the stars (exp) – outside in the open air at night

Macmillan Education Prohibida su descarga <u>y venta</u>

Unit 7

125



Social Learning Environment: Academic and Educational

Communicative Activity: Search and selection of information.

Social Practice of the Language: Write notes to elaborate human body schemes.

enta

By the end of this unit you will write notes and make a diagram about a human body system.

To do so, you will:

- revise and understand information about the human body systems.
- propose and answer questions about the human body systems.
- write notes to describe human body systems.
- edit diagrams in teams and with the guidance of the teacher.

Discuss in groups: millan Education
 Name all the body systems you can recall.
 Prohibida su descarga younta



- 1 Work in pairs. Write the name of three human body systems.
- 1 _____ 2 ____ 3 ____
- 2 Read the text in the web page and complete the sentences.

The Human Body Anatomy Facts	🔶 📫 👌 www.edudigital
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The Human Body

General Facts

The human body is made up of <u>cells</u>, <u>bones</u>, muscles, and organ systems. An adult human body, for example, is made up of over 30 trillion cells, 206 bones, and more than 650 muscles. There are many organ systems in the human body that help it function properly, for example, the circulatory system, which transports blood throughout the body; the digestive system, which helps to break down food; the respiratory system; the endocrine system, which controls hormones; the immune system, which is our defense against infections and diseases; and the muscular system, which is composed of tissues and, together with the skeletal system, it controls movement. One of the most important systems is the nervous system, which is the body's control system. It consists of the brain, the spinal cord, and the nerves.

- 1 Blood is transported by the ______ system.
- 2 Hormones are controlled by the ______ system.
- 3 Our body is protected from infections by the ______ system.
- 4 Movement is controlled by the ______ system and the ______ system.
- 5 The ______ system is formed by the brain, the spinal cord, and the nerves. Macmillan Education

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Prohibida su descarga y venta

Activate

Identify



Figure out

3 Read the text and check (✓) the elements you see.

The Human Body

Human Body Systems

Different systems in the body work together and independently in order for the human body to function. Each system has very specific and important functions.

Nervous System

The nervous system is one of the most important systems of the human body. It has two main parts: the central nervous system and the peripheral nervous system. The central nervous system consists of the brain and the spinal cord. This system sends out nerve impulses and analyzes information from the sense organs.

1 title

- 2 hyperlinks
- 3 diagrams
- 4 Internet address
- 5 page number
- 6 name of section or chapter

1233

brain

spinal cord

4 Read the text again and answer T (True) or F (False).

- 1 This text is from a book called *The Human Body*.
- 2 The text has no information about the main function of the nervous system.
- 3 The nervous system is divided in central and peripheral.
- 4 The parts of the peripheral system are labeled in the diagram.





5 Look at the web page and the book page again and circle the correct answer.

- 1 The titles and subtitles
 - a) only appear in books.
 - b) tell us what the texts in books and web pages are about.
 - c) are not related to the information in the text.
- 2 We can find page numbers
 - a) in printed books.
 - b) only in online texts.
 - c) both.
- 3 Hyperlinks
 - a) direct us to more information about a word or phrase.
 - b) only appear in online texts.
 - c) both.

4 The labels in the pictures

- a) give us information.
- b) help us locate parts of the systems texts talk about.
- c) both.
- 5 The pictures in the texts
 - a) illustrate part of the content.
 - b) only decorate the page.
 - c) are part of advertisements.

Use the index in a book to find the page of the information you need. Click on hyperlinks to go to the places that give you the information you want.

Online

6 Go online or to the local library to find reference material about human body systems. Complete the chart with information about the features of the material in your notebook. Share your findings with a classmate.

Features

Printed

7 STEP-

Work in groups. Follow the instructions.

- Use the information from Exercise 2 to choose a human body system that interests you.
- Read the reference materials you found in Exercise 6. Pay attention to the graphic and textual components from Exercise 3 to help you understand the key ideas. Consult Exercise 5 to remember what these components tell you about a text.
- Take notes about the human body system you chose using the reference materials you found in Exercise 6. Write your notes on page 139.
- 8 Work in groups. Reflect on the questions and explain.
- 1 Was the information you learned in this lesson useful to find the best reference material?
- 2 What others strategies were useful to find the text? To reflect on your performance go to page 141.

Revise and understand information about the human body systems. Children Education

Reflect

Practice

Unit 8

129

Prohibida su descarga <u>y v</u>enta

What strategies to revise and understand

information about the

human body systems

did you learn in this

lesson?



Activate

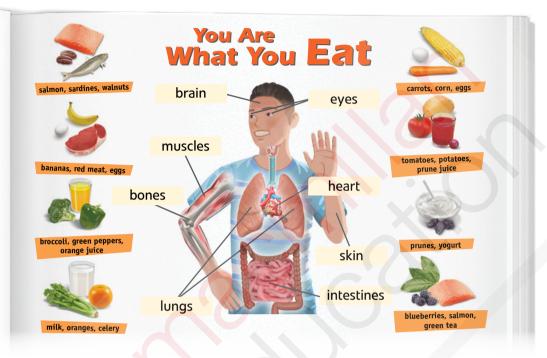
Identify

2



7 Work in pairs. Match the foods to the organs you think they are good for. Listen to check your answers.



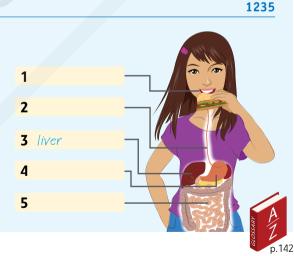


🣁 Work in groups. Read the text. Label the diagram with the words in bold.

The Human Body

The Digestive Process

The body needs protein, vitamins, minerals, carbohydrates, and fats for energy, growth, and repair. These nutrients are obtained from food that the digestive system breaks down. The digestive process begins with saliva in the **mouth**, where food is chewed and then is swallowed. Next, food goes down the **esophagus** and into the **stomach**. In the stomach, the food is broken down more by powerful stomach acids. After that, the food travels into the **small intestine**, where the food is broken down into nutrients that enter the blood stream. Bile from the **liver** helps our body with the digestion process. Finally, any food the body does not need is turned into waste and expelled from the body by the large intestine.



3 Read the text again and answer the questions.

- 1 Where is food chewed and swallowed? _____
- 2 Where is food broken down into nutrients that enter the blood stream?
- 3 What food is expelled from the body? ____

Macmillan Education Prohibida su descarga y venta



4 Circle the subject and underline the verb of the sentences in the table.

	Active Voice		Passive Voice
1	Food goes down the esophagus.	4	Food is chewed and is swallowed.
2	The food travels into the small intestine.	5	Food is broken down into nutrients.
3	Do nutrients enter the blood stream?	6	Is unnecessary food turned into waste?

5 Look at the tables and answer T (True) or F (False).

	Active Voice			Passive Voic	e
Subject	Verb (Simple Present)	Object	Subject	Verb (Past Participle)	Object
Powerful stomach acids	break down	the food.	The food	is broken down	by powerful stomach acids.

- 1 The object of the passive voice sentence is the subject of the active voice sentence.
- 2 Passive voice verbs use the auxiliary verb to be.
- 3 In an active voice sentence, the auxiliary verb *to be* is followed by a verb in the Past Participle form.
- 4 The object is the focus of the sentence in passive voice.
- 5 If the subject is introduced in a passive voice sentence, it is followed by the word *for*.

6 Unscramble the questions and write them in your notebook. Use the answers as help.

- 1 in the mouth / Is / chewed and swallowed / food / ? Yes, food is chewed and swallowed in the mouth.
- 2 Is / in the liver / food / broken down more / ? No, food is broken down more in the stomach.
- 3 by the large intestine / Is / expelled / from the body / unnecessary food / ? Yes, unnecessary food is expelled from the body by the large intestine.
- 4 Where / is / broken down into nutrients / food / ? Food is broken down into nutrients in the small intestine.
- 5 from food / What / obtained / are / nutrients / ? Proteins, vitamins, minerals, carbohydrates and fat are obtained from food.

7 Work in pairs. Follow the instructions to play *Guess the Name of the Body Part* using the cards.

- 1 Student B closes his / her book.
- 2 Student A reads the riddles from his / her card.

Card A

- a) This organ is faster and smarter than any computer.
- b) This organ is smaller than its large friend. It is part of the digestive system.
- c) These bones are the largest group of bones in the body.



4 Student A and Student B switch roles.



131



8 Read the information in the Language box. Identify and underline the comparative and superlative adjectives in the cards in Exercise 7.

Formation of comparatives and superlatives: Adjectives with one syllable: *—er* + *than* / *the* ... + *—est*. Adjectives with more than one syllable: *more* ... *than* / *the most* ...

9 Classify in the table the comparative and superlative adjectives from Exercise 8.

Comparative	Superlative

10 Work in pairs. Listen to the complete information about the cards in Exercise 7 and answer the questions.

- 1 Which is more logical, the brain or a computer? _
- 2 Which is longer, the small intestine or the large intestine? _
- 3 What is the biggest muscle in the body?
- 4 What is the most complex organ in the body? _

- Work in groups. Follow the instructions.

- Review your notes from STEP 1 on page 139. Ask yourself: What do I not know about the human body system I chose?
- Use the questions in Exercises 3, 6, and 10 as a model to formulate questions about the function, organs, and processes of the human body system. Consult the tables in Exercises 4 and 5 and the Language box in Exercise 8 to help you write the questions correctly.
- Write your questions on page 139.

11 STEP-2

12 Work in pairs. Reflect on your eating habits.

- 1 Do you eat any of the foods mentioned in Exercise 1?
- 2 Which foods do you need to start eating? To reflect on your performance go to page 141.
- 3 Do you know of other foods that are good for your health?

Prohibida su descarga y venta

What strategies to propose and answer

questions about the

human body systems

did you learn in this

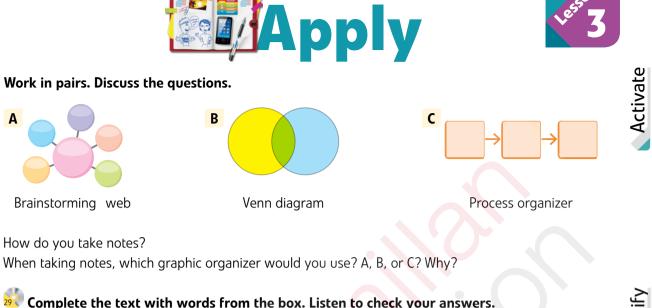
lesson?

Propose and answer questions about the human body systems.

132

Reflect





plasma heart capillaries blood oxygen vessels	Complete t	ne text wit	n woras r	rom the box	. Listen to	check your	answers.
		plasma	heart	capillaries	blood	oxygen	vessels

The Human Body

1

1

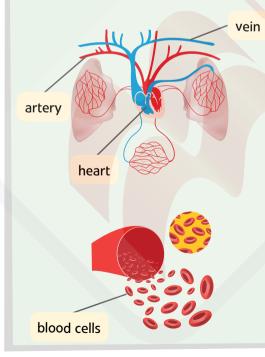
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2

Α

The Circulatory System

The Circulatory Process



The circulatory system includes muscles, a group of blood vessels, and blood. The (1) _____ is the most important muscle in this system. It is a vital organ. It is the organ that pumps the blood through different types of blood vessels. Arteries are blood (2) _____ that carry blood from heart. Veins are the blood vessels in charge of carrying blood back to the heart. They look blue below the skin. (3) _____ are very thin blood vessels that feed the cells and take away their waste. (4) _____ flows around our body carrying blood cells, nutrients, and (5) _____. An average adult has 5 to 6 liters of blood, which is made up of (6) _____, platelets, and blood cells.



1234



3 Read the sentences and underline the correct answer.

Plasma is 90 % water. Red blood cells survive about 80 to 120 days.

- 1 The word *plasma* is **countable** / **uncountable**.
- 2 The word *cells* is **countable** / **uncountable**.
- 3 **Countable / Uncountable** nouns only take a verb in the singular form.
- 4 **Countable / Uncountable** nouns can take a verb in either the singular on plural form.

4 Write the nouns from the text in Exercise 2 in the correct category.

Countable: <u>muscle</u>

Uncountable: blood

5 Read the text. Classify the words in bold in the table.

The Respiratory System

The most important function of the respiratory system is breathing. Through breathing, **oxygen** is inhaled and carbon dioxide is exhaled. The respiratory **system** supplies oxygen to the **blood**. Then, oxygen is delivered to all **parts** of the **body** by the blood. To do this, the **oxygen** first passes through the **larynx** and the **trachea**.

In the **chest**, the trachea divides into two **tubes** called **bronchi**, which are part of the **lungs**. The bronchi are divided into smaller tubes called **bronchioles**, which are connected to tiny **alveoli**. Carbon dioxide and oxygen are exchanged in the alveoli.

Countable	Uncountable
	охуден
	Autoria de la companya

p.142

Some scientific words from Latin or Greek have different and difficult plural forms. For example, *alveolus-alveoli*.



Prohibida su descarga y venta

Figure out



Read the sentences and underline the correct answers. 6

- The more / most important function of the respiratory system is breathing. 1
- 2 Through breathing, oxygen is inhaled / inhales and carbon dioxide is exhaled / exhales.
- 3 Bronchioles are smallest / smaller than bronchi.
- 4 Alveoli are the **tiniest / tinier** part inside the lungs.
- 5 Carbon dioxide and oxygen are exchanged / exchange in the alveoli.

Write notes about what you remember about the circulatory system. Don't go back to Exercise 2. 7

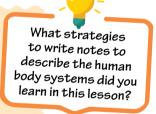


- Share your notes with a classmate and provide feedback. 8
- Work in groups. Follow the instructions. STEP≠ g
- Use the reference materials you chose for Exercise 6 on page 129 to answer your guestions from STEP 2 on page 139. If you cannot answer all of your questions using your reference materials, locate further sources with the help of your teacher.
- Use graphic organizers like the ones in Exercise 1 to help you organize the information you found in notes. Use any other note-taking strategies you developed in Exercise 7 to take additional notes. Write your notes on page 140.
- Use Exercise 3, 4, and 5 to identify countable and uncountable nouns and make sure you used the correct verb forms.

10 Answer the questions and share your conclusions with the class.

- 1 What method did you use to make your notes?
- Taking your classmate's feedback into account, what can you do to improve your writing? 2 To reflect on your performance go to page 141.

Write notes to describe human body systems.

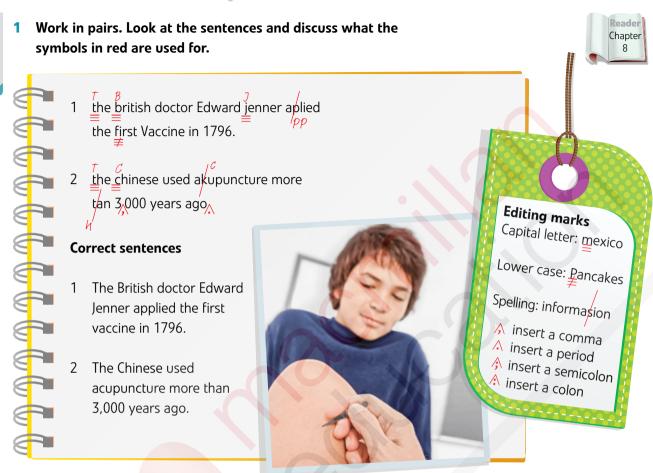




Macmillan Education Prohibida su descarga y venta 135







- 2 Work in pairs. Use the editing marks in Exercise 1 to correct the sentences. Then compare your answers and write the sentences correctly.
- 1 in 1842, Crawford long used ether to put pacients to sleep during surgery
- 2 William harvey showed how blod flows in the body in 1628

Capitalize:

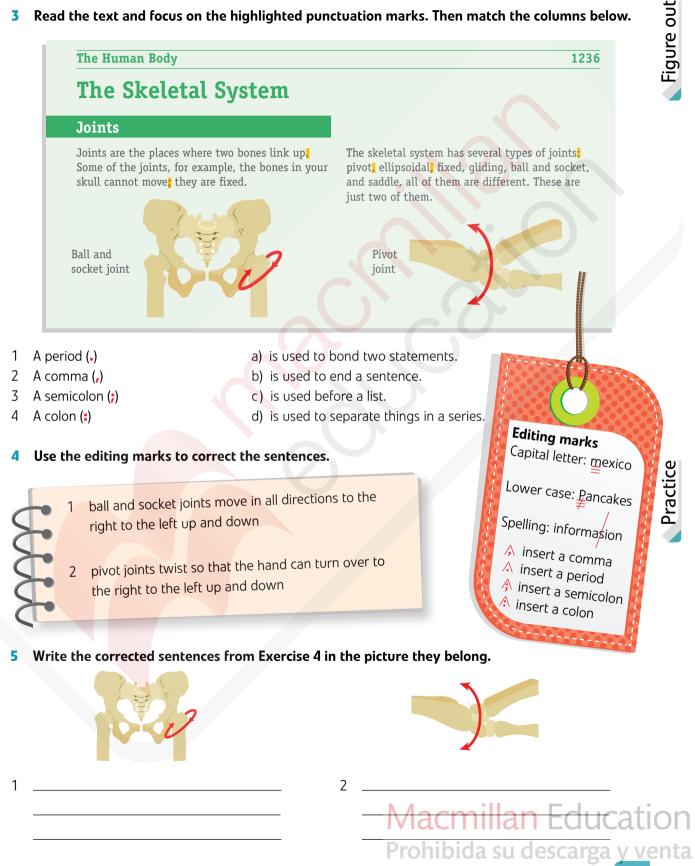
The first word in any sentence: The city was ... Proper nouns and proper adjectives: John Smith / Apache River The pronoun " I ": I am reading these rules. Geographical names and nationalities: Mexico / American Days of the week, months of the year, and holidays: Sunday / October / Christmas

Prohibida su descarga y venta

ldentify



Read the text and focus on the highlighted punctuation marks. Then match the columns below. 3



Unit 8 137



Work in groups of four. Follow the instructions.

- Read the sentences and mark the mistakes. 1
- 2 Students A and B correct the punctuation and capitalization.
- 3 Students C and D correct the spelling. You can use a dictionary to help you.
- 4 Go over the sentences with your classmates until you all agree on the corrections. Write the corrected sentences in one paragraph in your notebook.

Functions of the Skeletal System

- the skeletal system plays many important roles First, it provides structural support for the entire bodi Arthritis is a comon disease of the skeletal sistem.
 - second, it also protects organs like the hart the lungs and the brein, and it helps us move finally, it stores minerals and fats, and produces red blod cells



Lower case: Pancakes

Spelling: informasion

- 🍌 insert a comma ∧ insert a period
- insert a semicolon
- \Lambda insert a colon

STEP-4 STEP-4 Structions.

- Identify errors in spelling and punctuation in your notes in STEP 3 on page 140 using the techniques • from Exercises 1 to 6.
- Use the editing marks you learned to correct your notes in STEP 3 on page 140.

What strategies to edit diagrams did you learn in this lesson?

Work in groups. Reflect on your progress. Compare a text you wrote from an earlier lesson to the text you wrote today.

1 Which text is better?

Reflect

- 2 How does time improve your writing?
- 3 How does editing in teams help improve your writina?

To reflect on your performance go to page 141.

Edit diagrams in teams and with the guidance of the teacher.

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Final Product

Notes about a Human Body System

STEP-

- Work in groups. Write notes about the human body system you chose in Exercise 7 on page 129.
- Use the information from Exercise 2, on page 127, to choose a human body system that interests you.
- Read the reference materials you found in Exercise 6 on page 129. Pay attention to the graphic and textual components from Exercise 3, on page 128, to help you understand the key ideas. Consult Exercise 5, on page 129, to remember what these components tell you about a text.
- Take notes about the human body system you chose using the reference materials you found in Exercise 6 on page 129. Write your notes here.

STEP-2

2

Work in groups. Write questions about the human body system you chose in STEP 1.

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139

Unit 8

- Review your notes from STEP 1. Ask yourself: What do I not know about the human body system I chose?
- Use the questions in Exercise 3 on page 130, Exercise 6 on page 131, and Exercise 10 on page 132 as a model to formulate questions about the function, organs, and processes of the human body system. Consult the tables in Exercises 4 and 5 on page 131 and the Language box in Exercise 8, on page 132, to help you write the questions correctly.
- Write your questions here.

STEP-3

Work in groups. Take notes to answer your questions.

- Use the reference materials you chose for Exercise 6, on page 129, to answer your questions from STEP 2. If you cannot answer all of your questions using your reference materials, locate further sources with the help of your teacher.
- Use graphic organizers like the ones in Exercise 1, on page 133, to help you organize the information you found in notes. Use any other note-taking strategies you developed in Exercise 7, on page 135, to take additional notes. Write your notes here.
- Use Exercise 3, 4, and 5 on page 134 to identify countable and uncountable nouns and make sure you used the correct verb forms.

STEP-

- 4 Work in groups. Use the editing marks to edit your notes.
 - Identify errors in spelling and punctuation in your notes in STEP 3 using the techniques from Exercises 1 to 6 on pages 136 to 138.
- Use the editing marks you learned to correct your notes in STEP 3.

STEP-5 Further practice

- 5 Write on a piece of paper a final version of your notes. Make a drawing or cut a picture to illustrate them.
- 6 Work in groups. Present your notes.



7 Discuss in groups.

- What method was useful for taking notes according to your needs?
- What strategies did you learn to find appropriate reference material?
- With the experience you learned throughout the lesson, where can you use the editing marks?
 Prohibida su descarga v ver

Self-assessment

Lessons

These are the goals set at the beginning of the unit so you

- revise and understand information about the human body systems.
- propose and answer questions about the human body systems.
- write notes to describe human body systems.
- edit diagrams in teams and with the guidance of the teacher.
- 1 Go back to page 129, Exercise 8 and share with a classmate two strategies that were useful to find a text.
- 1
- 2
- 2 Go back to page 132, Exercise 12 and share with the class what you learned about eating habits.
- 3 Go back to page 135, Exercise 10 and share why it is important to receive feedback from a classmate.
- 4 Go back to page 138, Exercise 7 and discuss if you can use the editing marks for other subjects at school.

Final Product

5 Use your answers to STEP 6 on page 140 to write a summary about your development.

0	
0	

Conclusion

6 Write down two things you need to improve and plan when and how you will work on them.

2 Macmillan Education Prohibida su descarga aventa

Glossary

bean (n) – a seed of various plants that is cooked and eaten.

bile (n) – a green-brown liquid that is made in the liver to help you digest fats

blood (n) – the red liquid that flows around inside your body

blood vessel (n) – a tube that carries blood around your body, such as a vein or artery

bone (n) – one of the hard parts that form a frame inside the body of a human or animal.

brain (n) – the organ inside your head that allows you to think and feel, and controls your body

break down (v) – if a substance breaks down or is broken down into parts, it separates into the parts that it is made up of

breathing (n) – the process of taking air into the body and letting it out again, or the sound of this **bronchiole (n)** – a very small tube inside your lungs that is connected to one of your bronchi

capillary (n) – the smallest type of blood vessel, with a wall that is only one cell thick

carry (v) – if a tube carries something, that thing moves or flows along it

chest (n) – the upper front part of your body between your neck and your stomach

chew (v) – to use your teeth to bite food in your mouth into small pieces so that you can swallow it **complex (adj)** – something that is complex has many details or small parts that make it difficult to understand or deal with

compose (v) – to form something

defense (n) – something that happens in your body to prevent you from becoming sick

deliver (v) – to take something to a place

disease (n) – an illness that affects people or animals, especially one that is caused by an infection

expel (v) – to force something out of a container or someone's body

flow (v) – if a liquid flows, it moves smoothly and continuously in one direction

growth (n) – an increase in the number, size, or importance of something

hold up (v) – to support someone or something so that they do not fall down

hyperlink (n) – a word or image in a computer document that you can click on in orderto move to a related document, word, or image

impulse (n) – an electrical signal, for example one that is passed from a nerve to a muscle

joint (n) – a part of your body that can bend where two bones meet

longer (adj) – covering a large distance

muscle (n) – a piece of flesh that connects one bone to another and is used for moving a particular part of your body

nerve (n) – one of the groups of fibers in your body that carry messages between your brain and the rest of your body

powerful (adj) – strong and working well **pump (v)** – making a liquid move into or out of something

sit (v) – to be in a position in which the lower part of your body rests on a seat, while the upper part of your body is upright

smaller (adj) - not large in size

smarter (adj) - intelligent

spinal cord (n) – the inner part of your spine that contains nerves going from your brain to the other parts of your body

stream (n) - a continuous flow of liquid

supply (v) – to provide someone or something with something that they need or want

swallow (v) – to make food or drink go from your mouth down through your throat and into your stomach

thin (adj) – with little fat on body

tissue (n) – the parts of your body that connect or support organs and other parts of your body

turn into (v) – to change or develop into something different

twist (v) – to force something out of its original shape by bending it or turning it around

waste (n) - the useless materials, substances, Cation or parts that are left after you use something



Social Learning Environment: Recreational and Literary **Communicative Activity:** Understanding oneself and others. **Social Practice of the Language:** Read comics to discuss cultural expressions.

By the end of this unit you will carry out a discussion about comic strips.

To do so, you will:

- select and revise comic strips in English.
- interpret content in comic strips.
- exchange opinions about cultural expressions in a discussion.

Discuss in groups:

• Why are comic books considered a cultural expression?

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b

Work in pairs. Discuss the questions.

- 1 What are some of your favorite comic strips?
- 2 Who are the characters in these comic strips?

2 Read the comic strips and answer if the statements are about comic *a* or comic *b*.

Identify

а

Activate





- 1 It is about the importance of separating trash correctly.
- 2 It is meant to make people laugh.
- 3 The author is named.
- 4 The main character is a superhero.
- 5 Its purpose is to inform and educate.

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3 Read the texts and answer T (True) or F (False) on page 146.



In 2008, Aqua Marina lost her parents on a cruise ship. She drowned and came back to life. One year later, at the town barbecue, she discovered her special power: she could turn into water! For several years, she had many problems and was not popular. Then one day in 2014, she helped put out a forest fire and saved her town. She was 16 at the time. That's when she realized how important her power was, and she became very popular. But Aqua Marina doesn't fight evil in this moment because she hasn't met Earth Boy yet. Figure out

145

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Chapter

3



Practice

- 1 The comic strip is narrated in a continuous text.
- 2 The story in the book is in panels.
- 3 Comic strips use bubbles for speech and thoughts.
- 4 Illustrations are essential in a comic strip.
- 5 Comics use captions (short texts) to narrate the story.
- 6 Quotation marks ("") are used for speech in comics.

4 Copy and complete the table with information about the comic strips in this lesson.

Comic Strip	Торіс	Purpose	Audience
1 Granny Smith	a grandma who can't use technology	to make people laugh	general audience
2 Aqua Marina		to entertain	
3 Green Man			

5 Source Work in pairs. Think about a comic strip you all know. Use the bibliography section on page 192, if necessary.

- STEP-D Work in pairs. Follow the instructions.
- Write the name of the comic strip you chose in Exercise 5 on page 156.
- Use the strategies you practiced in Exercise 4 to determine the topic, purpose, and audience of the comic strip. Write the information on page 156.
- What strategies to select and revise comic strips did you learn in this lesson?

7 Work in groups. Discuss the questions.

- 1 How is the comic strip you chose different to the ones in this lesson?
- 2 Do you think that comic strips change according to the country they come from? To reflect on your performance go to page 158.



Reflect



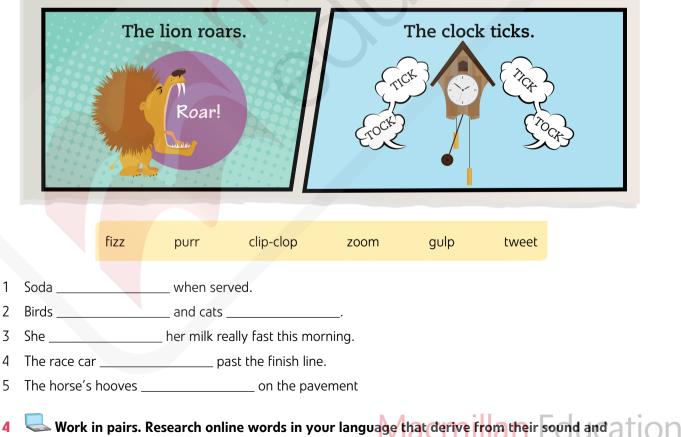
- 1 Work in pairs. Write the word that represents the sound you hear in each situation in your language.
- 1 an explosion <u>iBum!</u>
- 4 fatigue 5 rain

6 a punch

- 2 a wave of water _____
- 3 a dog barking _____
- 2 Work in pairs. Listen to the English version of the sounds from Exercise 1. Discuss the differences between the sounds in English and Spanish.

Onomatopoeia are words that, when pronounced, imitate or resemble the sound they describe. Onomatopoeia vary among languages. For example, a dog barks *meong meong* in Korea and *wan wan* in Japan. We see onomatopoeia in comic strips to express sounds of actions and emotions.

3 Cook at the panels and the captions. Complete the sentences with the correct form of the verbs from the box. Listen to check your answers.



make a list.

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Prohibida su descarga y venta



Reader

Chapter

9



5 Read the comic strip. Underline all the elements that appear.



- Panel 1: caption / thought bubble / speech bubble / onomatopoeia 1
 - caption / thought bubble / speech bubble / onomatopoeia
- 3 Panel 3: caption / thought bubble / speech bubble / onomatopoeia
 - 6 Read the comic strip in Exercise 5 again and answer T (True) of F (False).
 - Lord of Flames is angry. 1
 - 2 Lord of Flames is evil.

Panel 2:

2

- 3 Aqua Marina has special powers.
- Aqua Marina is tired. 4
- 5 The bubbles for thoughts say what is in a character's mind.
- The form of the speech bubbles is never related to emotions. 6
- There is very little text in comics. You learn more about how characters feel and the actions through the pictures and onomatopoeia in

bubbles.

Read the comic strip and answer the questions on page 149. Compare your answers with a classmate.





- Does Granny Smith know how to use a computer? 1
- 2 How do you know?
- 3 What do you think Granny Smith will do in the next scene?



Explicit information is information that is openly stated. Implicit information is information you deduce because it is implied or perceived through actions.

Work in pairs. Find elements in the first three scenes of Granny Smith that tell you she does not 8 know about computers.



- Examine the use of captions, thought bubbles, speech bubbles, and onomatopoeia in the comic strip you ٠ chose, for example, The Aqua Marina comic strip uses the onomatopoeia ROAR a lot.
- Identify implicit ideas, like you did in Exercises 6, 7, and 8, for example, Lord of Flames is evil. •
- Write your observations on page 156.

10 Work in groups. Discuss the questions.

- 1 How important are thought and speech bubbles in comic strips?
- How important are captions and onomatopoeia in comic strips? 2 To reflect on your performance go to page 158.

What strategies to interpret content did you learn in this lesson?

Reflect







- **1** Work in pairs. Discuss the questions.
- 1 What makes a person a hero?
- 2 What characteristics does a real-life hero have?



Activate

Read the information. Check (\checkmark) if you agree with the statements.



Aqua Marina, or Natasha Borislova, Tania Tate. In the comic, like in the boo very young. She recovers from her diff does not discover her superpower until

Women Comic Strip Heroes

Aqua Marina, or Natasha Borislova, is a fantasy superhero based on the novels by Tania Tate. In the comic, like in the book, Aqua Marina loses her parents when she is very young. She recovers from her difficult situation and has a normal childhood. She does not discover her superpower until she is a teenager. Initially, she is afraid of her power because she can't control it. But, when she is sixteen, she realizes she can use her power to help others and to fight evil. From then on, her life is never the same again. She realizes she has a big responsibility. She becomes fearless and brave.

Tomoe is a comic strip superhero based on a real story. She is a Japanese samurai warrior from the 12th century. She is a skilled archer and very good with the sword. She is an officer in Lord Minamoto Yoshinaka's army. On one occasion she fights an army of 6,000 men with only 300 samurai. Only Tomoe and four samurai survived. In real life, she became a legend for her courage, strength, and dedication, and because she was a woman warrior in a time of male domination. She won the respect of many men and women in Japan.



- 1 Aqua Marina is brave all her life.
- 2 Tomoe is stronger than Aqua Marina.
- 3 Tomoe and Aqua Marina both fight evil.
- 4 Tomoe and Aqua Marina are both brave.
- 5 Aqua Marina is altruistic.
- 6 Tomoe is inspiring.

Superheroes are fantastic characters, but they reflect things people admire and consider important, for example, justice, helping others, courage, etc. Comics express the values of a society. Real-life heroes are very close to the main characters of comics.

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3 Read the text again and underline the reasons why you agree or disagree with the statements in Exercise 2.

4 Match the descriptions of the heroes to the correct trait.

- 1 Aqua Marina can be afraid or in danger, but that doesn't stop her.
- 2 Earth Boy is never arrogant about his good qualities.
- 3 People can always depend on Earth Boy; he always comes to the rescue.
- 4 Aqua Marina never gives up; she tries over and over until she gets results.
- 5 Many people admire Earth Boy and want to be like him.
- 6 Many firefighters and paramedics work for free to help people in need.
- a) persistent
- b) altruistic
- c) brave
- d) dependable
- e) humble
- f) inspiring

5 Use the organizer to explain your opinions with the reasons you underlined in the text.

Opinion	Reason	Example
I think Aqua Marina is brave all her life	because she recovers from difficult situations.	For example, she loses her parents, recovers from her suffering, and has a normal life.

When you give an opinion, begin with expressions such as *I think*, *I believe*, and *In my opinion*.

6 Read the conversation. Underline one opinion, one reason, and one example.

Anita: I think paramedics are real-life heroes.Hugo: Really?Anita: Yes, because they are strong.Hugo: Why do you say that?

Anita: Well, for example, they always carry heavy medical equipment.

Hugo: I agree, and I believe firefighters are real-life ION heroes too. Prohibida su descarga v venta

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Practice



7 Work in pairs. Read the sentences. Choose one opinion and use the organizer to complete a conversation like the one in Exercise 6. Practice the conversation.



- Firefighters are brave. They put their lives in danger during fires.
- Firefighters are altruistic. They serve the community and save lives.





Give a reason.

Yes, because ...

Give an example.

Well, for example ...

Question the opinion. Really?

Ask for an explanation. Why do you say that?

Give your opinion.

8 STEP-3

Work in pairs. Follow the instructions.

- Write the names of the main characters of the comic strip you chose in STEP 1.
- Make a list of the personality traits of each of each one brave, altruistic, arrogant, etc. Use a bilingual dictionary if necessary.
- Add reasons and examples for your opinions. Use Exercise 5 as a model. If you disagree with your partner, have a discussion using the organizer in Exercise 7 and come to an agreement.
- Write the traits, reasons, and examples on page 157.

Reflect

Work in groups. Discuss the questions.

- 1 Is it important to give a reason and an example when you say your opinion?
- 2 Is it useful to use an organizer to put together a conversation about opinions? To reflect on your performance go to page 158.

Exchange opinions about cultural expressions in a discussion.

What strategies to

exchange opinions

about character traits did you learn in

this lesson?



1 Work in pairs. Look at the pictures and tell your partner what countries you think they are.

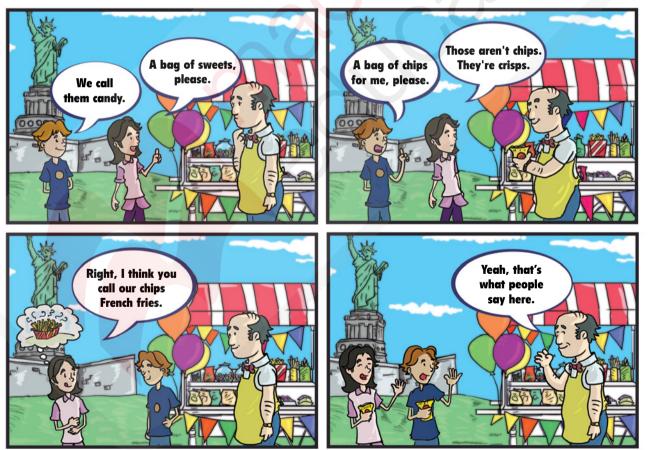


Activate





2 Work in pairs. Read the comic strip and answer T (True) or F (False). Listen to check your answers.



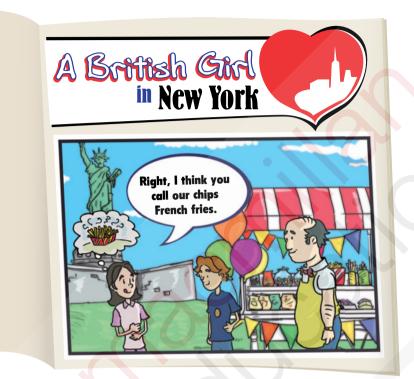
- 1 The pictures in the background indicate the characters are in England.
- 2 The thought bubble indicates what the girl thinks *cookies* are Macmillan Education
- 3 A good title for the comic strip is A British Girl in New York.

Prohibida su descarga <u>y v</u>enta



Figure out

3 Look at the comic strips and circle the correct answers.



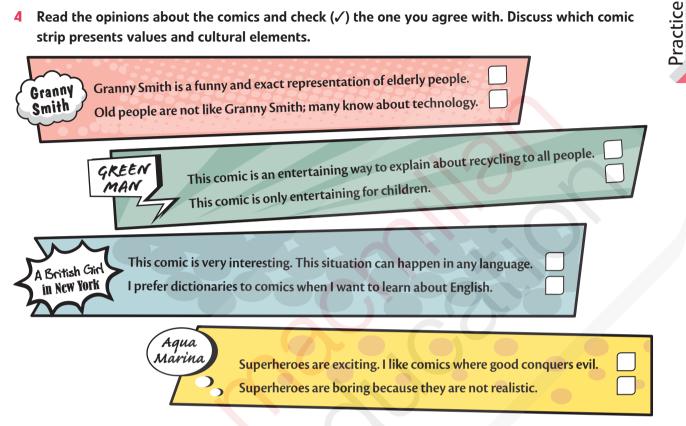


- 1 The British girl and Granny Smith
 - a) do not speak English.
 - b) are confused about the meaning of words.
- 2 Granny thinks there is an animal because she
 - a) ignores a mouse is also a part of a computer.
 - b) can't hear well the person on the phone.
- 3 The British girl is confused about *chips* because
 - a) she can't understand the boy's pronunciation.
 - b) in England they call them *crisps*.

- 4 An implicit idea in Granny Smith is that
 - a) it is hard for old people to understand new technology.
 - b) old people forget things easily.
- 5 An implicit idea in *A British Girl in New York* is that
 - a) it is a bad idea to visit other countries.
 - b) there are some differences between American and British English.

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Read the opinions about the comics and check (\checkmark) the one you agree with. Discuss which comic 4 strip presents values and cultural elements.



- Work in pairs. Write sentences with your opinions from Exercise 4. Take turns reading them 5 out loud.
- STEP-4 Work in pairs. Follow the instructions.
- Review what you know about the comic strip you chose in STEP 1. Use the strategies from Exercises 2 and 3 to help you identify implicit information.
- Individually write your opinions on page 157, for example, I like green man. I believe it teaches recycling • in an entertaining way. Use your sentences from Exercise 5 as a model.
- Discuss your opinions with your partner.
- 7 Work in groups. Discuss the questions.
- 1 Do your partners have the same opinions in Exercise 5?
- 2 Is it okay for people to have different opinions about something? To reflect on your performance go to page 158.

What strategies to exchange opinions about implicit information did you learn in this lesson?

Reflect

Exchange opinions about cultural expressions in a discussion. Macmillan Education

Unit 9

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Final Product

Discussion about Comic Stips



- Work in pairs. Write the name of the comic strip you chose in Exercise 5 on page 146 and add the topic, purpose, and audience.
- Write the name of the comic strip you chose in Exercise 5 on page 146 here.
- Use the strategies you practiced in Exercise 4, on page 146, to determine the topic, purpose, and audience of the comic strip. Write the information here.

STEP-2

Work in pairs. Analyze the comic strip and write your observations.

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- Examine the use of captions, thought bubbles, speech bubbles, and onomatopoeia in the comic strip you chose, for example, *The Aqua Marina comic strip uses the onomatopoeia* ROAR a lot.
- Identify implicit ideas in the comic strip, like you did in Exercise 6, on page 148, and Exercises 7 and 8 on page 149, for example, Lord of Flames is evil.
- Write your observations here.

STEP-3

- Work in pairs. Identify the main characters of the comic strip and analyze their traits. Add reasons and examples.
- Write the names of the main characters of the comic strip you chose.
- Make a list of the personality traits of each of each one: brave, altruistic, arrogant, etc. Use a bilingual dictionary if necessary.
- Add reasons and examples for your opinions. Use Exercise 5, on page 151, as a model. If you disagree with your partner, have a discussion using the organizer in Exercise 7, on page 152, and come to an agreement.
- Write the traits, reasons, and examples here.

STEP-

- Work in pairs. Write your opinions about the values and characters in the comic strip.
- Review what you know about the comic strip you chose. Use the strategies from Exercise 2 on page 153 and Exercise 3 on page 154 to help you identify implicit information.
- Individually write your opinions here, for example, I like green man. I believe it teaches recycling in an entertaining way. Use your sentences from Exercise 5 as a model.
- Discuss your opinions with your partner.

STEP-5 Further practice

- 5 Practice saying your opinions from STEP 4.
- 6 Carry out a discussion with another pair.

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STEP-6

- 7 Discuss in groups.
- How important is it to say your opinion about something?
- How important is it to listen to the opinion of other people?
- With this experience, do you think that it is important to say and listen to opinions? Why?

Unit 9 157

Fducati

Self-assessment

Lessons

These are the goals set at the beginning of the unit so you

- select and revise comic strips in English.
- interpret content in comic strips.
- exchange opinions about cultural expressions in a discussion.
- 1 Go back to page 146, Exercise 7 and discuss with a classmate what features comic strips both written in English and in Spanish have. Write them down.
- 1_____
- 2
- 2 Go back to page 149, Exercise 10 and share with the class how important or unimportant captions, onomatopoeia, and thought and speech bubbles are.
- **3** Go back to page 152, Exercise 9 and share your experience using an organizer to put together a conversation about opinions.
- 4 Go back to page 155, Exercise 7 and share what you think it is okay to do when your opinion is different to other people's.

Final Product

5 Use your answers to STEP 6 on page 157 to write a summary about your development.

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Conclusion

6 Write down two things you need to improve and plan when and how you will work them.

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Glossary

afraid (adj) – feeling or showing fear

altruistic (adj) – thinking or behaving in a way that

shows you care about other people and their interests more than you care about yourself

archer (n) – someone who shoots arrows from a bow **army (n)** – a large organization of soldiers

barbecue (n) – a meal at which meat and other food is cooked and eaten outside, often a meal that you invite friends to

bark (v) – to make the short loud sound that a dog makes

brave (adj) – capable of dealing with danger or pain, without seeming to be frightened

bring back (v) – to make a dead person live again **childhood (n)** – the time of your life when you are a child

clip-clop (v) – to make the sound that a horse's hooves make when the horse is walking

come to the rescue (v) – to save someone from a dangerous or unpleasant situation

count on (v) – to depend on someone to do what you want or expect them to do for you

courage (n) – the ability to do something that you know is right or good, even though it is dangerous, frightening, or very difficult

danger (n) – a situation in which harm, death, damage, or destruction is possible

discover (v) – to find out something that you did not know before

drown (v) – to sink under water and die

evil (adj) – an evil person does very bad or cruel things

fearless (adj) – not afraid of anyone or anything, in a good way

fight (v) – to try very hard to prevent something from happening or getting worse

firefighter (n) – someone whose job is to make fires stop burning and help people to escape from other dangerous situations

fizz (v) – if a liquid fizzes, it has small gas bubbles on the surface that burst and make a soft noise

flashlight (n) – an electric light that you hold in your hand and point at things

give up (v) – to stop doing something that you are trying hard to do

gulp (v) – to swallow food or drink quickly in a way that shows you are very hungry

hoof (n) – the hard part of a horse's foot

humble (adj) – not proud and not thinking that you are better than other people

inspiring (adj) – making you feel enthusiastic or excited about something

lose (v) – if you lose a member of your family, they die

male (adj) – belonging to the sex that does not give birth

pavement (n) – the surface of a road

power (n) – a natural or unusual ability for doing something

punch (n) – to hit someone or something with your fist, usually as hard as you can

purr (v) – if a cat purrs, it makes a continuous quiet low sound because it is happy

put out (v) – to make something stop burning **realize (v)** – to gradually begin to understand something that you did not know or notice before

several (det) – a number of people or things that is more than two or three, but not many

sword (n) – a weapon with a short handle and a long sharp blade

teenager (n) – a young person between the ages of thirteen and nineteen

trait (n) – a particular quality in someone's character **turn into (v)** – to change into something else as a result of magic

wave (n) – a line of water that rises up on the surface of an ocean, lake, or river

zoom (v) – to move with great speed and energy **warrior (n)** – a soldier, especially in the past

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Unit 9

159



Social Learning Environment: Academic and Educational **Communicative Activity:** Handling information. **Social Practice of the Language:** Present information about linguistic diversity.

By the end of this unit you will be able to give an oral presentation.

To do so, you will:

- select information.
- read information.
- rehearse giving a presentation.
- give a presentation.

Discuss in groups:

• Have you ever given a presentation? What was it about?





Match the type of media to its name. 1

а 1 magazines b Daily News 2 radio, TV, and online media 3 Disaster books 4 newspapers IE Weekly d С TV, radio and online media publish news immediately, but they do not always have time to verify facts. Books and magazines publish news later, ne month lat the city is stil but their information is more precise and reliable. uffering

2 Read the text and answer T (True) or F (False).

How to Research for Information

Research can be very difficult because there is information everywhere: TV, Internet, books, magazines, etc. Follow these simple steps to make research easier.

- Choose a topic. A topic is the general idea of the research. An example of a topic is Linguistic Diversity in Canada.
- Write questions that ask what you want to learn or find about the topic. For example: How many languages are spoken in Canada today?
- Find information sources that can answer your questions. Look for texts with titles, pictures or contents related to the questions. For instance, to know how many languages are spoken in Canada today, you need texts with recent and exact numbers.
- Finally, evaluate your sources to decide the best. For example, the official recent statistics will answer how many languages are spoken in Canada today; in contrast, a book will probably not have very recent information.
- 1 To do research, first we find information to choose a topic.
- 2 Formulate research questions before looking for information.
- 3 Questions help us choose the best sources of information.

Identify

Activate

161

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Figure out

Practice

3 Complete the sentences with words from the box.

	ti	itles and pictures	hyperlinks	index	bibliography	footnotes	menu
1	The _		tells us the page	es where the	e information in a b	ook is located.	
2	The _		are at the botto	m of the pa	ge and give extra ir	nformation.	
3	The _		tells us the cont	ents of a we	eb page.		
4	The _		give us a gener	al idea of wl	hat information is ir	n a text.	
5	The _		is a section that	shows mor	e information sourc	ces.	
6	The _		in a web page are words and phrases in a different color that take you to other				
	sites	with information.					

4 Copy the table in your notebook to classify the text components from Exercise 3. Some components can go under more than one source.

footnotes	hyperlinks	bik	liography and	references	pictures
	glossary	index	menu	contents	

Books	Newspapers	Online Media	Magazines

5 Work in pairs. Read the questions and check (\checkmark) the source that is useful for finding the answers.

Topic: Linguistic Diversity in Canada

- Why are French and English the official languages?
- How many languages are spoken in Canada today?
- What aboriginal languages are spoken in Canada in the present?
- Are there any languages in Canada in danger of extinction now?
- web page of the government of Canada
- 🗌 travel magazine about Canada
- history book about Canada in the 20th century
- TV documentary from last year

6 Number the steps to do research in the correct order.

- ____ Find information sources about the topic.
- Evaluate if the information sources are useful.

- ____ Choose a topic.
- Write questions of the things you want to a tion know about a topic.
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7 **Work in pairs. Read the topics, choose one, and write two research questions about it.**

Linguistic Diversity in Mexico	Linguistic Diversity in China
Торіс:	
1	
2	

8 STEP-1 Work in groups. Follow the instructions.

Use the topic and the research questions you chose from Exercise 7 to plan what you want to know about it.

- Use the information from Exercise 2 to discuss the steps you need to follow to research for information.
- Choose three different sources you will use to research for information about linguistic diversity in the community you chose from Exercise 7.
- Write the list of sources on page 173 that would be useful to answer the questions about the topic you chose from Exercise 7.
- Evaluate if the information sources are useful. For example, ask: When was the information published or posted? Does the information in the sources you look up answer the questions you wrote? Is the information in the sources supported with evidence?

What strategies to select and evaluate information did you learn in this lesson?

Reflect

- 9 Work in groups. Compare your answers from Exercise 8. Discuss the questions.
- 1 How do you select information?
- 2 How do you know if the sources you chose are useful? To reflect on your performance go to page 175.



Select information.

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Activate

Identify



Work in pairs. Tell your partner what you know about Canada.







Reader Chapter 10

Read the text quickly and check (\checkmark) the main idea.

www.languages ...





Origins of Linguistic Diversity

Canada is a nation of immigrants. Its first inhabitants were aboriginals. In the 17th century, Canada was colonized by the English and the French. That is why English and French are spoken in Canada today.



Mother tongue of Canadians

After the American Civil War and the two World Wars, many people immigrated to Canada. Since then, many more people from all over the world have come to live in Canada. In fact, 20 percent of people who live in Canada today were born in a different country. This is why it is a country of mixed languages, cultures, and religions.

- The colonization of Canada happened in the 17th century. 1
- 2 People in Canada speak English, French, and other languages.
- 3 Canada has aboriginal inhabitants.

Skimming is to read a text quickly to get the main idea. To skim a text you can read the first and last line of each section and look at text components such as pictures. Macmilan

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3 Look at the second part of the text and find cognates and key words.

www.languages ... Immigrant Languages with over 400,000 **Aboriginal Languages** First Language Speakers Rank Language Speakers The 2011 census found that 1 1,112,610 Chinese over 60 aboriginal languages 2 Punjabi 430,705 are spoken in Canada. Many of these languages are in danger 3 Spanish 410,670 of extinction, but the government is implementing laws German 4 409.200 to protect them. Some people want to make all aboriginal 5 Italian 407.485 languages official.

Source: Statistics Canada (2011)

Other Languages Spoken in Canada

Canada has an important linguistic diversity. In addition to French, English, and the aboriginal languages spoken in the country, 200 other languages are spoken in Canada. This is the result of the many immigrants that have come to Canada. This diversity is expected to grow. By 2031, nearly 30 percent of the population will be immigrants from other countries. What new languages will this bring? It will be interesting to see.

			- p.170
	Cognates		Key Words
P			
	and the second sec	- Jan	

4 Read the questions and examine the text quickly to answer the questions.

- 1 How many aboriginal languages are spoken in Canada?
- 2 How many Spanish speakers does Canada have?
- 3 How many immigrants will Canada have in 2031? ____

Scanning is to look at a text quickly to find specific information. Look for key words and data to locate information you want to know.

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5 Work in pairs. Compare the strategies you used to read the texts in Exercises 2 and 3 and write T (True) or F (False).

- 1 To find specific information, you look at the pictures.
- 2 To get the main idea you can read the first and last line. ____
- 3 Cognates and key words help me understand what I read. _

Unit 10

165

Figure out



Practice

Reflect

- 6 Read the sentences and answer T (True) or F (False) about the text in this lesson.
- 1 The texts answer the question *How many languages are spoken in Canada*?
- 2 The texts have information about Spanish speakers in Mexico and other countries, including Canada.
- 3 The texts give exact numbers about linguistic diversity in Canada.
- 4 The texts answer the question Why does Canada have linguistic diversity?
- 5 The texts don't have pictures and subtitles to predict what they are about.
- 7 Work in pairs. Read the complete texts in this lesson carefully and answer the questions in your notebook.

What is the purpose of the texts?

What did you learn reading the texts?

What more would you like to know about the topic?

What research questions can the texts answer?

8 STEP-2 GWork in groups. Follow the instructions.

- Read the information in Exercise 2 and Exercise 3 to discuss which key words or subtopics you can use to locate information about the topic you chose in STEP 1.
- Use the examples of questions in Exercise 4 to add more questions about linguistic diversity in the community you chose in STEP 1. Write them on page 173.
- Using the sources of information you chose in STEP 1, answer the questions you wrote and make notes on page 173.

What strategies to read information did you develop in this lesson?

9 Work in groups. Discuss the questions.

- 1 What skills do you need when you read information?
- 2 Which strategies do you use to read information? To reflect on your performance go to page 175.







1 Work in pairs. Look at the picture and discuss what is incorrect about the boy's presentation.



2 Read the presentation and answer the questions.

Alex: Good morning, class. There are three types of English speakers in the world today.

- **Rosy:** Alex, I can't understand. Can you speak louder and more slowly, please?
- Alex: OK. There are three types of speakers: speakers of English as a mother tongue, speakers of English as a second language, and speakers of English as a foreign language. In my poster you can see ...

Teacher: Alex, you are blocking the poster. Move a little, look at your classmates when you speak, and take your hands out of your pockets, please.
Alex: Right. United States, Canada, and Australia are examples of countries that speak English as a mother tongue. About 380 million people speak English as a mother tongue. Oh! I forgot to tell you ... England is another example.

1 What is the topic of Alex's presentation? _

2 What are the types of English speakers Alex mentions?

3 What words does Alex use to open his presentation?

4 What mistakes does the teacher ask Alex to correct?

5 What does Alex forget to say?

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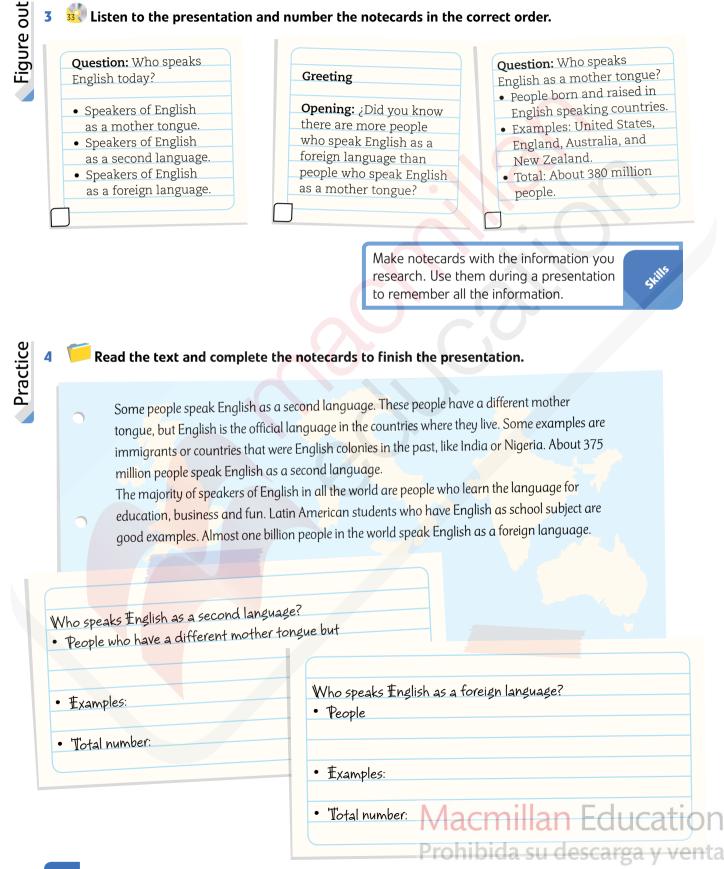
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Activate



Ouestion: Who speaks

🙀 Listen to the presentation and number the notecards in the correct order.





5 Read the opening sentences for a presentation and underline the correct answers.

- 1 Hi! We made this awesome presentation about who speaks English around the world today.
- 2 Good morning. Today I would like to talk to you about people who speak English around the world today.
- 3 Thanks for your attention. Do you have any questions?
- 1 Sentence 1 is formal / informal.
- 2 Sentence 2 is formal / informal.
- 3 The sentences are for different / the same presentations.
- 4 Sentence 3 is the **beginning / closing** of a presentation.

Begin a presentation greeting your audience and saying your topic. Choose formal or informal openings depending on the situation. Don't forget to add a closing statement when you finish.

- 6 Choose two notecards from the lesson and add an opening and a closing sentence for a presentation.
- 7 Work in pairs. Practice the presentation with your notecards. Tell your partner how to improve his / her body language and tone of voice.
- **STEP-3** Work in groups. Follow the instructions.
- Discuss what you need to make your own notecards to give your presentation.
- Use Exercise 3 to make notecards on page 174 for your presentation on linguistic diversity in the community you chose in STEP 1. For example, remember to include a greeting, an introduction about the topic, the answers to the questions you wrote in STEP 1, and a closing statement when you finish.
- Practice your presentation using the notecards you wrote. Use the strategies to improve the tone of
 voice and body language from Exercise 1 and Exercise 7. For example, don't block the poster with your
 hands, look at your classmates when you speak, speak clearly, etc.

9 Work in groups. Discuss the questions.

- 1 What information did you write in the notecards for your presentation?
- 2 Do you think using notecards is useful when you give a presentation? To reflect on your performance go to page 175.

Rehearse giving a presentation.

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169

What strategies to prepare and rehearse

a presentation did

you learn in this

lesson?

Reflect





Work in pairs. Share how many languages are spoken in your city or town.



2 Read the text and answer the questions.

nguistic

Indigenous Languages Today

exico has one of the richest diversities of languages in the world. The Mexican government recognizes 68 Mexican indigenous languages, and about 12 million people speak an indigenous language as their first language. Mexico has a total of 289 native languages: 285 living languages and four extinct languages. The number of speakers varies. About 800,000 people speak Maya, but fewer than 100 people speak Lacandón. The most widely spoken indigenous language in Mexico is Náhuatl. Today, almost 1.5 million people speak the language, and 14.9 % of them are monolingual.

In pre-colonial times, Náhuatl was the most important language in the center of Mexico, because it was the official language of the Aztec Empire. Náhuatl gradually lost its position as the dominant language with the arrival of the Spanish colonizers. Still, words like *avocado, chocolate, tomato, coyote,* and *tequila* originated in Náhuatl and were adopted by the Spanish language.

 1820
 60 %

 1890
 38 %

 1920
 14 %

 2000
 7 %

 Speakers of an Indigenous Language

Historians estimate that in 1820, 60 percent of Mexicans spoke an indigenous language. However, by 2000, only seven percent of Mexicans spoke an indigenous language.

There are movements to preserve and promote indigenous languages. However, unfortunately, many of these languages are in danger of disappearing today. Younger generations are discarding the languages of their ancestors, and Spanish continues to dominate the society. At present, at least 91 indigenous languages are in danger of disappearing, 32 are severely in danger of disappearing, and 52 are practically extinct. Indigenous languages are dying today.

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- 1 How many languages does Mexico have? _
- 2 What was the most important language in the Aztec empire?
- 3 Is the number of indigenous language speakers growing or diminishing?

Figure out

- 3 Read the text again and use different colors to highlight the introduction, body, and closing.
- Skim and scan the text and write the main ideas of the introduction, body, and closing. 4



5 Complete notecards with information from the text to give a presentation about indigenous languages in Mexico today.

1 What languages are spoken in Mexico?

- Number of native languages in Mexico: 289 •
- Alive languages: 285 •
- Extinct languages: 4
- Náhuatl is the indigenous language with the most speakers.
- Work in pairs. Organize your notecards and decide on an opening and a closing sentence. 6
- 1 Opening sentence: _____
- Closing sentence: _____ 2

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7 Work with your partner to make a poster to help you with your presentation.



- 8 Practice your presentation. Give each other feedback to improve voice and body language.
- 9 Work in groups. Give your presentation to another pair in turns.
- 10 STEP-4 Cork in groups. Follow the instructions.
 - Use as examples the posters you made from Exercise 7 to prepare posters or drawings as visual materials to help you explain the ideas you wrote on the notecards from STEP 3.
 - Use the chart from Exercise 4 to organize the information using the notecards you wrote in STEP 3 to prepare your presentation.
 - Give your oral presentation on linguistic diversity in the community you chose in STEP 1. Use the
 notecards and visual materials Remember to include opening and closing sentences.
 - Use the feedback you gave from Exercise 8 to make a list of aspects you will need to consider to give your presentation. For example, use body language, speak clearly, etc. Write the list of aspects on page 174.

What strategies to give a presentation did you learn in this lesson?

11 Work in groups. Discuss the questions.

Reflect

- 1 Do you think body language is important when you give a presentation?
- 2 Do you think organizing the information is useful when you give a presentation? To reflect on your performance go to page 175.



Final Product

Oral Presentation



- Work in groups to prepare for your oral presentation on linguistic diversity, write the list of sources from Exercise 8, page 163.
- Use the topic and the research questions you chose from Exercise 7, page 163 to plan what you want to know about it.
- Use the information from Exercise 2, page 161 to discuss the steps you need to follow to research for information.
- Choose three different sources you will use to research for information about linguistic diversity in the community you chose from Exercise 7, page 163.
- Write the list of sources here.
- Evaluate if the information sources are useful. For example, ask: When was the information published or posted? Does the information in the sources you look up answer the questions you wrote? Is the information in the sources supported with evidence?

STEP-2

- 2 Copy the questions about linguistic diversity you wrote from Exercise 8, page 166 and write the answer to each question.
- Read the information from Exercise 2, page 164 and Exercise 3, page 165 to discuss which key words or subtopics you can use to locate information about the topic you chose in STEP 1.
- Use the examples of questions from Exercise 4 to add more questions about linguistic diversity in the community you chose in STEP 1.
- Using the sources of information you chose in STEP 1, answer the questions you wrote and make notes.
- Write the questions and answers here.

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STEP-3

3 Write the notecards from Exercise 8, page 169.

- Discuss what you need to make your own notecards to give your presentation.
- Use Exercise 3, page 168 to make notecards for your presentation on linguistic diversity in the community you chose in STEP 1. For example, remember to include a greeting, an introduction about the topic, the answers to the questions you wrote in STEP 1, and a closing statement when you finish. Write your notes here.
- Practice your presentation using the notecards you wrote. Use the strategies
 to improve the tone of voice and body language from Exercise 1, page 167
 and Exercise 7, page 169. For example, don't block the poster with your
 hands, look at your classmates when you speak, speak clearly, etc.



- 4 Prepare posters or drawings as visual materials to help you explain your ideas. Give your oral presentation about the linguistic diversity in the community you chose in STEP 1. Write the list of aspects from Exercise 10, page 172.
- Use as examples the posters you made from Exercise 7, page 172 to prepare posters or drawings as visual materials.
- Use the chart from Exercise 4, page 171 to organize the information using the notecards you wrote in STEP 3 to prepare your presentation.
- Give your oral presentation using the notecards and visual materials you made in STEP 3. Remember to include opening and closing sentences.
- Use the feedback you gave from Exercise 8, page 172 to make a list of aspects you will need to consider to give your presentation. Write your list here.

STEP-5 Further practice

5 Provide feedback to your partners based on the list of aspects you wrote in STEP 4.

STEP-6

6 Discuss in groups.

- What useful sources of information did you use to find information about linguistic diversity?
- What strategies did you learn to give a presentation?
- With this experience, do you think you can give presentations about other topics from other Cation subjects?
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Self-assessment

Lessons

These are the goals set at the beginning of the unit so you

- select information
- read information.
- rehearse giving a presentation.
- give a presentation.
- 1 Go back to page 163, Exercise 9 and share with a classmate two sources that would be useful to answer the questions.
- 1
- 2
- 2 Go back to page 166, Exercise 9 and share with the class what strategies you learned to read information.
- **3** Go back to page 169, Exercise 9 and share why it is important to prepare notecards before giving a presentation.
- 4 Go back to page 172, Exercise 11 and discuss what you should consider when you give a presentation.

Final Product

5 Use your answe<mark>rs to STEP 6 on page</mark> 174 to write a summary about your development.



Conclusion

6 Write down two things you need to improve and plan when and how you will work them.

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Glossary

aboriginal (adj) – describing people according to the part of the world they come from

about (prep) – not exactly a particular amount or number

ancestor (n) – someone who is related to you who lived a long time ago

arrival (n) – the time when someone or something arrives at a place from somewhere else

born (adj) – when a baby is born, it comes out of its mother's body and starts its life

colonizers (n) – people who take control of another country by going to live there or by sending people to live there

diminish (v) - to become less

discard (v) – to get rid of something that you no longer want or need

diversity (n) – the fact that very different people or things exist within a group or place

empire (n) – a number of countries ruled by one person or government

footnote (n) – a note at the bottom of a page that gives more detailed information about something on the page

foreign (adj) – from another country, or in another country

further (adv) – at a greater distance away from a place, or a greater distance in a particular direction **greeting (n)** – something polite or friendly that you say when you meet someone

however (adv) – used when you are saying something that seems surprising after your previous statement, or that makes your previous statement seem less true

implement (v) – to make something such as an idea, plan, system, or law start to work and be used **inhabitant (n)** – a person or animal that lives in a particular place

later (adv) – at some time in the future, or after the time that you have been talking about

loud (adj) – used for describing a sound that is strong and very easy to hear

majority (n) – most of the people or things in a group

mother tongue (n) – the main language that you learn as a child

notecards (n) – a small card which you use for writing a short message to someone

opening (n) - the beginning of something

pocket (n) – a small bag that forms part of a piece of clothing and is used for holding small objects

pre-colonial (adj) – relating to the time before Europeans came to the Americas

raise (v) – to take care of children while they are growing up

recent (adj) – happening or starting a short time ago **recognize (v)** – to accept the authority or status of someone or something

rich (adj) – interesting, with a lot of different qualities, experiences, or events

statement (n) – something that you say or write that states a fact or gives information in a formal way **still (adv)** – (1) used for saying that a situation continues to exist up to and including a particular time, especially when this seems surprising (2) used for saying that something remains true despite what you have just said or done

subject (n) – something that you learn or teach in a school, for example English, mathematics, or biology
 verify (v) – to check or to prove that something is true or correct

widely (adv) - by a lot of people, or in a lot of places

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Audio Script

Unit 1

Track 02

Lesson 1

Exercise 2

Listen to the conversation and circle the correct answer.

- **Brenda:** Good morning, Maple Community Service, this is Brenda speaking. Can you hold, please? ... Thank you for holding. How can I help you?
- **Cindy:** Hello. I'm calling to ask about your youth volunteer programs.
- Cindy's Mom: Cindy, dinner's ready!
- Cindy: I'm on the phone, Mom! ... Sorry about that, you were saying.
- **Brenda:** Don't worry. I was saying we have two programs: the local one and our summer Youth in Action community service abroad.

Cindy: Abroad?

Brenda: Yes, our Youth in Action program has projects in India, Thailand, and China. In Latin America, there are projects in Brazil, Mexico, Peru, the Galapagos ...

Cindy: The Galapagos?

- Brenda: Yes, in Ecuador. We have an environmental project there. Are you interested in any particular country?
- **Cindy:** Oh, actually, I'm interested in the local town program. I heard about it at school. We need to do 50 hours of community service.
- Brenda: Oh, what you need to look at is our Summer of Service program. We have information about it on our web page ...

Track 03

Lesson 2

Exercise 3

Listen to the conversations. Write if the people are talking on the phone or face to face. Pay attention to background sounds.

1

Sam: Hello? Richard?

Richard: Hey, Sam. What's up?

- Sam: Nothing much. I need to go to the central library. Can I take out books even though it is not my local library?
- Richard: Yes, if you take an ID and leave a deposit, then you can take out books for up to two weeks. If you don't return the books on time, you will be fined. And if this happens on three consecutive occasions, then you will lose your membership.

Sam: How come?

- Richard: Because those are the library rules.
- Sam: Thanks, man.
- Richard: Any time! Catch you later.
- Sam: Sure thing.

2

- **Dr. Stevens:** Hello, Mrs. Curtis. How are you? What can I do for you?
- Mrs. Curtis: Good evening, doctor. Well, actually, I'm not very well. My allergies are terrible.
- Dr. Stevens: Did you take the pills?
- **Mrs. Curtis:** Yes, twice a day, and I use the nasal spray three times a day.
- **Dr. Stevens:** No, no, Mrs. Curtis. The medicine is three times a day and the nasal spray twice: morning and night. If you don't take the medicine midday, the allergy symptoms will return, because you have to take the pills every eight hours.
- Mrs. Curtis: Oh, I see. Thank you, doctor. You are always so kind.
- **Dr. Stevens:** You're more than welcome, Mrs. Curtis. Feel free to call me any time.

Mrs. Curtis: Thank you very much, doctor. Good night.

Dr. Stevens: Good night, Mrs. Curtis.

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3

Receptionist: Hello. Can I help you? **Boy:** Yes, thank you. I need to use the Internet.

Receptionist: You can use computer six. If you need

to print, please let me know.

Boy: Why?

Receptionist: Because there is only one printer and people take turns.

Boy: Oh! I see.

Receptionist: If you need anything else,

let me know.

Boy: Thank you.

Track 04

Lesson 3

Exercise 3

Write the phrases from the box in the correct place to describe the intention, volume, and speed of the conversation in Exercise 2. Listen to check your answers.

- **Becky:** Good morning. Into English Language School, this is Becky speaking. How can I help you?
- Ingrid: Hello? My name is Ingrid Bruner. I'm at the airport. How do I get to the campus, please? This information is not on your web page.

Becky: No, it isn't, because we do airport pickups.

Ingrid: Sorry. Can you speak louder, please? There is a lot of noise here.

Becky: I was saying, we have airport pickups ... Ingrid: Sorry, I don't understand, airport what?

- Becky: There is someone waiting for you outside the terminal. They will be holding a sign with your name.
- **Ingrid:** So, if I go outside the terminal, someone is waiting for me there?
- Becky: Yes. If you need anything else, please call again.

Ingrid: Thank you.

Becky: You're welcome.

Unit 2

Track 05

Lesson 2

Exercise 2

Number in the correct order the steps to look up words in a bilingual dictionary. Listen to check your answers.

1 Try to guess the meaning from the context.

- 2 Don't look up every word you don't understand.
- 3 If you can't guess the meaning, go to the English– Spanish section of your dictionary.

4 Look at the guide words to help you find the right page.

5 Find the word entry on the page.

6 Don't use the first translation you find.

7 Decide on the part of speech of the word you are looking for.

- 8 Read the subentry that corresponds to the part of speech you need.
- 9 Return to the original text to see if you have the correct translation.

Track 06

Lesson 3

Exercise 2

Match the parts of speech to the definitions. Listen to check your answers.

An adjective is a word that is used to describe a noun or pronoun. For example, *Miss Graham is a very competent and efficient secretary.*

An adverb is a word that is used to describe a verb that tells how, where, or when something is done. For example, *My friends will arrive tomorrow.*

An article is a word that is placed before a noun and determines if it refers to a specific one of its type or to a type in general. For example, *The sun gets very hot during the afternoon.*

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A conjunction is a word that joins words or groups of words. For example, *The children like milk and cereal for breakfast.*

An interjection is a word that is used to express a strong emotion. For example, *Wow! What a beautiful dress.*

A noun is a word that refers to a person, place, thing, or idea. For example, *Those books belong to Jane.*

A preposition is a word that generally comes before a noun or a pronoun. For example, *The gas station is behind the school.*

A pronoun is a word that is used to take the place of a noun. For example, *The girls are talking about the party. The girls are talking about it.*

A verb is a word or words that indicate an action, being, or state of being. For example, *We are working on a report right now.*

Unit 3

Track 07

Lesson 1

Exercise 2

Listen and check the pictures of the activities you hear.

Teenage boy: Yes! I did it!

2

Teenage girl 1: Hey! What's on? Teenage boy 1: Football game! Teenage boy 2: Cool!

3

Woman: five, six, seven, eight, and ... Great! Nice moves!

4

Coach: Go! Get down, get down! Excellent!

5

Teenage girl: This is so scary! Teenage boy: Shh!

Track 08

Lesson 1

Exercise 4

Listen to the conversations and underline the correct answer.

1

Interviewer: Good afternoon. We're from the Government Youth Office, and we're carrying out a survey about youth leisure activities and preferences. Would you mind if I ask you some questions?

Girl: Not at all.

Interviewer: Thank you. Do you prefer indoor or outdoor leisure activities?

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- **Girl:** Oh! I'm definitely an outdoor person. I hate staying indoors.
- Interviewer: What kind of outdoor activities do you like doing?
- **Girl:** I like rock climbing, and I also like bird watching. I love observing nature.

2

- Girl 1: I like your scarf! It's awesome.
- Girl 2: Thanks. I like making scarves, but I don't like making sweaters.
- **Girl 1:** Really! I don't like knitting or crocheting. I'm really bad at it.
- Girl 2: What do you like doing?
- **Girl 1:** I like simpler hobbies like collecting sports stamps. I really love sports.

3

- Tom: Good afternoon. Into English Language School, this is Tom speaking.
- Luis: Hi. I'm calling to ask about the afternoon club activities.
- Tom: Oh, there are lots of different options. For example, do you like playing soccer or baseball?
- Luis: I'm sorry. Did you say baseball?

Tom: Yes, baseball.

Luis: Oh, no thanks. I mean, hmm, I don't mind playing sports, but I prefer watching them.

Tom: What do you like doing?

- Luis: I like ... uh ... you know, working with wood.
- Tom: You mean carpentry.

Luis: Yes, that's it.

- Tom: Do you enjoy other activities?
- Luis: That's an interesting question. Ahh ... Oh, I like photography too.
- Tom: Well, actually, we have a carpentry club Mondays and Wednesdays, and a photography club on Fridays.
- Luis: Can you repeat that, please? I didn't hear the days.

Tom: Sure. Carpentry club is on Mondays and Wednesdays. Photography club is on Fridays. Luis: Great! Thank you.

Track 09

Lesson 2

Exercise 3

Listen to the conversation and underline the correct answer. Listen again to check your answers.

Sarah: Good morning, Mount Maple Leisure Resort. This is Sarah speaking.

Mr. Daniels: Good morning. I'm calling to ask about the leisure activities you offer at the resort. My wife, two children, and I are staying at the resort next week.

Sarah: Of course, Mr. ...

- Mr. Daniels: Daniels, Jerry Daniels.
- Sarah: Well, Mr. Daniels, how old are your children?

Mr. Daniels: Barry is 13, and Jenny is 16.

- Sarah: What kind of activities do they like to do? Do they like sports or crafts?
- **Mr. Daniels:** Yes, they do. Actually, they love sports, but they don't really like crafts.

Sarah: Well, our sports program includes tennis and volleyball.

Mr. Daniels: That's perfect! I love your program! Barry loves playing tennis, and Jenny really likes playing volleyball.

- Sarah: Do you or your wife like crafts, cooking, or baking? We have cooking and baking classes, and pottery classes too.
- **Mr. Daniels:** My wife likes making crafts, and she loves baking, but she doesn't like cooking very much.

Sarah: But what about you, sir? Do you enjoy nature? We have a canoe day trip that's great!

Mr. Daniels: That sounds fun, I really love fishing! And—

Sarah: Sorry to interrupt, sir, but I think I was unclear. Actually, you do see a lot of fish, but they are not for fishing. It's a nature appreciation trip. Mr. Daniels: Oh, I see.

Sarah: How about shopping? I don't know about you, but my family loves shopping.

Mr. Daniels: My family loves shopping too. Well, not all the family. I don't like shopping or playing sports. I prefer watching sports and going fishing.

Sarah: We have a very large TV in the common room. You'll love watching sports there.

Mr. Daniels: That sounds great.

Sarah: What else can I do for you, Mr. Daniels?

Mr. Daniels: Thank you, I have all the information I need. See you next week!

Sarah: You're welcome. Goodbye, Mr. Daniels.

Track 10

Lesson 3

Exercise 3

Read and listen to the conversation. Draw an arrow rising or falling under the underlined tag questions to show if the person's voice goes up or down.

- Jane: Hey, Amanda, do you want to go to the movies tonight?
- Amanda: No, thanks. Tonight my favorite program, Hospital Live, is on.
- Jane: *Hospital Live*! That's the hospital reality show, isn't it?
- Amanda: Yes, it is. You don't like reality shows, do you?
- Jane: No, I don't. I think reality shows are acted out and not real at all.
- Amanda: But your boyfriend likes them, doesn't he? And you watch *Cake Chef*, don't you? That's a reality show.
- Jane: Yes, I guess it is, but it's not so melodramatic. Anyway, I prefer watching sitcoms.
- Amanda: But there aren't many good sitcom series on TV at the moment, are there?

Jane: No, there aren't. But *Pals in New York* is really funny.

Amanda: That's the series about a group of friends in New York, isn't it?Jane: Yes, that's right. It's a great series!

Track 11

Lesson 4

Exercise 4

Read the conversation again and circle the interjections. Listen to check how the interjections sound.

Harry: Hi, Laura. How's it going? You look worried. Laura: Well, to tell you the truth, I don't know how to begin the survey. Harry: You used to be more organized, didn't you? Laura: I guess I was. Harry: Maybe I can help. Laura: Uhh ... Harry: You don't think I can help, do you? Laura: Uh-uh. Not really. Harry: Why not? Laura: You haven't even started your survey yet, and ... Harry: As a matter of fact, I finished it yesterday. Laura: Wow! Really? Harry: Uh-huh. Next time don't jump to conclusions. Laura: Oops. I'm sorry.

Harry: That's OK. Let me help you.

Track 12

Lesson 4

Exercise 6

Listen to the second part of the conversation and answer the questions. Listen again to check your answers.

Harry: First, you have to write the questions to ask. Laura: Oh, I see.

Harry: Then you must draw a diagram of how you want to do the survey ...

Laura: Sorry, I don't understand.

Harry: You must write options in case they answer *yes*, and options in case they answer *no*. This will help you organize your ideas.

Laura: Ah, of course.

Harry: Next, you have to interview people. Don't forget to record and classify their answers.

Laura: Do we have to share our findings with the class?

Harry: Let me see ... I should remember ... Yes, we do. And ...

Laura: Oh, actually, I think that we have to make a presentation too.

Harry: You're right, that's very important!

Unit 4

Track 13

Lesson 2

Exercise 4

Listen to the pronunciation of the underlined combination of letters and match the pronunciation rules. Then practice saying each word out loud.

sleep day plain

Track 14

Lesson 3

Exercise 2

Read the story and answer the questions. Listen to check your answers.

Once upon a time there was a Chinese farmer who had a working horse. One day the horse ran away. The farmer's neighbor exclaimed, "What bad luck!"

"Good luck! Bad luck!" said the farmer. "Who knows?"

Winter had passed. The farmer had been working without a horse for many weeks when his horse returned with 10 more horses. His brother exclaimed, "What good luck!"

"Good luck! Bad luck!" said the farmer. "Who knows?"

Several weeks later, the farmer's son was riding one of the new horses when he fell and broke his leg. His leg never recovered completely. He was the farmer's only son and his help on the farm was essential. "What bad luck!" exclaimed his neighbors.

"Good luck! Bad luck!" said the farmer. "Who knows?"

Spring had come and gone when one day a Chinese army general arrived in the village. The Emperor had declared war. The Emperor declared war all the time. All the young men in the village went to war except the farmer's son. "What good luck!" exclaimed everyone in the village.

"Good luck! Bad luck!" said the farmer. "Who knows?"

Unit 5

Track 15

Lesson 1

Exercise 2

Listen to the music and sound effects. Match the genres from the box to the pictures.

- 1 [Sound of: a wolf howling]
- 2 [Sound of: a space ship flying]
- 3 [Sound of: romantic piano music]
- 4 [Sound of: horse riding]

Track 16

Lesson 1

Exercise 7

Listen to the summary of a silent film and number the scenes in the correct order.

Peter Pan is a famous play by the Scottish author, J. M. Barrie. The main character, Peter Pan, is a boy who doesn't want to grow up. In 1924, it was adapted into a silent film. The story begins in London, where Wendy, Michael, and John live. One night they meet Peter Pan. He takes them to visit Neverland, an enchanted place where people don't grow old. Wendy and her brothers meet the villain, Captain Hook, who lives in a dark pirate ship and wants to capture Peter Pan. They also meet fantastic creatures like Tinkerbell, the fairy, some mermaids, and Peter Pan's friends, the Lost Boys. The Lost Boys live in a forest.

Track 17

Lesson 2

Exercise 3

Number the pictures in Exercise 2 in the correct order. Listen to check your answers.

The Last Great Train Robbery is a silent film from the early 1900s. The main characters are two skilled train robbers called Bob and Bill Smith, the Smith Twins. In the first scene we see a train station, as it often happens in western films. We see a Wanted sign for the Smith Twins. So, when we see the sheriff carefully helping load some enormous bags of money onto the train, we know there may be a robbery. Next, we see Bob and Bill Smith getting on the train, but people don't recognize them because they are elegantly dressed. Then, we see them in a train compartment taking their disguise off and grabbing their guns and dynamite. The Smith Twins run quickly toward the car containing the money. As soon as the passengers recognize them, everyone panics. The twins blow off the door of the car with the money. Will things be that easy for the robbers?

Track 18

Lesson 2

Exercise 7

Listen to a review and underline the film it refers to.

This black and white silent film is from 1908. It was directed by Stuart Blackton. It is a romantic film. The story is about two lovers who can't be together because their families are enemies. The film is dramatic because the ending is sad. The lovers die in the end as a consequence of the hate between their families.

Track 19

Lesson 3

Exercise 6

Work in pairs. Listen and repeat the conversation. Pay attention to your voice and gestures so that you can produce the correct intentions.

- Narrator: The wind how led softly as the Beast spoke to the Merchant.
- **Beast:** I caught you stealing my roses. You are very unfortunate, since my roses are extremely important to me. The penalty for theft is death, so I must kill you.
- Merchant: My Lord, I didn't know. I didn't think I would offend anyone by plucking a rose for my daughter. She asked for one.

Beast: Don't call me "My Lord"; call me "Beast."

I don't like compliments. Prepare to die! Merchant: My Lord!

Beast: Again? I order you to be silent. You stole my rose and you shall die! Unless ... unless one of your daughters ... How many do you have?Merchant: Three.

Beast: Unless one of your daughters agrees to pay for your deed. Bring one of your daughters to the castle so that you won't have to die. She must remain here to keep me company.

Merchant: But-

Beast: Don't argue! Take my offer before I change

- my mind. Swear you'll send back one of your daughters!
- Merchant: I swear. But I don't know my way through the forest ...

Track 20

Lesson 4

Exercise 2

Work in pairs. Listen to the story and answer the questions.

Dorothy Gale lived in a farm in Kansas. One day there was a big cyclone. Dorothy ran to her room with Toto, her dog. The wind lifted the house into the air. "Toto, the cyclone is taking us away!" she screamed.

The cyclone took Dorothy into the magical Land of Oz. When she stepped out of the house, some strange beings, the Munchkins, greeted her and said, "We are very grateful because you killed the Wicked Witch of the East."

"There must be some mistake. I didn't kill anyone," she answered in surprise.

"But your house landed on her!" explained another Munchkin.

Dorothy felt confused. "I just want to go home!" she said.

The Good Witch of the North arrived and told her, "You need to go to Emerald City and find the Wizard

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of Oz. He can help you go back home. Take these silver shoes, and make sure you follow the yellow paved road."

On her way, she met the Scarecrow, the Tin Woodsman, and the Cowardly Lion, who were also looking for the Wizard of Oz's help. When they finally got to the Emerald City and met the Wizard, he said, "I will help you. But first, you must destroy the Wicked Witch of the West."

The friends found the Wicked Witch of the West in her castle. She attacked Dorothy and tried to steal her silver shoes, but Dorothy picked up a bucket of water and threw it at her. The witch cried, "See what you have done! I shall melt away ..." and the witch disappeared.

Dorothy went back to the Emerald City and accidentally discovered the Wizard was an ordinary old man. But still, he granted the Lion, the Tin Woodsman, and the Scarecrow their wishes. As to Dorothy, she went to see Glinda, the Good Witch of the South, who told her, "The magic shoes will take you home! Close your eyes, and tap your heels together." Dorothy did, and suddenly she was back in Kansas in her house, in her bed. She then heard her aunt's voice, "Wake up, honey. It's time to get up."

Unit 6

Track 21

Lesson 2

Exercise 4

Read the predictions. Use the symbols to indicate your opinion about how probable the predictions are for the year 2030. Listen to compare your answers.

Girl: Wow!

Jacob: What is it, Julia?

Julia: I'm reading an article about what the world

will be like in 2030, and it is really interesting. Jacob: Who makes the predictions?

Julia: Different famous businesspeople and entrepreneurs.

Jacob: What does it say?

Julia: Well, it says taxis will definitely be totally automated.

Jacob: What do you mean? Like nobody driving the car?

Julia: Yeah. And the majority of businesses will probably use drones to make food and grocery deliveries. Oh, and it also says robots will probably be used to clean streets.

- Jacob: Incredible. I read people will be able to control electronic devices using chips in their head.
- Julia: Yes, but it says here that will definitely not happen by 2030. There's a lot of research that still has to be done.

Jacob: Will people live on other planets?

Julia: Let me see. It says here that it probably won't happen by 2030, but outer space tourism will definitely happen by then.

Track 22

Lesson 3

Exercise 2

Listen to Wendy's plans. Check on Wendy's daily planner in Exercise 1 what she plans to do and put a question mark next to activities she does not mention.

Wendy: Hello?

Rita: Hey, Wendy! What's up?

Wendy: Not much ... Actually, a lot. I have a pretty busy week because I'm off to Vallarta on Sunday.

Rita: Lucky you! Let's have lunch together before you go. Can we meet on Tuesday?

Wendy: I'm afraid not. I'm going to pick up my plane ticket that day.

Rita: How about Monday?

Wendy: I'm going to see my grandma. She's going to lend me a suitcase, and then on Wednesday I'm going to wash my clothes for the trip. How about Friday? I'm free on Friday.

Rita: Perfect!

Wendy: Hey and when are you going to study French?

Rita: I'm not sure. I think I'll study it on Tuesday morning. Shall we study together?

Wendy: Sure! I'll go for a run Friday morning instead.

Rita: And don't forget we're going to meet the girls for a coffee on Friday evening.

Wendy: Friday! That's true! I guess I'll pack for the trip on Saturday.

Unit 7

Track 23

Lesson 1

Exercise 2

Number the steps to make a travel itinerary in the correct order. Listen to check your answers. Jorge: Hey, Martha! Hey, Pepe! We're only going to

be in San Diego for one day. We need to plan. Martha: You're right. Let's make an itinerary. Pepe: Where do we start?

Martha: Well, first, we need to make a list of places

we want to visit. Then, we need to decide what sources to use to find out more about the places.

Pepe: Do you mean like websites?

Martha: Yes, or even apps. Next, we need to research the places and take notes.

Jorge: What do you mean, notes?

Martha: Notes about things like the location, cost, time needed to visit the place—

Pepe: And opening hours.

Martha: Exactly. After that, we can discuss and discard options. Finally, we make our itinerary.Jorge and Pepe: Wow! You're so organized!Martha: We have to be if we only have one day.

Track 24

Lesson 1

Exercise 3

Listen and answer T (True) or F (False).

Voice: Welcome to the San Diego Tourism Board's automated information system. For information on parks, press 1. For information on museums, press 2. For museums in Balboa Park, press 1. For the San Diego Natural History Museum, press 1. For the San Diego Museum of Art, press 2. The San Diego Museum of Art is located at 1450 El Prado, near a bus stop for Route 120. Admission costs are \$15 for adults and free for children

under 17. Opening hours are from 10:00 a.m. to 5:00 p.m. Estimated time required to visit the museum is four to six hours.

For another museum, press the number button or say the name of the museum.

Boy: Air and Space Museum.

Voice: The San Diego Air and Space Museum is located at 2001 Pan American Plaza, near the Route 7 Laurel Street bus stop. Admission costs are \$19.75 for adults and \$10.75 for children under 12. Opening hours are from 10:00 a.m. to 4:30 p.m. Estimated time required to visit the museum is one to two hours.

Track 25

Lesson 3

Exercise 2

Listen to the conversation and circle the correct answer.

Santiago: Why should we go there, Ximena? Ximena: Well, first, they say it's very impressive. Santiago: Who's *they*?

Ximena: People who post on triptips.com.

Santiago: People?

Ximena: Yes, travelers. But I also read on a government web page that it is the largest square in the Western Hemisphere, and the third largest in the world.

Santiago: Really? The third!

Ximena: Yes, it's 220 by 240 meters.

Santiago: Wow! That's huge!

Ximena: Second, there's a monumental flag we-

Santiago: What do you mean, monumental?

Ximena: Apparently it's a huge flag. It measures 20 by 30—

Santiago: Meters!

Ximena: Yes. It weighs 200 kilos, and the flagpole is 60 meters tall. That's the height of a 20-floor building. Santiago: A 20-floor building! That's incredible. I'd love to see that for sure.

Ximena: Finally, there are a lot of important historic places there. There's the site of an Aztec temple called the *Templo Mayor*, and the Presidential Palace built in 1850 is also there...

Oh! And the Metropolitan Cathedral is there. It was started in 1573 and finished in 1813.

Santiago: 1573! That is old.

Ximena: And it has 28 bells and 16 chapels.

Santiago: l agree. Let's go to the Zócalo.

It sounds great!

Track 26

Lesson 4

Exercise 3

Listen to the conversation in Exercise 2. As you listen, underline the words that have special emphasis or changes in volume. Compare your answers with a classmate.

Mr. Gómez: OK, class. What would you like to do for our first field trip?

Susana: What about visiting the art museum?Diego: Hmm, I'm not sure about that, Susana.Susana: Then how about going to the National Park, Diego? They say there's a very nice lake.

María: Wow! That sounds great. We can leave at 7:00 in the morning, stay the day there, and camp under the stars.

Diego: I'm not really interested in going there, María. **María:** Why not, Diego?

Diego: First, we only have one day. Next, it's too far away. Finally, we're going on the school bus.

Susana: Really? Aww. You are absolutely right.

Diego: Why don't we go to the book fair instead? We can have a lot of fun, don't you agree?

Susana: Yeah! That sounds fantastic! We really should go there! And after that, what about visiting the indigenous art stands in the main plaza? They're very close.

- María: Yes, OK. There are some interesting places there to buy souvenirs.
- **Diego:** We can have lunch there. Is that OK, Mr. Gómez?
- **Mr. Gómez:** Uh huh. That sounds like a good plan! Just remember you have to be together all the time.

Unit 8

Track 27

Lesson 2

Exercise 1

Work in pairs. Match the foods to the organs you think they are good for. Listen to check your answers.

Our grandmothers used to tell us, "You are what you eat!" We didn't always believe them, but now science has proved them right. We are what we eat. But what should we eat? Here's the latest list of foods we should eat and what organs they are good for.

Salmon, sardines, and walnuts are good for the brain.

Carrots, corn, and eggs are good for our eyes. Prunes and yogurt are good for the intestines and the digestive system.

Bananas, red meat, and eggs are what our muscles need.

Tomatoes, potatoes, and prune juice help our heart. For our bones, we all know to drink milk, but we should also eat oranges and celery.

Our lungs benefit from broccoli, green peppers, and orange juice.

Finally, our largest organ, our skin, needs blueberries, salmon, and green tea.

Why green tea? Well, because it is a great antioxidant.

So there you have it. Want to be healthy inside and out? Remember: you are what you eat.

Track 28

Lesson 2

Exercise 10

Work in pairs. Listen to the complete information about the cards in Exercise 7 and answer the questions.

The brain is more logical, more powerful, more at ion complex, faster, and smarter than any computer.

The small intestine is smaller than its large friend, but it's longer. It is part of the digestive system.

The pelvic bones are the largest group of bones in the body. You move them when you dance salsa.

The gluteus maximus is the biggest muscle in the body. You sit on it when you are in class.

The cardiac muscle is more resistant than other muscles in your body, and it never stops working.

The kidneys look like beans. They help extract waste from the blood, balance body fluids, and form urine.

Track 29

Lesson 3

Exercise 2

Complete the text with words from the box. Listen to check your answers.

The Circulatory System. The Circulatory Process

The circulatory system includes muscles, a group of blood vessels, and blood. The _____ is the most important muscle in this system. It is a vital organ. It is the organ that pumps the blood through different types of blood vessels. Arteries are blood ______ that carry blood from the heart. Veins are the blood vessels in charge of carrying blood back to the heart. They look blue below the skin. _____ are very thin blood vessels that feed the cells and take away their waste. flows around our body carrying blood cells, nutrients, and _____. An average adult has 5 to 6 liters of blood, which is made up of , platelets, and blood cells.

Unit 9

Track 30

Lesson 2

Exercise 2

Work in pairs. Listen to the English version of the sounds from Exercise 1. Discuss the differences between the sounds in English and Spanish.

1 boom 2 splash 3 woof, wool 4 phew 5 drip, drip 6 pow

Track 31

Lesson 2 Exercise 3

Look at the panels and the captions. Complete

the sentences with the correct form of the verbs from the box. Listen to check your answers.

1.	Soda	•
2	. Birds	

Cats .

3 ______. She ______ her milk

really fast this morning.

4 _____. The race car _____ past the finish line.

5 _____. The horse's hooves ______ on the pavement.

Track 32

Lesson 4

Exercise 2

Work in pairs. Read the comic strip and answer True or False. Listen to check your answers.

Emma: A bag of those sweets, please.

Attendant: Pardon?

Patrick: We don't call them sweets, Emma. She means a pack of candy. 20 EQUICATION

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Attendant: Oh, I see. Here you are. That's one dollar and fifty cents.

Emma: Thank you, love.

Patrick: And I'd like a bag of chips.

Emma: These aren't chips, Patrick. They're crisps.

Attendant: No, we don't call them that.

Emma: Right, I think you call our chips French fries.

- Patrick: Yup. Hmm, I'd like to ask your opinion. Are British and American English very different, Emma?
- Emma: Not really. Some words are different, and we spell some words differently. And there's the pronunciation, of course. That's what I think. What about you?
- Patrick: Well, somebody once said, "The only thing that separates British and American people is their language."

Attendant: Yeah, that's what people say here.

Unit 10

Track 33

Lesson 3

Exercise 3

Listen to the presentation and number the notecards in the correct order.

- Student 1: Good morning! Our group is going to talk about English speakers today. Did you know that there are more people who speak English as a foreign language than people who speak English as a mother tongue? Surprised? Let's look at who speaks English today and what that means.
- Student 2: Who speaks English today? Well, people speak English as a mother tongue, as a second language, or as a foreign language—people like you and me. Who speaks English as a mother tongue? English is the mother tongue of people born and raised in English-speaking countries, like the United States, England, Australia, and New Zealand. Now, how many people speak English as a mother tongue? About 380 million.

Reader

Track 34

Reader Chapter 2

Exercise 4

Work in pairs. Listen to the instructions and discuss the questions with your partner.

- 1 Try to guess the meaning from the context.
- 2 Don't look up every word you don't understand.
- 3 If you can't guess the meaning, go to the English– Spanish section of your dictionary.
- 4 Look at the guide words to help you find the right page.
- 5 Find the word entry on the page.
- 6 Don't use the first translation you find.
- 7 Decide on the part of speech of the word you are looking for.
- 8 Read the subentry that corresponds to the part of speech you need.
- 9 Return to the original text to see if you have the correct translation.

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