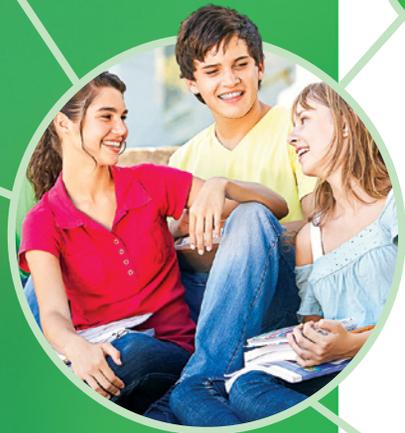


1

English Connect

Student's Book



Aidee Armenta
Isabella Burman



ESTADOS UNIDOS MEXICANOS
EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA





English Connect

Student's Book

1



Macmillan Education
Aidee Armenta
Isabella Burman
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This book belongs to: _____

Vocabulary	Products	Achievements	Blocks
		<ul style="list-style-type: none"> introduce yourself using basic structures to give personal information 	
Community services Natural and man-made disasters	Role-play	<ul style="list-style-type: none"> listen to and revise dialogues about community services get the general sense and main ideas exchange information about community services 	1
Elements of a bilingual dictionary page	Instructions manual	<ul style="list-style-type: none"> select and revise bilingual dictionaries understand the use of textual components of bilingual dictionaries write instructions edit instructions 	
Hobbies Indoor and outdoor activities Likes and dislikes	Dialogue about likes and dislikes	<ul style="list-style-type: none"> listen to and revise likes and dislikes in the dialogues of an interview understand general sense and main ideas of dialogues express compliments, likes and dislikes in written dialogues express compliments, likes and dislikes in dialogues 	
Traveling and vacations Free-time activities Emotions	Travel itinerary	<ul style="list-style-type: none"> seek and consult information compare pros and cons of ideas and proposals build arguments to defend ideas and proposals listen to and express pros and cons to come to an agreement 	2
Silent movies Movie genres	Script for a silent short film	<ul style="list-style-type: none"> revise silent short films understand the general sense and main ideas write lines and dialogues 	
Literary elements and genres British and American variants	Big Book	<ul style="list-style-type: none"> select and revise classic tales understand the general sense and main ideas compare variants of pronunciation and writing express key events orally rewrite key events 	
Weather forecasts Future predictions	Forecasts	<ul style="list-style-type: none"> revise samples of written forecasts listen to and identify ways to express future actions formulate and respond questions to understand forecasts write sentences that express future to create forecasts 	3
Comic graphical elements Superpowers	Discussion about comic strips	<ul style="list-style-type: none"> select and revise comic strips interpret content in comic strips exchange opinions about cultural expressions in a discussion 	
Human body systems	Notes for a human body system diagram	<ul style="list-style-type: none"> 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 	
Information sources	Oral presentation	<ul style="list-style-type: none"> select information read information rehearse giving a presentation give a presentation 	

Introduction

Dear student,

Welcome to *English Connect*!

In *English Connect 1* you will interact with different types of real-life texts in various contexts. You can take full advantage of the activities that will improve your communicative skills in English. It contains challenging lessons that will help you consolidate what you've learned in primary school and give you the knowledge and skills to be successful in English.

But to do this, you first need to get to know your book.

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

 **Chapter 5** Every time you see this **Reader icon**, go to your Reader and follow your teacher's instructions. Don't forget to bring the Reader to class.

 **p.170** When you see this **Glossary icon**, use the Glossary at the back of your book to learn new words.

 When you see this **Portfolio icon**, place your work in your portfolio binder. These tasks will be useful to review and check on your performance.

PROCESS This label refers to a **Step** in the **Final product**.

There are four interesting lessons per module. Each lesson is set in an easy and gradual learning cycle. They build up to a challenging and motivating project-like task named *Connect*.



The *Being boxes* are important features in your Student's book. Every time you see them, reflect on the questions and answer them by yourself or in groups. These questions will help you develop life skills and competencies for different areas of your life.

- Have you ever been in a natural or man-made disaster?
- What happened?
- What did people do?

Being real: It develops local, national, and global citizenship skills.

- How do you understand the main idea of what you listened to?
- What did you do?

Being a learner: It develops thinking and study skills.

- When do you get angry or frustrated?
- What do you do in these situations? Are you rude or polite?

Being me: It develops emotional skills.

Lesson → Lesson 2 Different types of public services

Reader icon → [Image of a person reading]

Class CD icon → [Image of a CD]

Being real box → [Box with 'Have you ever been in a natural or man-made disaster?' and 'What happens?' and 'What did people do?']

Connect or Final product → [Box with 'Language' section: 'Use could / might to express possibility.', 'Use can to make an offer.', 'Use may to make a request.']

Language box → In **Language Boxes** you will find useful information about the use of English.

Being a learner box → [Box with 'Prepare yourself for the presentation:' and 'Review your answers to the activities in Lessons 1 to 4.', 'Check what you wrote in your portfolio too.', 'Use some of the strategies you learned.']

Lesson's achievement → [Box with 'To reflect on your performance go to page 25. Exchange information about community services.']

Steps → [Box with 'Final product: Connect' and 'Work in pairs: Review your partner and complete the library ID card. Draw a picture.']

Steps → [Box with 'Module 1 Connect' and 'Follow the instructions and complete the organizer from Activity 6, page 13 with a dialogue about services offered in a public library.']

Self-assessment → [Box with 'Module 1 Self-assessment' and 'Reflect on your lessons' section]

Final product performance → [Box with 'Final product performance' and 'Discuss in groups' section]

Set goals → [Box with 'Set goals' and 'Reflect on your answers on this page' section]

There are other useful reference sections at the back of your Student's book: Audio script, Glossary, List of irregular verbs, and Bibliography.

It's time to get started.

Set

1 Work in small groups. Introduce yourself and discuss the questions.



- Is this your first year at this school?
- Do you like English? Why?
- What do you like to do in your free time?

Start

2 Read a student's notes about himself. Decide if the statements on page 7 are True or False.

This is me: Francisco.

I live with my parents and my little sister, Sofia. She's 8 years old. My parents run a restaurant. We live on the first floor.

My best friend is Roberto. He is 13 just like me. He loves soccer and plays for the school's team.

On a typical day of the week, I have breakfast with my parents and sister. Sofia and I go to school and after that we all get together at the restaurant. I usually do homework and then I can play videogames with Roberto, or go to the park.

I like playing soccer too, but just for fun in the afternoons. I love going to the park on my bike. I don't like TV that much except when I play videogames. I don't mind helping in the kitchen, but I don't like washing the dishes. Something that I hate? I hate spiders and I also hate watching TV programs about insects.

My favorite subject is math. I don't mind other subjects but I love math! I like English because I'd like to visit other places in the future.



Last year's final match!



Roberto and I



New York

- | | | |
|--|------|-------|
| a. Francisco is an only child. | True | False |
| b. He is 13 years old. | True | False |
| c. He loves soccer and plays for the school's team. | True | False |
| d. He usually has breakfast with his mom, dad, and sister. | True | False |
| e. He likes watching TV and washing the dishes. | True | False |
| f. He loves English. | True | False |

3 Read the text again. Find sentences in the text to complete the organizer.

I love	I like	I don't mind	I hate
<p>He loves soccer.</p>			<p>I hate spiders.</p>

4 Work in pairs. Discuss what you like or don't like.



Language

Use the verbs **love**, **like**, **don't mind** and **hate** to talk about preferences.



5 Complete the mind map with words or phrases that describe yourself.



6 Write sentences about yourself using the information from Activities 4 and 5.

Language

You can say **I want to** (do / be / go / etc.) to express your plans for the future.

Blank lines for writing sentences.

7 You are going to make a collage on a construction paper to introduce yourself to your classmates. Follow the instructions.

- Select images in magazines or draw pictures to illustrate your personal information.
- Decide how you can group drawings or cut-outs before you draw or paste them.
- Add information about yourself (key words) to your collage.

We love playing basketball on weekends.

Claudia and I love going together to the movies.

My mom is an architect and my dad is a doctor.

Family playing basketball

My BFF Claudia

Mom

On a typical weekend, we go to my grandparent's house.

I love watching videos in the computer.

I hate sharks.

Grandmother's birthday 28/09/17

2011- Me and my dad

8 Work in groups of four. Introduce yourself using your collage.



- How can you organize your ideas before you speak to your classmates?
- What strategies can you use to speak to your classmates more confidently?

- How do you feel when people don't pay attention when you are speaking?
- How can you be a good listener?

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 Introduce yourself using basic structures to give personal information.

Module



Social Learning
Environment:

Family and community

Achievements:

- Listen to and revise dialogues about community services.
- Get the general sense and main ideas.
- Exchange information about community services.

In this module, you will...

- exchange views of a community service.
- exchange associated with specific purposes.

The final product of this module will be... a role-play!

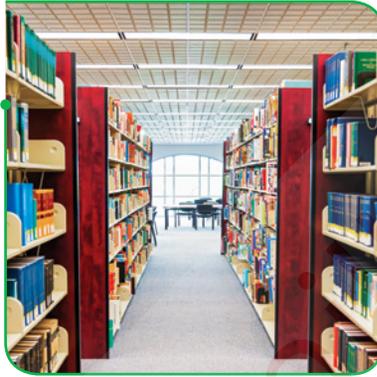
Lead-in

What do community services mean to you?

Lesson 1

Getting a new student ID card

1 Work with a partner. Name the places. Then answer the questions.



- Do you have a student identification card (ID card) with your picture on it?
- What do you use it for?

2 Listen to the conversation. Check (✓) the best answer.

- Where are they?
 - They are at school.
 - They're talking on the phone.
- Why is the boy speaking to the secretary?
 - Because he wants a new student ID card.
 - Because his card has a mistake that needs to be corrected.
- How does the boy sound?
 - Frustrated but polite.
 - Frustrated and rude.



Start

- When do you get angry or frustrated?
- What do you do in these situations? Are you rude or polite?
- What behavior is unacceptable?

3 Listen to the conversation again. Match the questions to their answers.

- What's your last name?
- And your name?
- What's your date of birth?
- Where were you born?
- What's your address?
- Do you know your zip code?
- Can you say that again, please?

- Here, in Los Sauces.
- Sure. 07890.
- Díaz.
- April 28, 2002.
- 22 Durango Street.
- Yes, it's 07890.
- Gustavo.

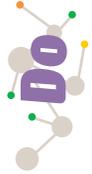
4 Listen and repeat. Pay attention to the intonation on the recording by following the direction of the arrows.

- a. What's your address?
- b. What's your last name?
- c. And your name?
- d. Do you know your zip code?
- e. What's your date of birth?
- f. So, where were you born?
- g. Can you say that again, please?

Voice goes up and down

Voice goes up

Which question can we use when the meaning of something is not clear?



5 Complete the dialogue with questions from Activity 4.

School secretary: What's (a) _____?

Student: Zamudio.

School secretary: And (b) _____?

Student: Anna.

School secretary: (c) _____?

Student: October 16, 2003.

School secretary: So, where

(d) _____?

Student: In Puebla.

School secretary: What's (e) _____ address?

Student: (f) _____ again, please?

School secretary: What's your address?

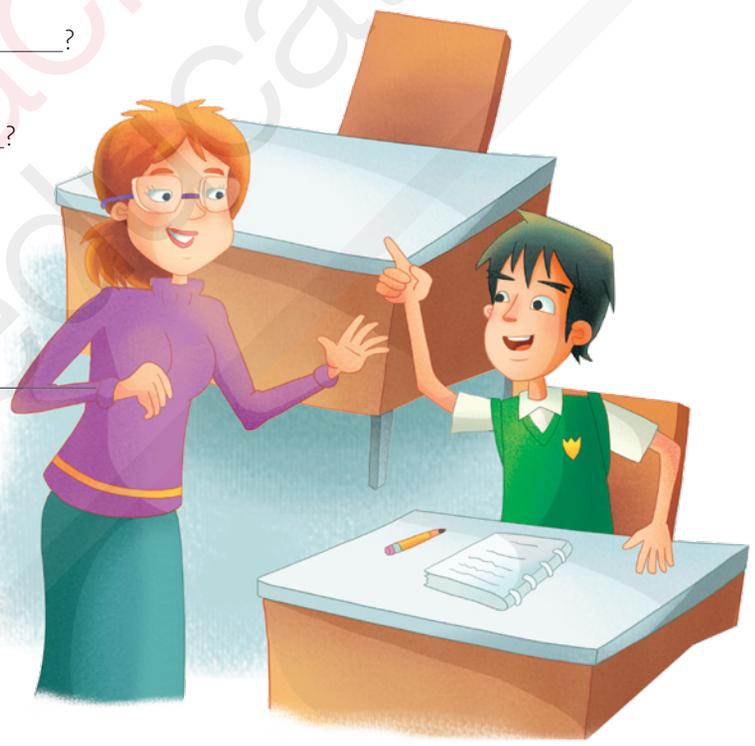
Student: (g) *What do you* _____ mean?

School secretary: The place where you live.

Student: It's 47 La Paz Street.

School secretary: (h) _____ your zip code?

Student: Let me think. It's 72160.



6 Work with a partner. Take turns asking and answering questions from Activities 4 and 5 to complete the student ID card. Use the personal information from the box.

27/04/2003 14 León 477 78 92 45 González Gómez
 Independencia Street León 37207 Daniel
 Secundaria Técnica del Bajío 264

ID CARD



a. Name of school:

b. Last name:

c. First name:

d. Date of birth:

e. Age:

f. Birthplace:

g. Home phone number:

ADDRESS

h. Number:

j. Zip code:

i. Street:

k. City:

7  **PROCESS** Work in pairs. Interview your partner to complete a new ID card on page 23.



To reflect on your performance go to page 25.
 Listen to and revise dialogues about community services.

Lesson 2

Different types of public services

Chapter 1

Set

- 1  Work with a partner. Listen to the sounds and match them to a public service. Write a-d in the boxes.



public transportation



police service



waste collection



health care center

Start

- 2 Work with a partner. What do public services do for us? Write a public service from Activity 1 in the correct space.

Public service

What they do for us

- a. waste collection : a service that takes away organic and inorganic waste.
b. _____ : a service that helps people get from one place to another.
c. _____ : where people go to see a doctor and receive medical services.
d. _____ : a service that protects people from crime and helps keep the peace.

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3 **05 Listen to the conversation. Circle True or False.**

- | | | |
|--|------|-------|
| a. The speakers are talking on the phone. | True | False |
| b. The conversation takes place in a health care center. | True | False |
| c. The teacher is hurt. | True | False |
| d. The injury looks serious. | True | False |
| e. The receptionist won't lend her pen to the teacher. | True | False |



4 **05 Listen to the conversation again. Match the expressions to the speaker's intention.**

- | | |
|----------------------------------|-----------------------|
| a. How can I help you? | 1. Ask for permission |
| b. Could you fill out this form? | 2. Offer help |
| c. May I borrow your pen? | 3. Ask for something |

- How do you understand the main idea of what you listened to?
- What did you do?

5 **06 Work in pairs. Listen to the conversation and answer the questions.**

- a. Who are the speakers? _____
- b. Where are they? _____
- c. Why is the man calling? _____
- d. What does the police officer suspect? _____
- e. What does the man suspect? _____
- f. How does the man feel? _____
- g. How do you know how the man feels? _____

6 **06 Listen to the conversation again and complete the sentences with modal verbs from the box.**

may can could might

- a. What _____ we do for you?
- b. Someone _____ be inside.
- c. He _____ be hurt somewhere!
- d. _____ I have your address, sir?



Language

Use **could / might** to express possibility.
 Use **can** to make an offer.
 Use **may** to make a request.



- What modals are used to make an offer or a request?
- What modals express possibility?



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7 Complete the conversation using the modal verbs from Activity 6.

Secretary: Hello. How (a) can I help you?

Brenda: I'd like to join the sport center.

Secretary: Sure. (b) _____ you fill out this form?

Brenda: (c) _____ I borrow a pen?

Secretary: Certainly.

Secretary: Do you know about the services we offer at the center?

Brenda: Well, I know you offer swimming lessons.

Secretary: That's right. We have swimming lessons in the morning from Monday to Friday. We also have karate and basketball classes. You (d) _____ be interested in those too.

Brenda: Mm... Not really. (e) _____ I have a brochure or a calendar of activities?

Secretary: Sure. Here you are.

Brenda: When (f) _____ I start?



G p.170



8 Work in pairs. Read the conversation in Activity 7 again and answer the questions in your notebook.

a. Who are the speakers?

b. Where are they?

c. What does Brenda want?

d. What does the secretary suggest?

9 **PROCESS** Write on page 23 the questions from the conversation that helped you answer letters c and d in Activity 8.

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To reflect on your performance go to page 25. Get the general sense and main ideas.

Lesson 3

The modern public library

1 Look at the picture. Discuss with a partner.

- Do the people know each other?
- Where are they?
- What are they talking about?



2 Listen to the first part of the conversation and check your answers from Activity 1. Share with the class.

3 Listen to the second part of the conversation. Complete the flyer with the information you hear.



Morelos Public Library

SERVICES

- Book loans from all (a) *our collections*
(one or two-week loans)
- (b) _____ rooms
- (c) _____ Wi-Fi
- Book drop-off box (for after hours)

OTHER SERVICES

Come and join our free (d) _____
with writers from our community!

When: Every (e) _____ at 4 p.m.

OUR COURSES

- Literacy for 3-6 year-old kids (start reading and writing!)
- Writing (children, teenagers, adults)
- Creative writing (children and teenagers)
- American and Mexican literature (adults)
- Short-story workshop
- Academic writing (college students and adults)
- Computer courses

OPENING HOURS

Monday to Saturday, 9 a.m. to

(f) _____ p.m.

Contact us: (783) 887 8892,
moreloslib@publiclibrary.com

4  Listen and underline the phrases you hear. Identify which expression sounds more polite (MP).

To greet someone:

- a. Hey!
- b. Hello. MP

To offer help:

- a. Hey! Do you need some help?
- b. Hello. How can I help you?

To ask for information:

- a. I'd like to borrow books from this public library. Could you tell me what I need to do?
- b. I want to borrow books from this public library.

To give information:

- a. Bring an ID.
- b. You need to bring an ID.

To end the conversation:

- a. Thanks. Bye.
- b. Thank you!



- What expressions are used in the opening and closing of a conversation?



5 Complete the dialogue using expressions from Activity 4.

You: (a) Hello.

Librarian: Hello. How (b) _____ help you?

You: (c) _____ to join the public library.

Librarian: It is important to bring the following documents. (d) _____ your ID.

You: Oh, I see. (e) _____

Librarian: You're welcome. We're open until 7 p.m.



6  **PROCESS** Work in pairs. Complete the organizer on page 24 with a dialogue about the services at the a public library. Follow the instructions.

- a. Select appropriate phrases and make a dialogue using the Morelos Public Library flyer. Make notes in your portfolio.
- b. Check the dialogue has an opening, a body, and a closing.
- c. Write the final version in your notebook.
- d. Decide who starts and take turns to ask for and give information.
- e. Change roles and perform the dialogue again.

Student A	Student B
Greet: _____ _____	Greet: _____ _____
Offer help: _____ _____	Ask for information: _____ _____
Give information: _____ _____	End the conversation: _____ _____
End the conversation: _____ _____	

7 Rehearse the dialogue and present it to the class. Remember to speak slowly, clearly, and confidently.



• To reflect on your performance go to page 25.
Get the general sense and main ideas.
Exchange information about community services.

Lesson 4

Public safety

Chapter 1

- Set** 1 Work with a partner. Look at the pictures of natural and man-made disasters. Discuss what you can do in each situation.



earthquake



volcanic eruption



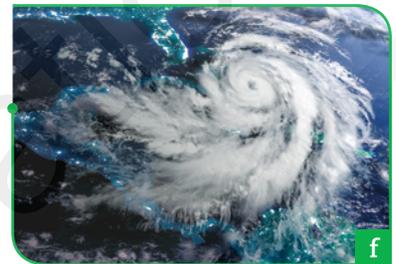
flood



car accident



house fire



hurricane

- Start** 2 You will hear a radio talk show. Listen and check (✓) the statements that are true.

- This part of the show is about car accidents.
- The purpose of this part of the show is to make teenagers scared of fires.
- The show's main audience is teenagers.

- Have you ever been in a natural or man-made disaster?
- What happened?
- What did people do?

- 3 Listen again and complete the missing information. Look at the example.

Public Safety



- You must have a plan!
- You should talk to your (a) family about how to get out of the building if there is a fire.
- You must not forget important documents, like (b) _____ and (c) _____, because you might need them.
- You should store your family's (d) _____ in your cellphone and memorize them.

Fire Safety

- You have to prepare a fire survival kit. It has to include blankets, (e) _____ and (f) _____.
- Put everything in a (g) _____. Then keep it near the emergency exit.

4 Look at these sentences and answer the questions below.

1. You **must** have a plan!
2. You **must not** forget important documents.
3. You **should** store your family's numbers in your cellphone and memorize them.
4. You **have to** prepare a fire survival kit. **It has** to include blankets, clean water, and important documents.

Language

Use **have to** and **must** to express an obligation.
Use **should** to give an advice.



- a. Which sentences express an obligation? _____
- b. Which sentence gives advice? _____

5 Complete the following sentences with modal verbs (*must, have to, should*) or an appropriate connector (*and, because*).

- a. In case of a hurricane... you must have a plan and share it with others.
- b. If you are at school, you _____ follow your teacher's instructions _____ they are trained to respond to an emergency.
- c. First, make sure you are safe. Then you _____ help others around.

6 Work in pairs. Choose a public service for a role-play. Complete the cards with information about the service.

Type of public service:

Public library

We offer:

The person using the service should:

The people offering the service must:

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7 Work in pairs. Write the phrases you are going to use in your role-play.

Student A	Student B
To offer help: <i>How can I help you?</i>	To make a request: _____
To express possibility: _____	To express possibility: _____
To ask for permission: _____	To ask for permission: _____
To make a request: _____	To offer help: _____

8 **PROCESS** Follow the instructions to role-play the dialogue on page 24.

Prepare yourself for the presentation:

- Review your answers to the activities in Lessons 1 to 4.
- Check what you wrote in your portfolio too.
- Use some of the strategies you learned.

Share



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• To reflect on your performance go to page 25.
Exchange information about community services.

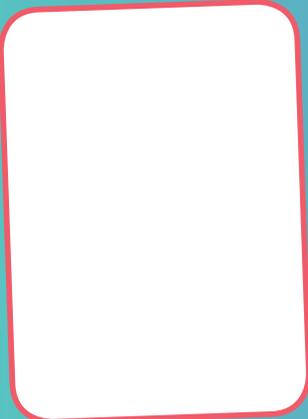
Module 1 Connect

Final product: Performing a role-play about a community service

PROCESS

1 Work in pairs. Interview your partner and complete the library ID card. Draw a picture.

ID CARD



a. Name of school: _____

b. Last name: _____

c. First name: _____

d. Date of birth: _____ e. Age: _____

f. Birthplace: _____

g. Home phone number: _____

ADDRESS

h. Number: _____ i. Street: _____

j. Zip code: _____ k. City: _____

2 Work in pairs. Write the questions from Activity 9, page 16. Then write similar questions and answers about services offered in a public library.

■	_____
■	_____
■	_____
■	_____
■	_____
■	_____
■	_____
■	_____
■	_____

Module 1 Connect

Final product: Performing a role-play about a community service

- 3 Follow the instructions and complete the organizer from Activity 6, page 19 with a dialogue about services offered in a public library.

Student A

Greet: _____

Offer help: _____

Give information: _____

End the conversation: _____

Student B

Greet: _____

Ask for information: _____

End the conversation: _____

- 4 Follow the instructions to role-play your dialogue.

CONCLUSIONS

- 5 Answer the questions.

- Is it easier to improvise or to plan a dialogue before you perform it?
- Which expressions did you find more helpful?
- Which piece of advice helped you most to role-play your dialogue?

CREATE

- 6 Work in pairs. Write a different conversation to ask for information about a community service in your neighborhood. Role-play in front of the class.
- 7 Watch and listen to others role-play their dialogues.

- Decide who is going to start.
- Practice your lines a couple of times.
- Change roles and perform the dialogue again.
- Show respect for your classmates.

To reflect on your performance go to page 25.

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1 Answer the questions.

Lesson 1

I learned expressions to express likes and dislikes.

- 1 In which other situations can you use the questions you learned to ask? _____

- 2 Did you learn a new question to ask for information? Which one? _____

Lesson 3

I learned to express likes and dislikes in formal and informal ways.

- 1 Why do you think it is important to greet a person when you begin a conversation? _____

- 2 What polite expressions did you learn to offer help? _____

Lesson 2

I learned how to share and ask information about likes and dislikes.

- 1 What words from this lesson are useful to express a possibility? _____

- 2 What questions did you learn to make a request or ask politely for something? _____

Lesson 4

I learned to organize topics to learn about the likes and dislikes of many classmates.

- 1 What words or expressions that your learned can help you make requests or ask your teacher for permission to do something? _____

- 2 Do you think you can give an advice now? What word would you use? _____

Final product performance

2 Discuss in groups.

1. Why did you choose the community service for your dialogue in Exercise 7?
2. How can it help planning questions when you go to a place to ask for information?
3. What did you like about this task?

Set goals

3 Reflect on your answers on this page. Make a list of things you can do to improve what was difficult to do in this module.

I can research about _____

I can practice _____

I can ask help for _____

Other _____

Module



Social Learning
Environment:

Academic and educational

Achievements:

- Select and revise bilingual dictionaries.
- Understand the use of textual components of bilingual dictionaries.
- Write instructions.
- Edit instructions.

In this module, you will...

- interpret and follow-up instructions.
- write instructions to use a bilingual dictionary.

The final product of this module will be... an instructions manual to use bilingual dictionaries!

Lead-in

When and why do you use a dictionary?

Macmillan Education
Prohibida su descarga y venta

Lesson 1

What is the difference?



1 Work in pairs. Discuss the questions.

- What can you use dictionaries for?
- What kind of information can you find in your dictionary?
- Is it useful to have a dictionary at school? At home?

2 Look at the pages from the dictionary and choose the correct option.

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distorsionar
distorsionar vb to distort
distorsión sf
1 (entretenimiento) **pastime**: Su **distorsión favorita** es coleccionar **timbres**. Her favorite pastime is stamp collecting.
2 (despiste) **lapse of concentration**: El accidente se debió a una **distorsión del conductor**. The accident was caused by a lapse of concentration on the part of the driver.
Expresiones: **distorsión ≠ distracción**
Falsos amigos: **distorsión ≠ distracción**
 Existe la palabra **distraction** en inglés, pero significa **interrupción**.
I can't afford any more distractions. No puedo permitirme más interrupciones.

distraer vb
1 (entretenir) **to keep amused**: **Distrae a sus nietos** contándole historias. He keeps his grandchildren amused by telling them stories.
2 (despistar) **to distract**: **No lo distraigas**. Don't distract him.
distraerse 1 (entretenerse) **to amuse yourself**: **Se distrae navegando por Internet**. He amuses himself surfing the Net. **2** (despistarse) **to get distracted**: **Se distrajo un momento**. He got distracted for a moment.

distraído, -a adj
Expresiones: **estar distraído** (sin prestar atención): **Estaba distraído y no la vi entrar**. I wasn't paying attention and I didn't see her go in.
ser distraído (despistado) **to be absent-minded**: **Eres muy distraído**. You're very absent-minded.

distribución sf
1 (de productos, dinero, películas) **distribution**
2 (de un departamento, una casa) **layout**

distribuidor, a sm, f **distributor**

distribuir vb **to share out**: **Han distribuido el dinero** entre varias personas. They've shared out the money among several people.

distrito sm **district**
distrito electoral precinct
Distrito Federal Mexico City: **Otras traducciones**: Aunque existe la traducción **Federal District**, es más común llamarle **Mexico City**.

disturbio sm **riot**

disuadir vb **to dissuade**: **ⓐ** Aunque en inglés existe el verbo **dissuade**, es bastante formal. Lo mejor es utilizar las traducciones que aparecen en los ejemplos.
Intenta disuadirla. Try to talk her out of it.
disuadir a alguien de hacer algo to convince sb not to do sth

diurno, -a adj (un horario, un tren) **daytime**: **ⓐ** Como adjetivo, **daytime** sólo se usa delante del sustantivo.

diversión sf
1 (entretenimiento) **fun**: **hacer algo por diversión** to do sth for fun
2 (actividad) **pastime**: **¿Cuál es tu diversión favorita?** What's your favorite pastime?
diversiones sfpf **things to do**: **Necesitamos más diversiones en este pueblo**. We need more things to do in this town.
Expresiones: **at full speed** a toda velocidad
Falsos amigos: **diversión ≠ diversion**
 Existe la palabra **diversion** en inglés, pero se usa más bien con el sentido de "distrar la atención".
to create a diversion distraer la atención

diversos, -as adj **various**: **Tenemos diversas opciones**. We have various options.

divertido, -a adj
1 (que entretiene) **fun**: **Pasamos un rato muy divertido jugando con ellos**. We had some real fun playing with them. **Es un juego muy divertido**. It's really good fun, that game.
Elena es muy divertida. Elena is really good fun.
2 (que hace reír) **funny**: **¡Qué chiste tan divertido!** What a funny joke!
¿Qué se dice? **fun o funny?**
fun equivale a **divertido**.
Es divertido. It's funny/He's fun.
La fiesta fue muy divertida. The party was really good fun.
Tom es muy divertido. Tom's really good fun.
funny equivale a **gracioso**.
Es gracioso. It's funny/He's funny.
Sara es muy graciosa. Sara's really funny.
No es gracioso. It isn't funny.

divertir vb
1 (ser divertido) **to enjoy**: **me/le etc. divierte hacer algo** I enjoy doing sth/he enjoys doing sth etc. **Le divierte mucho jugar con sus amigos**. He really enjoys playing with his friends.
2 (entretenir) **to entertain**: **Divirtió a los niños con sus cuentos**. He entertained the children with his stories.
divertirse 1 **to have a good time**: **Se divierte mucho con sus primos**. He has a really good time with his cousins. **¿Qué se divierten mucho!** Have a really good time! **2** **por divertirse for fun**

dividendo sm **dividend**

dividir vb
1 (en matemáticas, separar) **to divide**: **Divide quince entre tres**. Divide fifteen by three.
dividir por algo to divide by sth
2 **dividir algo por la mitad** **to split sth in two**
3 (repartir) **to share**: **Dividimos el trabajo entre todos**. We shared the work between all of us.
dividirse 1 (separarse) **to divide**: **dividirse en grupos** to divide into groups **2** (repartirse) **to share out**: **Se dividieron la herencia entre todos**. They shared out the inheritance between all of them.

divino, -a adj **gorgeous**: **ⓐ** **Otras traducciones**: También existe la palabra **divine** en inglés, pero no es tan corriente y su uso puede sonar algo afectado.

divisa sf **foreign currency**

divisar vb **to make out**: **Divisamos las montañas**

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full-length
3 pleno (una recuperación)
4 detallado (información, datos)
5 to be full (up) estar lleno (de comer) **• I'm full!** ¡Estoy lleno!
Expresiones: **at full speed** a toda velocidad
at full volume a todo volumen
to be full of yourself informal ser un engreído
to lead a full life llevar una vida activa
to pay sth in full pagar algo en su totalidad **to the full** al máximo

full-length adj
1 largo (una falda, un abrigo) **2 de cuerpo entero** (un espejo, un retrato) **3 a full-length movie un largometraje**

full-scale adj
1 exhaustivo (una investigación) **2 a gran escala** (una guerra) **3 de tamaño natural** (una maqueta, un dibujo, una reproducción)

full stop sust **GB punto**

full-time adj, adv **(de) tiempo completo**: **to work full-time** trabajar a tiempo completo

fully /'fʊli/ adv ***** totalmente**: **fully dressed** totalmente vestido

fumble /'fʌmb(ə)l/ verbo
1 **Se puede traducir de varias maneras**. Mira los ejemplos. **She fumbled for her keys in her purse**. Revolvió la bolsa buscando las llaves. **He fumbled with the controls**. Manejaba los mandos torpemente.
2 **fumblear** (en el fútbol americano)

fume /fju:m/ verbo **echar chispas, estar furioso**

fumes /fju:mz/ sust plural **gases**

fun /fʌn/ **ⓐ** sust *******
1 diversión
2 to be fun ser divertido **• to be no fun, not to be any fun no ser divertido**
Expresiones: **to do sth for fun** hacer algo por diversión
to have fun divertirse
to make fun of sb/sth burlarse de alguien/algo

fun /fʌn/ **ⓐ** adj **divertido** **¿fun o funny?**
→ Véase nota en divertido **¿fun o funny?**

function /'fʌŋk(ə)ʃ(ə)n/ **ⓐ** sust *******
1 función **2 acto, ceremonia**

function /'fʌŋk(ə)ʃ(ə)n/ **ⓐ** verbo **funcionar** **FRASAS VERBALES** **function as sth servir de algo** (un objeto)

functional /'fʌŋk(ə)ʃ(ə)n(ə)l/ adj
1 funcional **2 to be fully functional** estar funcionando perfectamente

fund /fʌnd/ **ⓐ** sust ***** fondo** (de inversiones)
• funds sust plural **fondos**: **to raise funds** recaudar fondos

fund /fʌnd/ **ⓐ** verbo **financiar**

fun-da-men-tal /fʌndə'ment(ə)l/ adj *******
fundamental

fun-da-men-tal-ist /fʌndə'ment(ə)l(ə)l(ə)st/ sust **fundamentalista**

fun-da-men-tals /fʌndə'ment(ə)l(ə)z/ sust plural **los fundamentos** **los rudimentos, las nociones elementales**

fund-ing /'fʌndɪŋ/ sust **fondos**

fund-raising /'fʌnd'reɪzɪŋ/ sust **recaudación de fondos**

fu-ner-al /'fju:n(ə)r(ə)l/ sust **• funeral**

fu-neral /'fju:n(ə)r(ə)l/ sust **• funeral** **parlor** sust **funeraria**

fun-gus /'fʌŋɡ(ə)s/ (pl **fun-gi** /'fʌŋ,dʒi/, 'fʌŋ,gai/ o **fun-gus-es**) sust **hongo**

fun-nel /'fʌn(ə)l/ sust

1 embudo **2 chimenea**

fun-nies /'fʌni:/ sust plural **EE UU** **the funnies** sección de historietas

fun-ny /'fʌni/ (fun-ni-er, fun-ni-est) adj *******
1 divertido, chistoso: **a funny story** una historia divertida
→ Véase nota en divertido **¿fun o funny?**
2 raro, extraño
Expresión: **to feel funny informal** no sentirse bien

fur /fɜ:/ sust

1 pelo, pelaje

2 piel: **a fur coat** un abrigo de piel(es)

fu-ri-ous /'fjʊəriəs/ adj
1 furioso, furico: **They were furious at not being invited**. Estaban furiosos porque no los habían invitado.
2 a furious pace un ritmo frenético

fur-nace /'fɜ:nɪs/ sust **horno**

fur-nish /'fɜ:nɪʃ/ verbo
1 formal **to furnish sb with sth proporcionar algo a alguien** **2 amueblar**

fur-nish-ings /'fɜ:nɪʃɪŋz/ sust plural = muebles, alfombras, cortinas

fur-ni-ture /'fɜ:nɪtʃə/ sust ***** muebles**: **a piece of furniture** un mueble

fur-row /'fɜ:rəʊ/ sust **surco**

fur-ry /'fɜ:ri/ adj **peludo**

fur-ther /'fɜ:ðə/ **ⓐ** adv *******
1 más lejos: **further away** más lejos
2 más: **to have nothing further to say** no tener nada más que decir **• further ahead** más adelante **• further back** más atrás
Expresiones: **any further** más: **I don't want to drive any further today**. Hoy ya no quiero manejar más.
to go further 1 ir más allá 2 decir algo más **How much further is it?** ¿Falta mucho todavía?
fur-ther /'fɜ:ðə/ **ⓐ** adj ***** más**: **a further \$10,000** 10,000 dólares más

fur-ther-more /'fɜ:ðə,mɔ:/ adv **formal** además

fur-thest /'fɜ:ðəst/ **ⓐ** adv
1 desde más lejos **2 más** (bajar)

fur-thest /'fɜ:ðəst/ **ⓐ** adj **más alejado**: **to be further (away)** from sth estar más alejado de algo

fu-ry /'fjʊəri/ sust **furia**

fuse /fju:z/ **ⓐ** sust
1 fusible: **to blow a fuse** fundir los fusibles **• a fuse blew** se fundieron los fusibles
2 espoleta

- These pages belong to a **monolingual / bilingual** dictionary.
- Bilingual / Monolingual** dictionaries are used for learners who started learning English recently.
- The words are organized according to **their importance / the alphabetical order**.
- The parts of speech are indicated with **abbreviations / explanations**.

3 Read the dictionary entries and answer the questions.

divertido, -a adj
1 (que entretiene) **fun**: Pasamos un rato muy divertido jugando con ellos. We had some real fun playing with them. ♦ **Es un juego muy divertido.** It's really good fun, that game.
 ♦ **Elena es muy divertida.** Elena is really good fun.
2 (que hace reír) **funny**: ¡Qué chiste tan divertido! What a funny joke!
¿Qué se dice? ¿fun o funny?
fun equivale a divertido:
Es divertido. It's fun/He's fun.
La fiesta fue muy divertida. The party was really good fun.
Tom es muy divertido. Tom's really good fun.
funny equivale a gracioso:
Es gracioso. It's funny/He's funny.
Sara es muy graciosa. Sara's really funny.
No es gracioso. It isn't funny.

fun /fʌn/ **1** sust ★★
1 **diversión**
2 **to be fun** **ser divertido** ♦ **to be no fun, not be any fun** no ser divertido
EXPRESIONES **to do sth for fun** hacer algo por diversión
to have fun divertirse
to make fun of sb/sth burlarse de alguien/algo
fun /fʌn/ **2** adj **divertido**
 → VÉASE NOTA EN **divertido**: ¿fun o funny?

- How many translations does the word *divertido* have in English?

- Why are some words in bold?

- What does the section in red explain?

- Why does the word *fun* have two subentries?

- Is the pronunciation of the two subentries the same or different?

- How many translations does the word *fun* have?

4 Read the entries in Activity 3 again. Match the elements to their descriptions.

- | | |
|-------------|---|
| a. 1 | 1. This is the number of the definition. |
| b. /fʌn/ | 2. This is the abbreviation of adjective. |
| c. adj | 3. This is the phonetic transcription. It helps you pronounce the word correctly. |
| d. ♦ | 4. This symbol tells you the <i>phrase</i> / <i>sentence</i> is an example. |
| e. 2 | 5. This is the number of the subentry. |

5 Look at the dictionary entries and then answer the questions with *a* or *b* on page 29.

a **libro** sm **book**: libros de arquitectura architecture books ♦ **un libro de Neruda** a book by Neruda
 ▶ **libro de bolsillo** paperback
 ▶ **libro de cocina** cookbook
 ▶ **libro de texto** textbook

b **book** /bʊk/ **1** sust ★★★
1 **libro**: a **book** by John Grisham un libro de John Grisham
2 **talónario** (de cheques)
3 **the books** **las cuentas**
EXPRESIONES **by the book** según las normas
to be in sb's bad books informal estar en la lista negra de alguien
to be in sb's good books informal ser del agrado de alguien
book /bʊk/ **2** verbo ★
1 **reservar** (un vuelo, una mesa) **2** **to book sb to speak** contratar a alguien para dar una conferencia **3** **fichar** (por una ofensa)
EXPRESIÓN **to be fully booked/to be booked up** estar completo

- Which entry is in the Spanish section of the dictionary? _____
- Which entry is in the English section of the dictionary? _____
- Which entry has two subentries? _____
- Which entry has only one definition? _____
- Which entry has phrases or sentences as examples? _____
- Which entry has phonetic transcriptions? _____
- Which entry has an abbreviation? _____



- Which sections (Spanish / English) do you usually check?
- What other useful sections are there in the dictionary?

6



Work in pairs. Use your dictionaries and circle Yes or No to answer the questions.

- | | | |
|---|-----|----|
| a. Is it a bilingual dictionary? | Yes | No |
| b. Is there a list of common abbreviations? | Yes | No |
| c. Is there a list of irregular verbs? | Yes | No |
| d. Are there any other relevant sections in your dictionary? | Yes | No |
| e. Are entries organized with numbers? | Yes | No |
| f. Are there abbreviations used in entries? | Yes | No |
| g. Are there phonetic transcriptions to help you pronounce words correctly? | Yes | No |
| h. Are there any phrases / sentences as examples? | Yes | No |

7



PROCESS Work in pairs. Get a different dictionary and answer the questions below on page 39.

- If there is a list of common abbreviations, which are they?
- What relevant sections do the dictionaries have?
- If the entries are organized with numbers, are they Roman or Arabic?
- What examples of phonetic transcriptions did you find?
- Are the examples clear?

Share

Lesson 2

How to use a dictionary

Chapter 2



1 Discuss the questions with a classmate.

- What do you do when you don't understand a word in English?
- What steps do you follow to look for a word in a bilingual dictionary?

2 Read the instructions. Check (✓) what you do when you use a dictionary.

Choose the right dictionary. It's a good idea to get a new edition to have access to the latest new words that are added to dictionaries every year.

Read the introduction. The introductory section has important information such as the abbreviations and pronunciation symbols used throughout the entries.

Symbols	V	Mathematical Symbols
&	a symbol meaning "and". It is short for "ampersand".	+ add
@	a symbol meaning "at". It is used especially in e-mail addresses.	- subtract
Ω	PHYSICS the symbol for "ohm"	> is greater than
®	a symbol meaning that a word is registered as a trademark. UK.	< is less than

Read the guide words. These are the two words at the top of the page that tell you what type of words are on the page. These words help you find the word you're looking for in the right letter section.

contemporary con-tem-po-rar-y /kən'tempə,ri/ (pl)	397	control con-tin-u-ous-ly /kən'tɪnjuəsli/ adv
---	-----	--

Read the definition. Each entry tells you exactly what it means. If it has more than one definition, it tells you the most common one first. Then, it shows you how to pronounce it, how to capitalize it (if it's a proper noun), what part of speech it is and how to use it in a sentence.

Learn the guide to pronunciation. Learn how to read the symbols of pronunciation.

con-trol /kən'trəʊl/ ① sust ★★★

and... have fun! Simply open the dictionary up to any page and scan the page for words that are unfamiliar or seem interesting. Read the definition and write a sentence with the new word in your notebook.



3 Read the entries to complete the table for each word. Follow the suggestions in Activity 2.

recuerdo sm

1 (en la memoria) **memory**: traer recuerdos a alguien to bring back memories to sb ♦ tener buen/mal recuerdo de algo/alguien to have good/bad memories of sth/sb
2 (souvenir) **souvenir**: Te he traído un recuerdo de París. I've brought you a souvenir from Paris. ♦ de recuerdo as a souvenir

square /skwer/ ① sust ★★★

1 cuadrado 2 plaza 3 a hotel in the main square un hotel en el zócalo

EXPRESIÓN to be back to square one volver a empezar de cero

square /skwer/ ② adj ★★

1 cuadrado (una caja)
2 cuadrado, anguloso (una cara)
3 a square meter/mile un metro cuadrado/una milla cuadrada

4 informal a square deal un trato justo

square /skwer/ ③ verbo elevar al cuadrado: Five squared is twenty-five. Cinco al cuadrado, veinticinco.

PHRASAL VERBS 'square with sth concordar con algo
'square sth with sb pedir permiso a alguien para algo

Questions	recuerdo	square
How do you say the word in English or in Spanish?	a. <i>memory</i>	f.
How many expressions does the entry have?	b.	g.
What type of word is it?	c.	h. <i>sust</i>
How many subentries does it have?	d.	i.
Write a sample sentence in English.	e.	j.

4 Use your dictionary to find the translation and part of speech of the underlined words.

Are you ready to order?

a. Translation: _____

b. Part of speech: *verb (v)*

We booked plane tickets for our next vacation.

e. Translation: _____

f. Parts of speech: _____

They live across the street from our school.

c. Translation: _____

d. Part of speech: _____

Can you be more specific?

g. Translation: _____

h. Part of speech: _____

I met a new friend on our travels.

i. Translation: _____

j. Part of speech: _____



5 Make a list of 5 new words in English to look up in a bilingual dictionary. Complete the table.

New word	Part of speech	Translation
a.		
b.		
c.		
d.		
e.		

6 Work in groups of three. Compare your work in Activity 5. Discuss these questions.

- Was it easier to find the words you chose when you followed the suggestions in Activity 2?
- Did you follow the suggestions on the website in Activity 2?
- Why is it important to use dictionaries when you're learning a new language?



7 **PROCESS** Work in pairs. Check (✓) the elements your bilingual dictionary has on page 39.

Word	Abbreviated part of speech	Translation	Example (Sentence)
a. well	adverb		
b.			
c.			
d.			
e.			

3 Read the instructions and circle the correct option.

Write the new words you learned as many times as possible.
Make a section for new vocabulary in your notebook.
Use your list of new words.



- Why is it important to keep a record of the new words you learn?
- When can you use your list of new words?



- To give instructions, we use the **imperative / negative** form.
- Imperative sentences **don't have / have** a subject.
- Imperative sentences use **doesn't / don't** in its negative form.

Language

Imperative form sentences give instructions or orders. They don't have a subject and use verbs in simple form: *Push the button.*

4 Unscramble the sentences.

- the English-Spanish section / look for / dictionary / in the

- don't / first translation / use / the

- entire entry / read / the

- the word is / decide what part of speech / and which translation is the best

- forget / don't / the guide words / to look for

5 Number the instructions in Activity 4 in the correct order.

- a. First, look for the English-Spanish section in the dictionary
- b. Second, _____
- c. Then, _____
- d. Next, _____
- e. Finally, _____

6 Translate the sentences using the dictionary entries. Complete the information about the underlined word.

Rocio found a set of keys in the living room.

- a. Part of speech: _____
- b. Subentry: _____
- c. Translation of the sentence: _____

I set my luggage up last night.

- d. Part of speech: _____
- e. Subentry: _____
- f. Translation of the sentence: _____

The gym is all set for the graduation prom.

- g. Part of speech: _____
- h. Subentry: _____
- i. Translation of the sentence: _____

7  **PROCESS** Write on page 39 the instructions you followed to translate the sentences in Activity 6.

8  **Work in pairs. Share your instructions in Activity 7 and discuss the questions.**

- a. Was it easy to find the translation of the words?
- b. What steps were the most important to translate the sentences?
- c. Do you share the same experiences?

set /set/ (set, set) ① verbo ★★★

① Otras formas irregulares ■ gerundio setting

1 **poner**: to set the alarm for 6:30 poner el despertador para las seis y media ♦ to set the table poner la mesa

2 **establecer, fijar** (reglas, un límite): to set a date for sth fijar una fecha para algo

3 to set sb an example, to set an example to sb dar ejemplo a alguien

4 to set sb free liberar a alguien

5 to set sth on fire prender fuego a algo

6 to be set in a period/place estar ambientado en una época/un lugar (una película, una novela)

7 **ponerse** (el sol)

8 **cuajar** (la gelatina)

9 **secarse, fraguar** (el cemento)

PHRASAL VERBS 'set a,bout sth: to set about doing sth ponerse a hacer algo

'set sth a'side 1 apartar algo, reservar algo

2 dejar algo aparte

'set sth 'back retrasar algo

'set 'off salir (de viaje)

'set sth 'off 1 hacer sonar algo (una alarma)

2 hacer estallar algo (una bomba)

'set 'out 1 salir (de viaje) 2 to set out to do sth proponerse hacer algo

'set sth 'up 1 crear algo (una empresa, una organización) 2 organizar algo (una reunión, una cita) 3 dejar listo algo (un equipo, una máquina)

set /set/ ② sust ★★★

1 **juego** (de llaves)

2 **conjunto** (de ropa)

3 **set** (de televisión, de cine, en el tenis)

4 a television set **un televisor**

5 **decorado** (de teatro)

6 **círculo** (de amigos)

set /set/ ③ adj ★

1 **fijo** (una cantidad, un precio) 2 to be set to do sth estar listo para hacer algo 3 a set meal/menu **un menú a precio fijo**

EXPRESIÓN to be all set (for sth) estar todo listo (para algo)



Set

Start

1 Look at the image of the article below. Discuss these questions.

- Where can you find frogs?
- What type of animal are they: reptiles, insects, or amphibians?
- How do frogs reproduce?

2 Read the text. Underline the words you don't understand.

Hidden homes are disappearing in nature

Scientists have realized in different parts of the world that different species, from tiny insects to big mammals are now changing neighborhoods to cope with the loss of their original homes. This is the case of a type of frog in India that locals thought it was extinct and has recently been found living inside hollows in the trees' trunks. However, the number of trees in the forests of India is also decreasing and frogs may need to find a new neighborhood soon if they want to survive. This is due to intensive farming and new urban dwellings, selling wood and making room for new less exciting landscapes.



Scientists discovered that these amphibians need the hollows in trees to breed. Female frogs lay eggs in the nooks, and those eggs adhere to the sides of the cavities. When it rains, water fills the bottom of the hollow. After the eggs hatch, the tadpoles swim in the water and grow.



3 Look up in the dictionary three words you don't understand from the text in Activity 2, and write their meanings.

a. _____

b. _____

c. _____

4 Read the text. Look up the circled mistakes in the dictionary and write s (spelling) or p (punctuation) next to them.



This is just one example of many creatures taking refuge in tree trunks, big (a) _____ reptiles such as pythons in australia (b) _____ also nestle into these nooks. Inside tree holes, pythons raise their offspring and hide from predators (c) _____. These homes also protect their inhabitants from rain, snow and extreme weather (d) _____. Tree hollows are used for everything.



- Why is it important to spell words correctly?
- What can you do to improve your spelling?
- What strategies are you using to improve your spelling?

5 Write the steps you followed to look for the words in Activities 2 and 3.

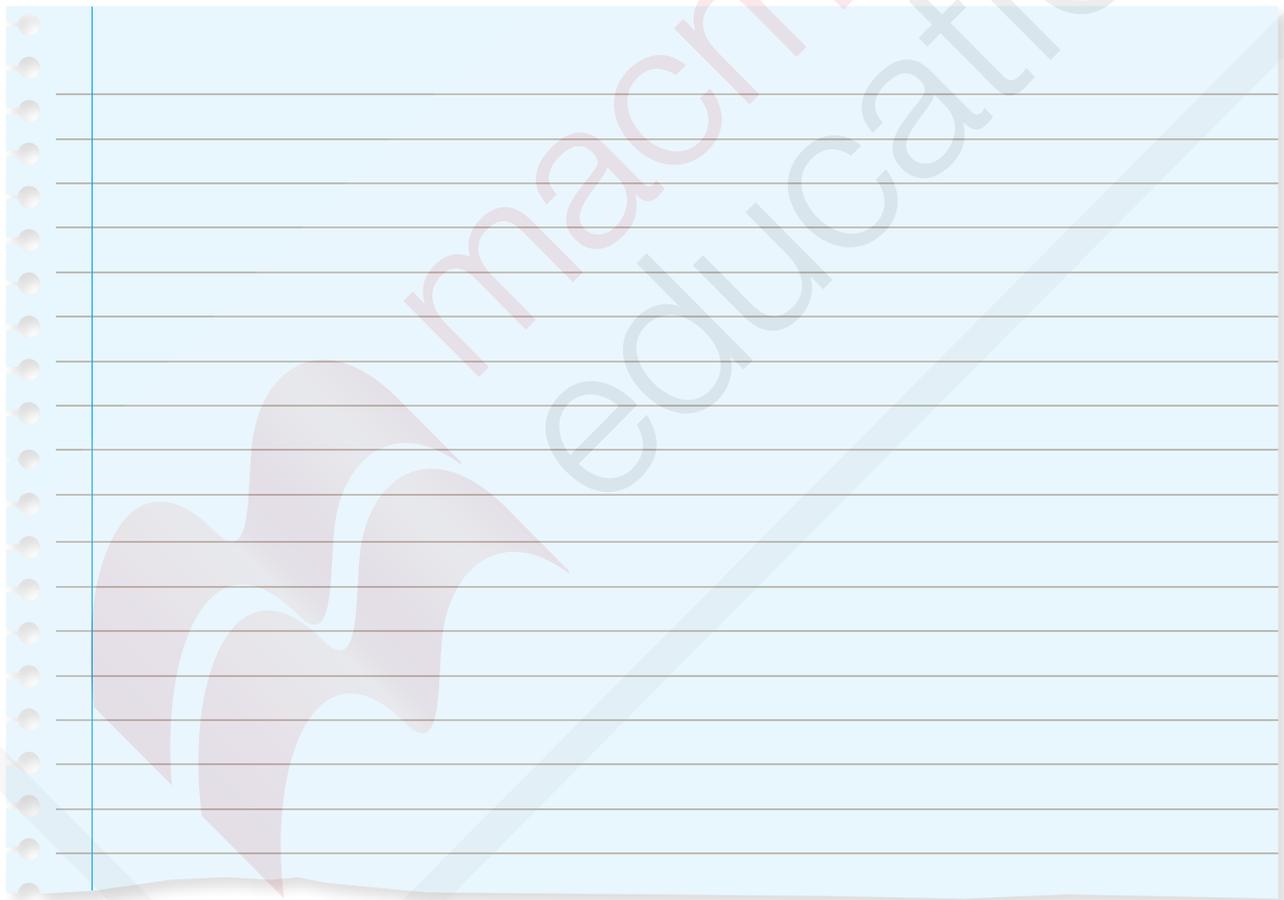


6 Exchange your text with a classmate. Follow the instructions to give feedback.

- a. Read your classmate's work carefully.
- b. Identify any spelling and punctuation mistakes, and circle them.
- c. If it's a spelling mistake, check how the word is spelled in your dictionary.
- d. If it's a punctuation mistake, read the sentence and identify where you need a stop (.)
- e. Return the text to your classmate. Make suggestions to improve the text.

Share

7  Using the feedback from your classmate, write a final version of the text.



8  **PROCESS** Write a list of the mistakes you corrected on page 40 to verify the changes you made.

- 
- 
- Why is it important to work with others?
 - What changes did you make after listening to your classmate's opinion?

• To reflect on your performance go to page 41.
Edit instructions.

Module 2 Connect

Final product: An instructions manual to use bilingual dictionaries

- 4 Make a list of the mistakes your classmate indicated in the feedback in Activities 6 and 7, page 38. Use your dictionary to check that your corrections are fine. If necessary make new corrections. Rewrite the final version if necessary.

A large sheet of lined paper with a scalloped left edge, intended for students to list mistakes and corrections. The paper is yellow and has horizontal lines for writing. A large, faint watermark reading 'macmillan education' is visible across the page.

CONCLUSIONS

- 5 Work in groups. Read the questions and share your answers.

- Is this the first time you use a bilingual dictionary? Is it helpful in your everyday life?
- What can help you find words faster in a bilingual dictionary?
- Was the feedback from your classmates helpful? Did you learn something new from the feedback?

CREATE

- 6 Work in groups. Choose from your bilingual dictionaries one you think is more complete and write your own manual with instructions to use it. Include several steps, examples, and illustrations.
- 7 Display your manual in the classroom and check the manuals your other classmates did.

● To reflect on your performance go to page 41.

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1 Answer the questions.

Lesson 1

I learned to identify the elements and sections in dictionaries.

- 1 What sections in dictionaries did you discover?

- 2 What symbols and abbreviations from dictionaries did you learn?

Lesson 3

I learned to write instructions.

- 1 What verb form is helpful to write instructions?

- 2 What is easy or difficult about translating words and ideas with a dictionary?

Lesson 2

I learned to look up words in a bilingual dictionary.

- 1 What dictionary elements help find words faster?

- 2 Is it easy to decide the correct translation of a word. Why or why not?

Lesson 4

I learned to edit my written work.

- 1 How does working with classmates help improve writing?

- 2 What did you correct with the help of feedback? Did you learn something new?

Final product performance

2 Discuss in groups.

1. Was it easy or difficult to select the bilingual dictionary you used to create your manual?
2. What elements and sections does a dictionary need to have to be more useful?
3. Was it easy or difficult to write instructions for your bilingual dictionary?
4. With this experience, do you think you can write instructions to use other types of books, for example, an encyclopedia?

Set goals

3 Reflect on your answers in this section. Make a list of things you can do to improve what was difficult to do in this module.

- I can research about _____
- I can practice _____
- I can ask help for _____
- Other _____

Module



Social Learning
Environment:

Family and community

Achievements:

- Listen to and revise likes and dislikes in the dialogues of an interview.
- Understand general sense and main ideas of dialogues.
- Express compliments, likes and dislikes in written dialogues.
- Express compliments, likes and dislikes in dialogues.

In this module, you will...

- listen to and read exchanges associated with information of oneself and of others.
- exchange compliments, likes and dislikes in an interview.

The final product of this module will be... a dialogue about likes and dislikes!

Lead-in

What are your favorite free-time activities?

Lesson 1

I like to play basketball

Set

1 Work with a partner. Check the activities you see in each picture.



- hanging out with friends
- going hiking
- playing basketball

- doing ballet
- doing karate
- going shopping

- playing the guitar
- watching TV
- doing puzzles

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2 Listen to an interview and underline the correct answers.

- a. What is the survey about?
 1. leisure activities
 2. sports
- b. Who is interviewed?
 1. an adult
 2. a teenager
- c. What is the purpose of the interview?
 1. To find out about the girl's daily activities.
 2. To find out about the girl's free time activities.
- d. Where does the interview take place?
 1. On a sports ground.
 2. In a classroom.
- e. How does the girl sound?
 1. Polite.
 2. Impatient.

- How did you know where the interview took place?
- How did you notice how the girl felt?

3 Listen again and complete the sentences with the words from the box.

shopping literature to play
crowds watching to hang out

- a. I like to play basketball of course.
- b. I like _____.
- c. I don't like _____.
- d. I don't mind _____ sports on TV.
- e. I love _____ with friends.
- f. I hate _____.



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Start

4 Use the verbs in bold from Activity 3 to label the illustrations.



love



5 Read the sentences and underline the correct option to complete the rules below.

Teens **like** fun activities such as arts and sports.
 I **love to hang out** with friends.
 I **don't like playing the guitar**.

a. The sentences are in the...

1. past. 2. future. 3. present.

b. To talk about likes and dislikes we use the verbs *love*, *like*, *don't mind*, *don't like*, and *hate* followed by...

1. a noun. 2. a verb in the -ing or infinitive form (to + verb). 3. both.



- 6 Circle the correct options to complete the sentences. Then number the dialogue in the correct order.

1 Tina: I (a) *don't like* / *like* that T-shirt. It's cool!
 ___ Tina: Not really. I mean, I don't (b) *like* / *liking it*, but I don't hate it.
 ___ Amy: Huh?!
 ___ Amy: Thank you, Tina. It's my baseball T-shirt. Do you (c) *like* / *mind* baseball?
 ___ Amy: Are you saying you (d) *don't like* / *like* baseball?
 ___ Amy: I see... So you aren't interested in baseball. Don't worry. I (e) *mind* / *don't mind* soccer.
 ___ Tina: It isn't my favorite sport. I love (f) *playing* / *play* soccer.
 5 Tina: Well, my brothers (g) *hate* / *love* playing it, and I'm fine with it, but I can't say I like it.
 9 Tina: Hahaha...

- 7 What do you like to do in your free time? Complete the sentences.

a. I love _____ d. I don't like _____
 b. I like _____ e. I hate _____
 c. I don't mind _____

- 8  **PROCESS** Work in groups. Ask and answer questions to find someone who likes or dislikes the same things as you. Write the questions and answers on page 55.



- Do you like working in groups?
- Is group work a way to get to know your classmates better? If so, why?



• To reflect on your performance go to page 57.
 Listen to and revise likes and dislikes in the dialogues of an interview.

Lesson 2

A new music talent

Chapter 3

Set

1 Work in pairs. Discuss what kinds of music you like and dislike.



classical music



folk music



pop music



rock music

Start

2 Work in pairs. Read the website and answer the questions.

In today's interview: Mathias Bach

You may get the impression this guy is European, but he is a musician from Morelia.

Mathias Bach plays the violin and his performance is based on classical music and covers of popular songs. He is now in London, after giving successful concerts in Belgium and Germany. This is his first time in London—and clearly not the last!

Lucky for you, we caught him for a short interview to get to know him better.



- What kind of music does Mathias Bach play? _____
- What musical instrument does he play? _____
- Where is he from? _____

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- 3  Read and listen to the interview. Highlight the opening, middle, and conclusion with different colors.

Announcer: Today in the studio, we have Mathias Bach for an interview. You will want to meet this new pop music talent. By the way, **your outfit looks cool**. Hello, mate. Welcome to London.

Mathias: Hello. Thank you.

Announcer: So, where are you from?

Mathias: I come from Morelia, Mexico...

Announcer: **Wait a minute! Did you say from Mexico?**

Mathias: Yes. I'm Mexican.

Announcer: So? Where does the name Mathias Bach come from?

Mathias: Well, I **love** Johann Sebastian Bach.

Announcer: So, you **like** classical music?

Mathias: Baroque classical music is **my favorite**.

Announcer: I see. Tell me, do you like London?

Mathias: I **love** London. **It is a really beautiful city**.

Announcer: Thank you. Now, tell me about your musical interests. Apart from classical music and pop, do you like any other kind of music?

Mathias: Well, I **like** jazz because my mother is **a great fan** of jazz, and I **like** instrumental music too.

Announcer: So, your family **likes** music.

Mathias: Oh, yes. My family **loves** music, especially my father, he is a musician.

Announcer: Does he like the violin too?

Mathias: Yes, he does, but he **prefers** playing the sax. And my sister is **crazy about** music!

Announcer: What about your free time? What do you like and not like doing?

Mathias: Hmm... I **like** exercising, reading, and studying. And, I **don't like** wasting time, I guess.

Announcer: Mathias, thank you very much for the interview...

Mathias: **Sorry, could I just** give your listeners some information about my concert?

Announcer: Of course. Please, tell us when...

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- 4 Work in pairs. Look at the words in bold in the interview in Activity 3 and answer the questions.

- What expressions do Mathias and the announcer use to interrupt?

- What questions does the radio announcer ask to confirm information?

- What sentences express compliments?

- What words and expressions do they use to express likes?

- What words do they use to express dislikes?

- What kind of Mexican music do you like the most?
- Do you know any traditional music from other countries?

5 Read the sentences and complete the rules with the words in bold.

I like exercising, reading, **and** studying.
 I like jazz **because** my mother is a great jazz fan.
 My father likes the violin, **but** he prefers playing the sax.

Language

- And adds a final element in a list.
- Because answers the question Why?
- But joins contrasting ideas.

- We use _____ to connect similar ideas.
- We use _____ to connect opposite ideas.
- We use _____ to express the reason for something.

6 Complete the dialogue between Mathias's sister and a friend with the words in the box.

and love thank you crazy about but wait because

Mathias's sister: I'm (a) _____ music.
 I like many kinds, (b) _____ my
 favorite one is rock. I also...

Mathias's sister: (f) _____,
 I want to form a rock band one day with
 my cousin Tim, (g) _____
 he plays the drums very well. You have
 a great voice. Would you like to be
 the vocalist?

Friend: (c) _____! Did you say rock? I
 (d) _____ it. It's my favorite one too.

Mathias's sister: I also like playing the electric guitar
 (e) _____ the keyboards.

Friend: It would be great!

Friend: I've heard you. You play beautifully.



7 Work in pairs. Find out about your partner's musical preferences. Ask and answer the questions and take notes in your notebook.

- What kind of music do you like?
- Which one is your favorite one?
- Do you have a favorite band?
- Does your family like music too?

_____ likes _____

His / Her favorite kind of music is _____

He / She is also a great fan of _____

His mother / father / sister / likes _____



8 Work in small groups. Use your notes to report what your partner told you.

• Remember to be polite if you need to interrupt. • Use expressions like *Wait a minute! Did you say..., Sorry, could I...*

9 **PROCESS** Work in small groups. Write other questions on page 55 to know more about about your classmates.

• To reflect on your performance go to page 57.
 Understand general sense and main ideas of dialogues.

Lesson 3

I also enjoy winter activities

1 Label the pictures with the words in the box.

snorkeling hiking in the snow fishing
building a snowman having a snowball fight ice-skating



2 Look at the pictures in the social network profiles and discuss the questions. Then read the conversation on page 50 and check your answers.

- What activities are the boys doing?
- What other free time activities do you think each boy does?

Pen pals - Profile

	<p>Lucas Elroy Ottawa, Canada 13 years old</p>		<p>Pedro López Puerto Ángel, Oaxaca 13 years old</p>
---	---	--	---

<
Pen pals - Chat
...

Pedro López

What's up dude? How's it going in Canada?

What?! No way! Do you like it that cold?

What do you like doing when it snows? Do you stay at home or do you go out?

I'd say that snow sounds cool! I'd like to have a snowball fight like you in your profile pics. Here in Puerto Ángel, where I live, it's always hot.

Hmm... the usual stuff: school, homework, fishing and snorkeling in the sea.

I think you should come to Puerto Ángel this winter.

Bye.

Lucas Elroy

Hey Pedro! Not too bad. At minus 30 degrees Celsius.

That's a good question... I love riding my bike, but I can't do it now because there's ice everywhere.

Let me think... when it snows and there's ice everywhere, I love winter activities like hiking in the snow or ice-skating on the frozen river.

Well, and what about you? **What are you up to?**

Cool! I'd love to fish and snorkel in a warm place like Puerto Ángel.

I'd love to go. Oaxaca is a beautiful place. Well, time to go to bed, **see ya!**

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+
>

3 Work in pairs. Read the conversation again and answer the questions.

- a. Why can't Lucas ride his bike now? _____
- b. Where does he go ice-skating? _____
- c. What would Pedro like to do? _____
- d. What things are cool for Lucas? _____
- e. Do they know each other? _____

4 Match the expressions from the conversation to their function.

- | | |
|---|--|
| <ol style="list-style-type: none"> a. That's a good question... / Hmm... / Let me think... b. I'd say that... / I'm sure... / I think.... c. What do you like doing when...? d. I'd like to... / I'd love to... | <ol style="list-style-type: none"> 1. To give time to think before saying something. 2. To ask about likes. 3. To give your opinion. 4. To talk about things you'd like to do. |
|---|--|



- What kind of things do Pedro and Lucas learn from each other?
- Would you like to have a friend from another country and chat online? Why?



5 Complete the table with the expressions in bold in the dialogue in Activity 2.

Function	Formal or neutral language	Informal language
Greeting someone	Good morning. How are you? Fine, and you?	a.
Asking for information	What have you been doing?	b.
Expressing surprise or disbelief	Really? That's surprising.	c.
Closing a conversation	It was nice talking to you. Good-bye!	d.

6 Complete the conversation with the phrases and sentences in the box.

What do you like doing Let me think See you No way!
What are you up to I love team sports

Jim: Hi, Mat.

Mat: Hmm... not really.

Mat: Hi, dude. (a) _____

Jim: (e) _____ in your free time?

Jim: Training hard for sports day. I'm competing in soccer and swimming.

Mat: Reading and studying Computer Science.

Mat: Which one do you like best?

Jim: You're a nerd! Hahaha...

Jim: (b) _____ ... soccer, I guess. (c) _____. What about you? What sports do you like?

Mat: Yeah... Well, it's late now. (f) _____

Mat: I'm not sporty.

Jim: Bye!

Jim: What? (d) _____

Don't you like any sport?

• In what situations would you use formal language, and in which ones would you use informal language?

7 **PROCESS** Work in pairs. Write a dialogue on page 55 to share your likes and dislikes using the expressions in this lesson.

- a. Decide if the dialogue is formal or informal.
- b. Select appropriate phrases and write the dialogue.
- c. Check the structure of the dialogue: use greeting and closing expressions.
- d. If you are not sure about your answer, use expressions to give time to think.

8 Rehearse your dialogue and role-play it to the class.

• To reflect on your performance go to page 57.
Express compliments, likes and dislikes in written dialogues.
Express compliments, likes and dislikes in dialogues.



Lesson 4

What are you interested in?

Chapter 3



Set
Start

1 Work in pairs. Look at the survey in Activity 2 and discuss the questions.

- What are surveys useful for?
- What is the survey about?

2 Read the questions and write your own answers in your notebook.

Teens' leisure preferences.

● Boy

● Girl

a. In your neighborhood, what hobbies are teens interested in?

collections sports
 art other: _____

collections sports
 art other: _____

b. When you are with friends, what do you like talking about?

music school
 art other: _____

music school
 art other: _____

c. What type of music are you interested in?

rock pop
 jazz other: _____

rock pop
 jazz other: _____

d. What type of movies are you interested in?

horror comedy
 science fiction other: _____

horror comedy
 science fiction other: _____

e. Who do you like going to the movies with?

family friends
 best friend other: _____

family friends
 best friend other: _____

f. What is your favorite book about?

the story of a boy / girl
 a futuristic place
 a fantasy world
 other: _____

the story of a boy / girl
 a futuristic place
 a fantasy world
 other: _____

3 Listen to the conversation and complete the questionnaire with the boy's and the girl's answers. Compare them with your own.

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4 Classify the sentences in the box under the correct pictures.

I agree. No way! I don't think so.
That's correct. Sorry for interrupting, but... I disagree.

Agreeing

Disagreeing

Interrupting



5 Match the sentences with their corresponding tag question. Listen to check your answers. Practice saying them. Pay attention to intonation.

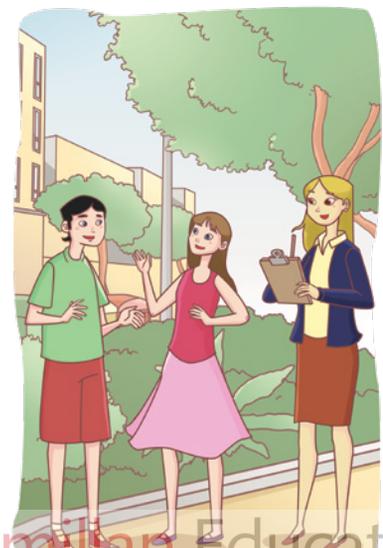
- | | |
|--|----------------|
| a. It isn't a long interview, | 1. didn't you? |
| b. You said "science fiction", | 2. is it? |
| c. And you like horror, | 3. isn't it? |
| d. Going in a group is more fun, | 4. do you? |
| e. You don't like my favorite book, | 5. don't you? |
| f. I guess A Fantasy World is our answer, | 6. isn't it? |

Why is body language important?

- Why is body language important?
- When is it necessary to interrupt someone?

Language

We add a **tag question** at the end of the sentence to ask for confirmation. You like movies *don't you?* or It isn't a good book, is it? Tag questions are like saying *Is it right?* or *Do you agree?*



6 Study the sentences in Activity 5 and underline the correct options.

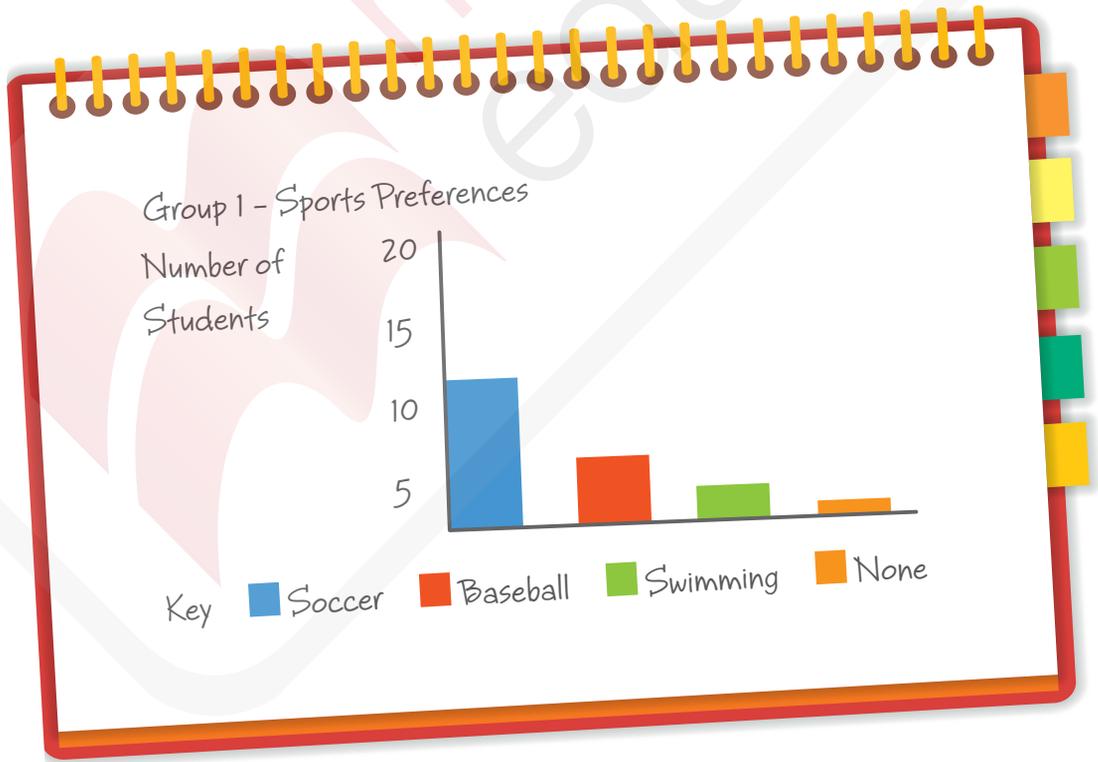
- a. If the main part of the sentence is affirmative, the question tag is *negative / affirmative*.
- b. If the main part of the sentence is negative, the question tag is *negative / affirmative*.

7 Work in pairs. Conduct a survey about likes and dislikes. Follow the instructions.

- a. Write four questions, one about each of the following topics: sports, movies, books, hobbies.
- b. Interview your partner and write down his / her answers.
- c. Try to include some tag questions during the interview.
- d. Use the appropriate body language.

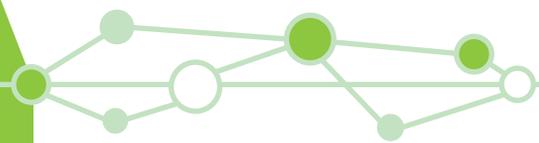
8 **PROCESS** Work in groups. Follow the instructions to make a graph on page 56.

- a. Each group will draw a bar graph to show the class preferences about one of the topics above, like in the example below.
- b. Display your graph in front of the class.
- c. Find out which sport, movie, kind of music, and hobby is the most popular in the class.



Module 3 Connect

Final product: Dialogue about likes and dislikes



PROCESS

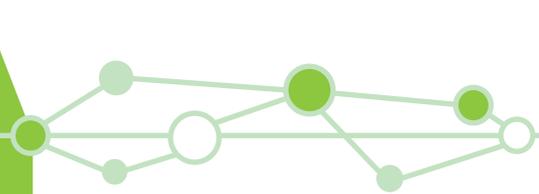
1 Write the questions and answers from Activity 8, page 45.

2 Add more questions from Activity 9, page 48. Ask them to your classmates and write their answers. Try to use connectors in your answers.

3 Write your dialogue from Activity 7, page 51 using questions and answers from Steps 1 and 2 above.

Module 3 Connect

Final product: Dialogue about likes and dislikes



- 4 Make a graph with the answers from Activity 7, page 54 and add an activity your group is interested in.



CONCLUSIONS

- 5 Work in groups. Read the questions and share your answers.

- Did you learn something that surprised you about the classmates you interviewed? What?
- What new expressions did you use to write your dialogue?
- What kind of extra information about the likes and dislikes of your partner would you like to learn?

CREATE

- 6 Work in groups. Use the questions on this page to interview your family members or neighbors.
- 7 Report to your classmates what your family or neighbors told you.

● To reflect on your performance go to page 57.

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1 Answer the questions.

Lesson 1

I learned expressions to express likes and dislikes.

- How many ways to express likes and dislikes do you know now? _____

- Are all the expressions you practiced easy for you? Why or why not? _____

Lesson 2

I learned how to share and ask information about likes and dislikes.

- What was more difficult to do, to say what you like and dislike or to report what a classmate likes and dislikes? Why? _____

- Mention words and expressions that will help you give more information about your likes and dislikes.

Lesson 3

I learned to express likes and dislikes in formal and informal ways.

- Why did you decide to make a formal or informal conversation in your final activity? _____

- Why is it better to use an expression to give yourself time to think and not just stay silent? _____

Lesson 4

I learned to organize topics to learn about the likes and dislikes of many classmates.

- In what kind of questions did you include tag questions? _____

- What questions did you use to find about the likes and dislikes of your group? Did your classmates understand your questions easily? _____

Final product performance

2 Discuss in groups.

- Did you find important differences in the likes and dislikes of your group?
- How important do you think it is to design a questionnaire to get the information you need?
- Did you feel comfortable while conducting the survey?
- What stage of the process did you like the most?

Set goals

3 Reflect on your answers in this section. Make a list of things you can do to improve what was difficult to do in this module.

- I can research about _____
I can practice _____
I can ask help for _____
Other _____

Module



Social Learning
Environment:

Family and community

Achievements:

- Seek and consult information.
- Compare pros and cons of ideas and proposals.
- Build arguments to defend ideas and proposals.
- Listen to and express pros and cons to come to an agreement.

In this module, you will...

- read and listen to exchanges associated with the environment.
- agree with others on a travel itinerary.

The final product of this module will be... a travel itinerary!

Lead-in

What did you do during summer vacation?

Lesson 1

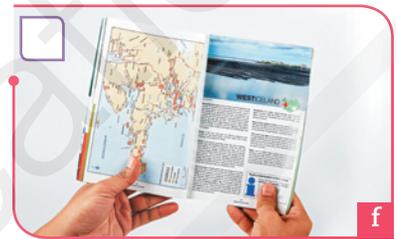
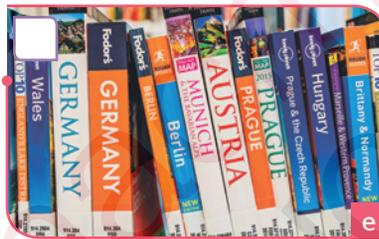
Let's go to Mérida

1 Label the sources of information with the words from the box.

magazine travel guide book TV report brochure website books



brochure



magazine

2 Read and listen to the Taylors discussing options for their vacation. Check (✓) in Activity 1 the sources of information they used to get information about places.

Mom: Hey kids. Have you discussed where to go on our vacation?

Boy and Girl: Yes!

Mom: Oh, good! Did you look at the travel guide books?

Boy: No, Mom. Maybe later, when we need more detailed information.

Mom: Alright. Well, **why don't you pick some destinations** and we'll choose one?

Girl: That's a good idea. In fact, we've done that already. I'll show you on the computer. **What about Cancún?** Look, my brother and I wanted to go to Cancún because, well, you know, we love the beach and water sports and there are aquatic parks. It is quite expensive, though.

Mom: **Ok, but I wanted to** go to a historical place.

Boy: I know, we also thought about Mexico City or Mérida. Dad brought some brochures. Look!

Mom: Yes, **let's go to Mérida.** I saw in a magazine article that it has great museums, beautiful colonial houses, and...

Boy: Hold your horses, Mom! I mean, I'm not sure about that.

Mom: Okay. Why don't you look in Yucatán's website?

Girl: That's a good idea! **Shall we look at it?**

Boy: That sounds great!

- 3  14 Read the notes. Listen to the conversation again and check (✓) the activities they mention. Then discuss with a partner what destination you think they will choose and why.

Destination: Cancún, Quintana Roo

Things to do:

- Enjoy water sports: kayaking, jet-skiing, swimming, fishing and sailing
- Eat delicious Mexican food

And more!

Attractions:

- Beach
- Museums
- Aquatic parks

Destination: Mérida, Yucatán

Things to do:

- Go sightseeing
- Visit museums
- Eat delicious Mexican food
- Go to the theater

Attractions

- Beach
- Colonial houses
- Museums



- 4 Write the sentences in bold from the conversation in Activity 2 in the correct places.

 • What type of vacations do you prefer? Why?

- | | |
|--|---|
| <p>a. Why don't we / you + verb?</p> <p>Mom: _____?</p> <p>Girl: That's a good idea!</p> | <p>c. Let's + verb (base form)</p> <p>Mom: _____</p> <p>Boy: I'm not sure about that.</p> |
| <p>b. What about + noun / verb + ing?</p> <p>Girl: _____?</p> <p>Mom: Oh, but I wanted to...</p> | <p>d. Shall we + verb (base form)?</p> <p>Girl: _____</p> <p>Boy: That sounds great!</p> |

- 5 Work in pairs. Unscramble the sentences. Then take turns making and responding to the suggestions.

about / what / ? / going / to Cozumel

we / ? / a travel guide book / look at / shall

a. _____

b. **Macmillan Education**
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Uxmal / go / . / to / let's

c. _____

travel / ? / we / by bus / shall

d. _____



don't / you / more about that destination / find out/ ? / why

e. _____

6 Number the dialogue in the correct order. Add a final suggestion and the brother's response.

- ___ **1** **Dad:** What about ecotourism in Bacalar?
- ___ **Boy:** Yes, but shall we also have a look at the places people are talking about on the social networks?
- ___ **Dad:** Yes, that's right. I think it could be a great option.
- ___ **Dad:** Well, it's a vacation on which we can do lots of things, like snorkeling, explore the jungle, visit archaeological zones, but ...
- ___ **Mom:** Honestly, I'm not clear on what ecotourism means.
- ___ **Boy:** I know! We also protect the environment and help local people, is that right, Dad?
- ___ **Dad:** Yes. It's a good idea.
- ___ **Girl:** _____
- ___ **Boy:** _____

7 **PROCESS** Work in groups of three. Follow the instructions.

- a. Look for information about the attractions in Bacalar, Quintana Roo.
- b. Agree on what source you will use to get the information.
- c. Make suggestions using expressions like: What about...?, Let's...?, Why don't we...?, Shall we...?
- d. Make notes and write a list of suggested attractions on page 71.



- What steps would you follow to decide which place to go to on your vacation?



Lesson 2

Ecotourism

Chapter 4

Set 1 Work in pairs. Match the words with their definitions. Then discuss in what places in your country you can do ecotourism.

- | | |
|---|---------------------|
| a. Everything that surrounds an organism and influences it. | 1. Environment |
| b. A trip that is good for you and for the environment. | 2. Ecosystem |
| c. All the plants and animals in a particular area, considered as a system with parts that depend on one another. | 3. Ecotourism |
| d. Someone who wants to protect the environment. | 4. Environmentalist |

Start 2 Read this article and complete the graphic organizer on page 63 with the pros and cons of ecotourism.

Greenworld

The Pros and Cons of Ecotourism

By Greenworld editorial team

If done correctly, ecotourism has several advantages. A positive aspect is that people can visit interesting natural places, as well as help the local people with their money. What's more, ecotourists are helping the environment at the same time.

Another benefit is that people who offer ecotourism exploit nature in a measured way, trying not to damage, as much as possible, the environment and the culture. On the other hand, according to some environmentalists, a negative aspect of this kind of tourism is that any type of human activity will damage the eco-system. For example, the transportation we use and the food we eat there affect the environment. Another downside is that ecotourism affects the habits of the animals too.

As with most things in life, there are advantages and disadvantages. As ecotourists ourselves, we must be responsible and do whatever we can to have a positive impact on the environment and the people wherever we travel.



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PROS

a. People can visit interesting natural places.

b.

c.

Cons

a.

b.

c.

3 Read the text again to find more phrases that express pros and cons. Use them to complete the organizer.

PROS =

- An advantage
- A good point
- An argument in favor of

a. A positive aspect ...

b.

c.

(CONS) =

- A disadvantage
- A drawback
- An argument against

a. A negative aspect ...

b.

c.

4 Read the examples and complete the definitions using the connectors in bold.

People can visit interesting natural places, **as well as** help the local people. **What's more**, tourists are helping the environment at the same time. **For example**, the transportation we use and the food we eat there affect the environment.

Language

Connectors are words and phrases that join ideas. Use them to introduce examples or add information.

- a. _____ : used to introduce examples.
- b. _____ : used to introduce additional information.
- c. _____ : means *and also*.



5 Complete the sentences with information from the box.

Mexico and Africa. practice extreme sports.
 learn about the biology of those locations.
 it promotes and preserves traditional practices.
 we help local communities.

- a. I'd like to travel and help **as well as** _____
- b. There are many places for ecotourism. **For example,** _____
- c. By doing ecotourism, we help the environment; **what's more,** _____
- d. We want to travel to exotic places **as well as** _____
- e. Ecotourism creates jobs for locals, and **what's more** _____



6 Work in pairs. Follow the instructions.

- a. Brainstorm ideas about the pros and cons of traditional tourism and write them in the graphic organizer.
- b. Search the topic in different sources of information and complete your notes.

Traditional Tourism

PROS	CONS

7 **PROCESS** Work with another pair. Make a chart with pros and cons of ecotourism on page 71. Use your charts to tell your classmates your opinion about ecotourism vs. traditional tourism. Use expressions like *as well as*, *what's more*, or *for example*.



- Which interesting ideas did you and your classmates come up with?

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- To reflect on your performance go to page 73. Compare pros and cons of ideas and proposals. Build arguments to defend ideas and proposals.

Lesson 3

School trip

Set
Start

1 Work with a partner. Discuss the questions.

- a. What do you know about Cuernavaca, Tepoztlán, Tolantongo, or Tecolutla?
- b. What things can you do and see there?
- c. Which ones do you think are the most attractive for tourists?



2 15 Read and listen to some friends discussing places for a vacation. Answer the questions.

Jorge: Guys! We've been discussing forever. C'mon, the most important is that we're traveling together to celebrate, we finished the school year. Don't you think we should make a list of only four places and then select one?

All: OK.

Jorge: So, Ana, where would you like to go and why?

Ana: Cuernavaca because there are a lot of things to do. We can visit the Palace of Cortes, go to the Borda Garden Museum, the archaeological zone of Teopanzolco, swimming pools, etcetera.

Rosa: What about Tepoztlán, instead? It's in Morelos too. There are many attractions! We can climb up the Tepozteco hill of course and see the archaeological site; we can see and buy beautiful handicrafts, we can camp or stay in a hostel with a pool.

Luis: Mmm... I'm not sure, what about Tolantongo Caves in Hidalgo? When I went with my family we had a great time. We went to the caves and swam in the river. What do you say?

Jorge: That's quite a good idea.

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- a. What places do they suggest?

- b. Where are the archaeological sites?

- c. Where can they swim?



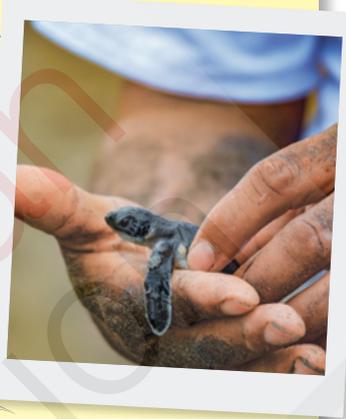
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3 Listen to the last part of the conversation and write the activities for each day.

Travel Itinerary: Tecolutla

Day 1 _____ Day 3 _____

Day 2 _____




4 Complete the box with expressions from the conversation in Activity 2.

Expressions to Negotiate and Persuade

a. What place do you suggest...?

b. We really should go there.

c. Don't you agree?

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

5 Complete the discussion with language from Activity 4.

Boy: (a) *Where should we go* on vacation?

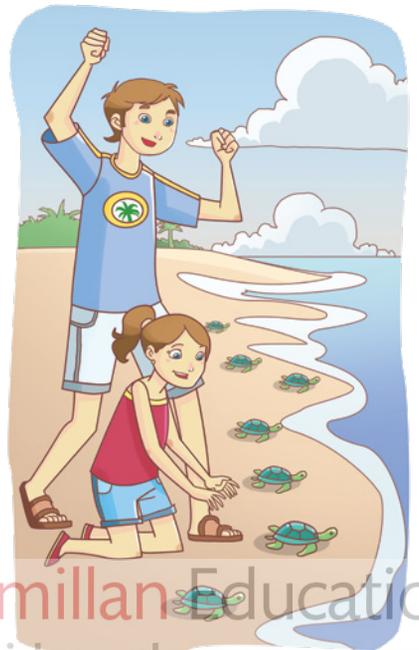
Girl: I think the beach is the best option. (b) _____?

Boy: I'm not sure. (c) _____ Tecolutla instead?

Girl: (d) _____, but I really want to go to the beach.

Boy: We can camp near the beach. (e) _____?

Girl: Great. Let's go!



6  **PROCESS** Work in groups. Imagine you are planning a two-day trip to Tecolutla. Discuss and negotiate the ideas below, and register your results on page 71.

- Go to the Turtle Camp
- Go walking by the sea
- Take a boat trip through the river
- Swim in the sea
- Play volleyball or soccer on the beach
- Go sightseeing
- Go to the local museum
- Go and see the “Papantla Flyers” performance
- Buy handicrafts



7 Use your selected ideas to write your itinerary.

Travel itinerary: Tecolutla

	Time	Activity
Day 1		
Day 2		

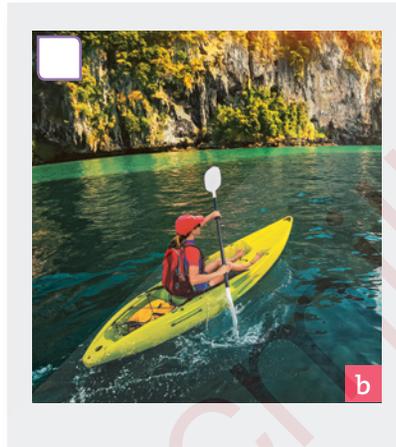
Lesson 4

It was a surprise!

Chapter 4

Set

- 1 Work with a partner. Discuss which of the following vacations you would choose.



Start

- 2 Listen to Sophie, Jenny, and their Mom and check (✓) the correct picture in Activity 1.



- 3 Work in pairs. Listen again and discuss the questions.

- Where does Sophie and Jenny's Mom want to go? _____
- What disadvantages does Sophie mention? _____
- What advantages does Loreto have? _____
- What negative aspect does Sophie's Mom mention? _____
- How did Sophie and Jenny convince their mother to accept Loreto? _____

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4 Classify the sentences in the box in the right columns.

Okay, okay...you win. I'm not sure, Mom.
Not at all. I agree. Yes, definitely.

Expressions to Agree	Expressions to Disagree
a. _____	a. _____
b. _____	b. _____
c. _____	

5 Listen to the sentences. Underline the words that are stressed and complete the sentence below.

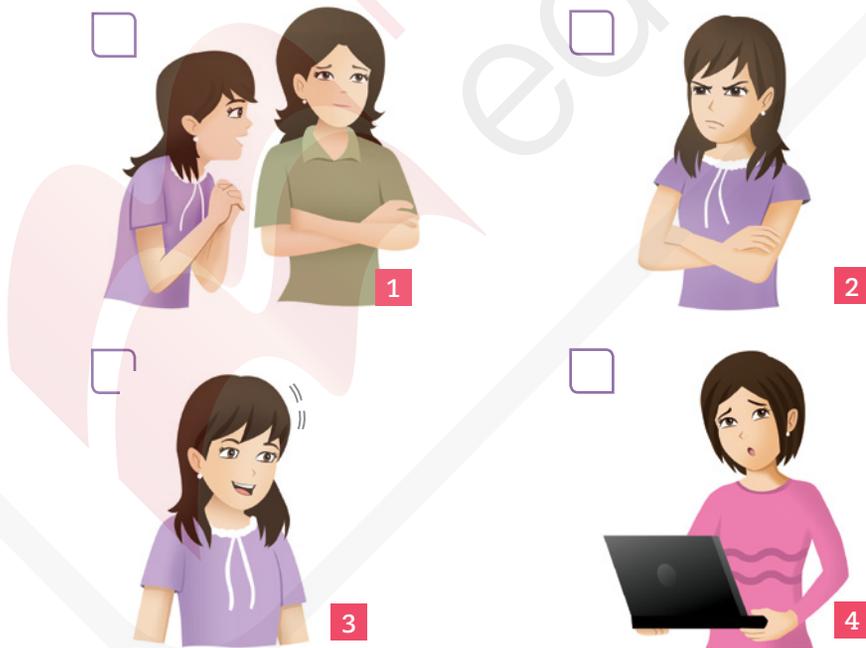
- a. A lake? c. Yes, definitely.
b. Dad is the only one who likes it. d. Please, please, Mom.

1. We stress certain words in a sentence to express *surprise and anger / different emotions and to create an impact.*

Language

To stress a word means to give more strength or emphasis when you say it. This can help you support the intention of your words.

6 Match the pictures with the sentences in Activity 5.



- Why is it important to speak loudly and clearly?
- How can we show our emotions better? Through our choice of words or our body language?





7 Work in pairs. Read the sentences out loud stressing some words and using body language to convey emotions.



8 **PROCESS** Work in groups. Discuss the pros and cons of tourism. Follow the instructions.

- Read the pros and cons of tourism and add some ideas of your own.
- Take a position for or against. Write notes.
- Take turns to talk about the positive and negative aspects of tourism. Use stress and body language to persuade.
- Agree on whether tourism has more positive than negative aspects.
- Make a list of agreements on page 72.

Advantages and Disadvantages of Tourism

PROS

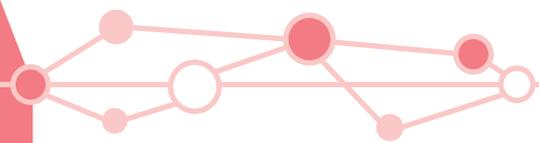
- Visiting interesting places
- Traveling educates
- Creates jobs and helps the economy

CONS

- Environmental damage
- Creates only seasonal and low paid jobs
- Interferes with daily life of locals

Module 4 Connect

Final product: Discuss a travel itinerary



4 Write the list of agreements from Activity 8, page 70.

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CONCLUSIONS

5 Work in groups. Read the questions and share your answers.

- a. Was it useful to identify pros and cons to present proposals? Is it the first time you do it?
- b. What new expressions and strategies to make suggestions and discuss ideas did you learn?
- c. What things did you notice you can improve about the way you discuss ideas? Are you a good listener? Is it easy for you to express your opinions?

CREATE

6 Work in groups. Plan your own travel itinerary to a place you all want to visit.

7 Present your itinerary to the class. Explain to your classmates why you decided to choose the place and the activities in your itinerary.

● To reflect on your performance go to page 73.

1 Answer the questions.

Lesson 1

I learned to suggest ideas based on information I researched.

1 Where did you look for information? Was it easy to find it?

2 Did you learn expressions to make suggestions? Which ones? _____

Lesson 2

I learned to analyze the pros and cons of a proposal.

1 Did you use pros and cons to give your opinions? Why?

2 Remember how many examples you used to say what you think about ecotourism and traditional tourism. Why did those examples help or didn't help your classmates understand you?

Lesson 3

I learned to defend my point of view and negotiate ideas.

1 How many of your opinions did your classmates accept?

2 Do you think that everyone in your team was happy about the activities decided for the travel itinerary, including yourself? Why or why not?

Lesson 4

I learned to reach agreements after a discussion.

1 What did you try to do with your voice and body language to help you express your ideas? _____

2 What was easy or hard to do when deciding for your list about advantages and disadvantages of tourism?

Final product performance

2 Discuss in groups.

1. Was it easy to negotiate different proposals and come to an agreement?
2. Could you persuade your classmates to accept your ideas?
3. Do you think your final product is attractive?
4. What things that you learned in your lessons were useful to make your final product?

Set goals

3 Reflect on your answers in this section. Make a list of things you can do to improve what was difficult to do in this module.

I can research about _____

I can practice _____

I can ask help for _____

Other _____

Module



Social Learning
Environment:

Family and community

Achievements:

- Revise silent short films.
- Understand the general sense and main ideas.
- Write lines and dialogues.

In this module, you will...

- revise exchanges associated with the media.
- compose dialogues and interventions for a silent short film.

The final product of this module will be... a script for a silent short film!

Lead-in

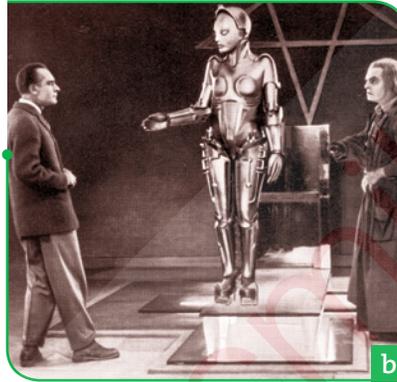
What do you know about silent films?

Lesson 1

Top 5 silent films of all time

- 1 Work with a partner. Look at the film scenes. Match each scene to a genre in the box. There is one answer you will not use.

romantic drama horror science fiction comedy



- 2 Look at the website in Activity 3. Circle the best option to complete the statements.

- The website is about the history of **science fiction films / silent films**.
- People interested in **silent films / music in films** may be interested in reading this information.
- The purpose of the website is to inform which **silent films were preferred by the readers / were the best comedy films of all time**.

- 3 Read the information on the website and write the genre of the film. Use genres from Activity 1.

Our Readers' Favorite Silent Movies

OUR READERS' FAVORITES

FILM SUMMARIES

The General, 1926, USA

a. Genre: _____

This film is set during the American Civil War (in the 1860s). Southern train engineer Johnnie Gray wants to join the Confederate Army but he is rejected because engineers are too valuable to fight in the war. His fiancée, Annabelle, tells him she will not speak to him again until he is in the army. When Annabelle accidentally becomes a prisoner in The General, Johnnie has to become a hero in a series of funny events.

Language

Comedy shows funny situations.
Romantic drama shows difficult love relationships.
Horror shows scary situations.
Science fiction shows fantastic future situations.

Metropolis, 1927, Germany

b. Genre: _____

Set in 2026, Metropolis takes place in a futuristic city where rich industrialists rule from enormous skyscraper complexes, forcing the workers who live below them to operate the machines that run the city. The film follows Freder, the son of the master of the city, who accidentally discovers the truth.



FILM SUMMARIES

Sunrise, 1927, USA

c. Genre: _____
 A vacationing woman from the city stays in a lakeside town for weeks. She falls in love with a local farmer. The woman tells the man that he should sell his farmland and go with her to the city. He decides to leave his wife, but soon he realizes he has made a terrible mistake.

Nosferatu, 1922, Germany

d. Genre: _____
 Thomas Hutter lives in a fictitious German city. His employer, Knock, sends Hutter to Transylvania to visit a new client named Count Orlok. Near his destination in the Carpathian Mountains, the locals become frightened by just the mention of Orlok's name and tell Hutter not to travel to the castle at night. Hutter does not listen to them, but he soon begins to wish he had...

4 Work with a partner. Read the film summaries again and discuss the questions.

Which film may...

- a. ...have a tragic end? _____
- b. ...be funny? _____
- c. ...be romantic? _____
- d. ...be frightening to watch? _____
- e. ...be exciting to watch? _____

- Why are silent films valuable as an art form?
- Which do you prefer, silent or sound films? Why?

5 **PROCESS** Complete the setting and character columns of the table with information from Activity 3. Work with more movies on page 87.

Silent movie	Setting	Characters	Sound effects
a. The General	a train		train whistling
b. Metropolis			
c. Sunrise			
d. Nosferatu			

6 Listen to the sound effects. Complete the table in Activity 5 with the sound effects from the box.

machinery screaming
 train whistling romantic piano

- What instruments do you think musicians would use to make the sound effects?

7 Circle the best adjective to describe the attitude of the characters.

<p>"We can do it!"</p>  <p>a</p> <p>determined/terrified</p>	<p>"You make me smile."</p>  <p>b</p> <p>happy/hungry</p>	<p>"Oh, no!"</p>  <p>c</p> <p>determined/terrified</p>	<p>"I need food!"</p>  <p>d</p> <p>hungry/happy</p>
---	--	--	--

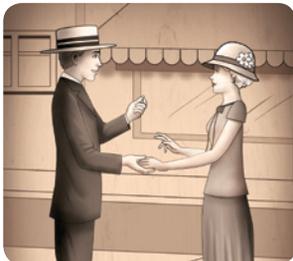
8 Work in pairs. Read the information from the website. In your notebook write the genre of the movie, its setting, characters, and type of music.

Our Readers' Favorite Silent Movies

FILM SUMMARIES

City Lights, 1931, USA.
 Charlie Chaplin plays a homeless man who has a hard time with the police officers of the city. One day, as he walks down the street, he meets a flower girl and buys a flower. It could be love at first sight... if only the girl could see him.

9 Look at the scenes. Circle the correct option to complete the sentences.

 <p>1</p>	<p>"Oh, Oh!"</p>	 <p>2</p>	<p>"Sorry, my fault! Are you hurt, miss?"</p>
 <p>3</p>	<p>"Don't worry, it was an accident."</p>	 <p>4</p>	<p>To be continued...</p>

- a. In Scene 1, the man might be **beautiful** / **distracted**.
- b. In Scene 2, the man is **distracted** / **nervous**.

- c. In Scene 3, the woman is **beautiful** / **nervous**.
- d. In Scene 4, the woman and the man might be **friends** / **beautiful**.

Lesson 2

Famous Comedians

Chapter 5

Set

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



a. Do you know these characters?



b. Were they popular?



c. Do people still value their work?

2 Read the information and check your answers to Activity 1.

Our Readers' Favorite Silent Movies

SILENT FILM COMEDIANS

Laurel and Hardy, Charles Chaplin, and Buster Keaton were comedians during the Hollywood Silent Movie Era. They became very famous in the 1920s. People around the world still appreciate their work. There are associations all over the world devoted to the study of their films.

Start

3 Work in pairs. Look at the scenes and discuss the questions.



1



2



3



4



5



a. What are the men doing?

b. Do they know the woman?

c. What is their relationship with the woman?

4 Match the dialogues to the scenes in Activity 3.

- a. Wouldn't your husband like to buy one? _____
- b. I don't have a husband! _____
- c. Good morning, ma'am. Wouldn't you like to buy an ice box? _____
- d. No, thank you, gentleman. _____
- e. From now on, I'll do the talking! 5




- What do you know about door-to-door sales?
- What types of products were sold door-to-door in the past?
- Is this type of sales popular these days? Why? Why not?

5 Choose the best option to answer the questions about the scenes in Activity 3.

- a. What is the genre of the movie?
Horror / Comedy / Drama.
- b. What information (verbal and non-verbal) tells you the genre of the movie?
The questions they ask each other. / The woman's facial expressions / Both options.

6 Match the questions to the appropriate answers.

- | | |
|---|---|
| <ul style="list-style-type: none"> a. What is an ice box? b. What do you think they are doing? c. How do you think the woman feels? d. What do you think is happening in the scene below? | <ul style="list-style-type: none"> 1. She may be upset or angry. 2. They might sell products. They may be salesmen. 3. I think it was like a refrigerator. 4. They may be disappointed because they did not sell the ice box. |
|---|---|

7 Work in pairs. Analyze the questions in Activity 6 and answer the questions in your notebook.

- a. Which question can you ask to describe a scene?
- b. Which question can you ask to clarify the name of an object?
- c. Which question can you ask to describe feelings?
- d. Which question can you ask to describe an action?



8 Read the sentences and complete the statements with the words in bold.

They **might** sell products.
 They **may** be salesmen.
 I **think** it was like a refrigerator.

- a. We use _____ or _____ to describe feelings or events, based on some evidence, but we are not certain.
- b. We can start a sentence with _____ when we express a supposition.



9 **PROCESS** Work in pairs. Write the number of the scene next to its description.



- a. The man goes back inside and shuts the door, but the suit gets caught in the door. 2
- b. Two salesmen arrive at the door and try to sell a suit. _____
- c. The man opens the door and the salesman falls. _____
- d. They ring the bell so that the man will open the door. _____

- Can you name a funny movie?
- Can you describe a scene from that movie?

Now go to page 87 to produce more descriptions of what happens in a film.

10 Work in pairs or in groups of three to act out one of the scenes in this lesson.

To reflect on your performance go to page 89. Understand the general sense and main ideas.

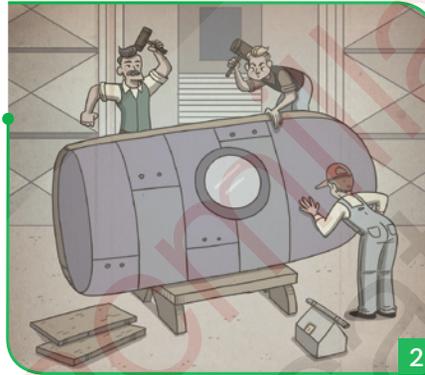
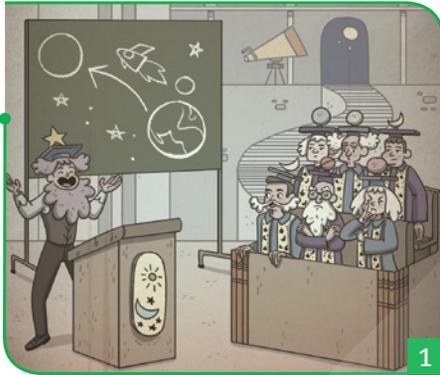
Lesson 3

Science fiction movies

1 Discuss the questions as a class.

- What are science fiction movies about?
- What type of characters do you expect to see in a science fiction movie?

2 Work in pairs. Look at the scenes and discuss the questions.



- What do you think the movie is about?
- What is the genre of the movie?
- What is the setting of the scenes?
- Which characters can you identify?
- What is happening in each scene?

3 Read the descriptions of the scenes and check your answers to the questions in Activity 2. Match the descriptions to the scenes in Activity 2.

- The film starts at a scientific meeting. **First**, a scientist gives a speech to persuade the other scientists to plan an expedition to Mars. Scene 1
- Suddenly**, the Martians appear and capture the scientists. They are in trouble now! Scene _____
- Many months later they land on Mars and admire the landscape. Scene _____
- Then** a group of scientists decide to build a space capsule and make the expedition. Scene _____

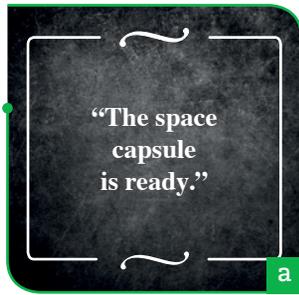
Lesson 3

4 Look at the words in bold in the descriptions in Activity 3 and answer the questions.

Which word...

- a. do we use to begin a sequence of events? _____
- b. introduces an event that occurred after another event? _____
- c. introduces an event that occurred unexpectedly? _____

5 Write the scene from Activity 2 for each of the lines of dialogue below.

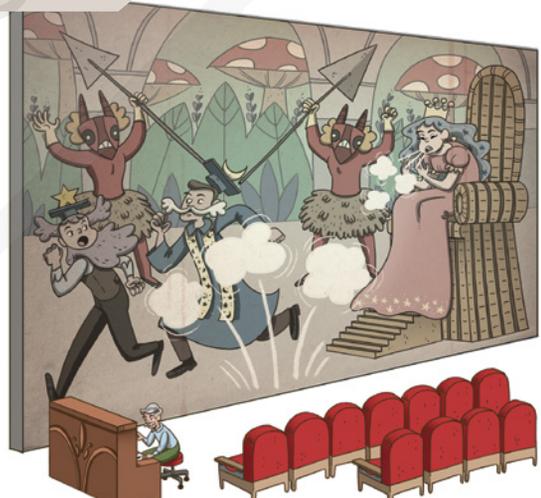


Scene 4

6 Works in pairs. Tell your partner about a scene from your favorite movie. Use the sequencing words from Activity 4.

7 Look at the scenes that come after those in Activity 2. Complete the description of each scene. Use the words in the box.

then suddenly first



Scene 5

(a) _____, the scientists are taken to the Queen of Martians. The queen asks them questions and tortures them.

Scene 6

(b) _____, the scientists drop a bomb and they start a fight. (c) _____, they escape.

8 Work in pairs. Write a line of dialogue for the scenes in Activity 7.

Scene 5

Scene 6

9  **PROCESS** Work in pairs. Choose a movie you like. Write your ideas about the characters and what happens. Use your notes to write a two-line dialogue on page 87.



- What science fiction films do you know?
- What creatures or aliens are in them?
- What makes sci-fi interesting?



• To reflect on your performance go to page 89.
Write lines and dialogues.

Lesson 4

Let's do the scene

Chapter 5

1 Discuss the questions.

- Do you think making movies is fun? Why? Why not?
- What kind of instructions does a director give to actors?
- Would you like to make a movie? Why? Why not?

2  Listen to and read the rehearsal scene. Check (✓) the best option to complete the statements.

Director: OK, so we're now ready to rehearse the scene. Mark and Isabella, the main characters, meet for the first time at the party.

Actor: Sorry... but I don't understand. Before I see Isabella, where am I standing and what am I doing?

Director: Just stand there, holding your glass, drinking from it occasionally. You should look sad or lonely. You might also look a bit bored... in other words, you are not interested in what's happening around you. Then, when you see her at the entrance of the hall, look happy and very pleased to see her.

Actor: Oh, I see. I'm standing here and drinking from my glass quietly, I'm not speaking to anybody, then...

Director: Exactly, you're by yourself, with an expression of sadness or loneliness on your face. Then when she passes by, your face should change and you show interest.

Actor: Got it!

Director: And you, Isabella, walk slowly into the hall, not fast, looking at the guests suspiciously... remember you didn't want to go to the party and you don't like the people who invited you. Have I explained myself clearly?

Actress: Mmm... I think so... But then, what happens when Mark stares at me? Should I stop walking and look at him or can I just continue walking?

Director: Just pass by without showing any interest, but nod at people politely and gracefully. You should look like a lady walking calmly but your face also shows a bit of suspicion and indifference. Remember, you didn't want to attend the party.

Actress: OK... I think I understand what you mean.

Director: So, now, let's rehearse the entrance scene before we roll it.



a. The scene has...

- one main character.
- two main characters.

b. The scene is about a...

- man and a woman at a party.
- woman that wants to go to a party.

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3 Listen again and circle *True* or *False*.

- a. The director is telling actors what they will say in a scene. True False
- b. The director is telling actors what their physical expression and facial gestures should express. True False
- c. The actor does not seem to understand what the director wants him to do. True False
- d. The actress seems to understand what the director wants her to do. True False
- e. The director is recording the scene after giving instructions. True False

4 Don't look at the conversation and decide to whom the director makes the comments. Write actor or actress. Read the dialogue in Activity 2 again to check your answers.

- a. Just stand there, holding your glass, drinking from it **occasionally**. _____
- b. Walk **slowly** into the hall, not **fast**, looking at the guests, **suspiciously**... _____
- c. Nod at people **politely** and **gracefully**. _____
- d. You should look like a lady walking **calmly**, but your face also shows a bit of suspicion and indifference. _____

Language

Adjectives describe people, places, and things.

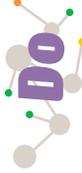
Adverbs describe actions.



5 Complete the table using the words in the box. Then study the adjectives and adverbs and complete the rules.

angrily well quietly fast politely gracefully

Adjective	adverb	We use adverbs to describe an action or an adjective
quiet	a.	Most adverbs are formed by adding (1) _____ to the adjective.
polite	b.	
graceful	c.	If the adjective ends in (2) _____, add -ly.
fast	d.	Some irregular adverbs are exactly the same as the adjective while others are completely different.
good	e.	
angry	f.	If the adjective ends in (3) _____, change the y to and i an then add -ly.



6 Complete the director's notes by changing the adjectives in parentheses to adverbs that describe how characters need to act. Follow the rules to form adverbs from the table in Activity 5.

Scene 2

Isabella is sitting next to a window (a) _____ (quiet).

People are dancing while she looks through the window. *Perhaps sad and uncomfortable?*

Mark crosses the room to speak to her (b) _____ (confident).

Looking impressed and serious.

Mark expects to attract her attention. He clears his throat (c) _____

_____ (nervous) expecting her to turn around. He asks her to dance.

Isabella accepts not before hesitating. *Facial expression of not being sure but interested.*

7 **PROCESS** Follow the instructions to write a script for a film of your choice on page 88.

- In groups of three, discuss what happens in the movie.
- Write the script with directions for actors. Use the language from previous lessons. Include physical gestures and facial expressions.



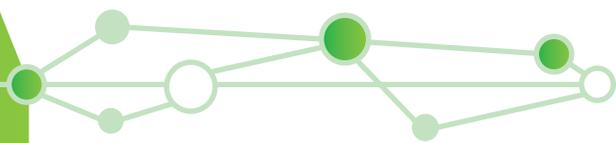
8 Prepare lines of a dialogue to display on cue cards. Assign roles, rehearse the scenes, and perform for the class.



- What happens if you speak too fast?
- What happens if you speak too loud?
- What happens if you use a high-frequency tone constantly?

Module 5 Connect

Final product: A script for a silent short film



PROCESS

1 Think of a silent film of your choice and complete the table.

Movie	Genre	Setting	Characters	Sound effects

2 Work in pairs. Write the answers to the questions about the movie you chose in Step 1 above. Use your answers to narrate the film briefly to your classmate.

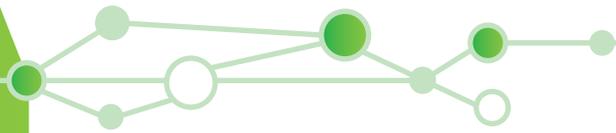
- a. What is your film about?
- b. How many characters appear in your film?
- c. What are their names?
- d. What happens to them?
- e. How do they feel during the film?
- f. How does the film end?

3 Write the two-line dialogue of the film of your choice with your notes from Activity 9, page 83.

Handwriting practice area with 12 horizontal lines and a vertical margin line on the left.

Module 5 Connect

Final product: A script for a silent short film



4 Follow the instructions to write the script from Activity 8, page 86.

CONCLUSIONS

5 Work in groups. Read the questions and share your answers.

- Where did you look for silent films?
- How did you choose your film?
- What did you pay attention to so you could write your script?

CREATE

6 Work in groups. Write a script about another silent film you look for in Internet.

7 Share your film and watch the films of your classmates. Enjoy! Ask your teacher if you can bring popcorn.

● To reflect on your performance go to page 89.

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1 Answer the questions.

Lesson 1

I learned about movie genres and some elements in silent films.

- 1 What movie genre is your favorite? What characteristics does it have? _____

- 2 Why do silent films have boxes with short texts?

Lesson 2

I learned to describe scenes and character's feelings.

- 1 How can you understand emotions in silent films?

- 2 What expressions can you use to describe or suppose when you are not certain?

Lesson 3

I learned to write lines and dialogues.

- 1 What words can you use to indicate the sequence of events in a scene? _____

- 2 Was it hard to write dialogue lines? Did the pictures help to write lines?

Lesson 4

I learned to write dialogues and directions for a script.

- 1 What kind of words can describe how to act or do something? _____

- 2 What do actors do with the director's notes on a script?

Final product performance

2 Discuss in groups.

1. What did you learn about classic films?
2. What did you learn about writing scripts?
3. Do silent films have something you consider more attractive than sound films?
4. What did you like about the task?

Set goals

3 Reflect on your answers in this section. Make a list of things you can improve what was difficult to do in this module.

I can research about _____

I can practice _____

I can ask help for _____

Other _____

Module



Social Learning
Environment:

Recreational and literary

Achievements:

- Select and revise classic tales.
- Understand the general sense and main ideas.
- Compare variants of pronunciation and writing.
- Express key events orally.
- Rewrite key events.

In this module, you will...

- learn about literary expression.
- read classic tales.

The final product of this module will be... a Big Book!

Lead-in

Who is your favorite classic tale character?

Lesson 1

Once upon a time...

1 Work in pairs. Look at the pictures and answer the questions.

- Who are these characters?
- Do you know the stories?
- Which one is based on a legend?



2 Check (✓) the common elements of classic tales.

- | | |
|---|---|
| a. <input type="checkbox"/> Most classic tales are for children. | e. <input type="checkbox"/> They have clearly defined good and evil characters. |
| b. <input type="checkbox"/> They are set in the present. | f. <input type="checkbox"/> Animals can usually talk. |
| c. <input type="checkbox"/> The situations are realistic. | g. <input type="checkbox"/> Most often they have a sad ending. |
| d. <input type="checkbox"/> They always include magical elements. | h. <input type="checkbox"/> Their purpose is to teach a lesson. |

3 Read this story and complete the graphic organizer on page 92.

The Princess and the Pea

(adapted from the original tale by Hans Christian Andersen).

Once upon a time there was a prince. He was very handsome and very kind, but he was very lonely. He wanted to marry a princess.

Of course, there were lots of girls who wanted to marry him, but there wasn't a real princess among them in the Kingdom. The girls pretended to be princesses to trick the prince. The prince became very sad because he couldn't find a real princess.

One evening, there was a terrible storm with heavy rain and strong wind. Suddenly, someone knocked at the city gate, and a servant opened the door. There was a girl standing at the gate. She was beautiful, but looked horrible because of the rain and wind. She

insisted that she was a real princess. The Prince's mother, the Queen, thought: "We'll soon find out!" She said nothing and went into the bedroom, took off all the bedding, and put a pea under the mattress. Then she piled more mattresses on top of the pea and told the princess she was going to sleep there. The next morning, the queen asked her how she had slept. "Oh, very badly!" she replied. "I was lying on something hard, and I just couldn't sleep!"

Now the Queen knew that she was a real princess, because she had felt the pea through all the mattresses. "Only a real princess could be as sensitive as that," the Queen thought, smiling.

So, the prince asked her to marry him, and she agreed. They lived happily ever after. The Queen put the pea in the museum, for everyone to see.

Set

Start

6 **PROCESS** Complete a graphic organizer with information about your favorite classic tale and follow the instructions. If you don't remember the author leave the space and look it up later.

- a. Work in groups.
- b. Read the plot aloud and have your classmates guess the title of the story.
- c. Choose another story you liked when you were a child and make an organizer on page 103.

Title

Author

Characters

Settings

Plot

Beginning: _____

Middle: _____

End: _____



Lesson 2

Little friends may prove to be great friends

Chapter 5

Set

1 Work with a partner. Discuss the following questions.

- What is a fable?
- What kind of characters do you usually find in fables?
- Do you know any of these fables? What do you know about them?



Start

2 Read this story and answer the questions on page 95.

The Lion and the Mouse

By Aesop

One day a lion was sleeping in the jungle. While the Lion was sleeping, a tiny mouse was playing in the grass nearby. Suddenly, the Mouse ran over the Lion's head and down his nose.

The Lion awoke with a loud roar and caught the Mouse in his paw. He was opening his huge jaws to eat the tiny creature when the Mouse squeaked, "Oh King, I beg your pardon. If you forgive me, I will never forget it, and maybe I could do something for you too."

The Lion began to laugh. "You are so small! How could you ever help me?"

"Oh well, you're not a good meal anyway," he said, and set the little prisoner free.

Some time later, when the Lion was hunting for food, he fell into a trap.

The Lion thought he would never escape, and he roared sadly. The Mouse heard the Lion's roars and ran to see if he could help.

When the Mouse got to the trap, the Lion was still roaring sadly. The Mouse said, "Stop, stop! Don't roar. If you make a noise, the hunters will come and capture you."

The Mouse bit through the ropes and broke them. When the Lion was free, the Mouse said, "Wasn't I right?"

"Thank you, Mouse," said the Lion gently.

"I was foolish to ridicule you for being small. You saved my life after all!"

Little friends may prove to be great friends.



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- What was the Lion doing when the Mouse was playing? _____
- How did the Mouse wake the Lion up? _____
- What was the Lion doing when the Mouse squeaked? _____
- What was the Lion doing when he fell into the trap? _____
- Did the Lion continue roaring sadly when the Mouse arrived? _____
- Say the moral of the story in your own words. _____
- Who do you think the author wrote the story for? _____

3 Number the events in the story in the correct order.

- | | |
|--|---|
| a. <input type="checkbox"/> The Mouse set the Lion free. | d. <input type="checkbox"/> 1 A lion was sleeping in the jungle. |
| b. <input type="checkbox"/> The Lion fell into a trap. | e. <input type="checkbox"/> The Lion was roaring sadly. |
| c. <input type="checkbox"/> The Lion set the Mouse free. | f. <input type="checkbox"/> A tiny mouse was playing in the grass nearby. |



- Do you enjoy reading?
- Does reading more slowly help you understand a text better?
- Can pictures help you too?

4 Work in pairs. Analyze the sentences in the box and circle the correct options.

When the Mouse **arrived** at the place, the Lion **was roaring** sadly.

The Mouse arrived in the middle of the Lion's action.

While the Lion **was sleeping**, a tiny mouse **was playing** in the grass nearby.

The actions of the Lion and the Mouse happen at the same time.

- We use _____ to talk about an action that has continuous duration in the past.
 - was/were + verb ending in -ing
 - was / were
- We use _____ to talk about an action that happened at a specific moment in the past.
 - was / were + verb ending in -ing
 - verbs in past
- We use _____ to express that an action in progress in the past is interrupted by another action also in the past.
 - when
 - while
- We use _____ to join two sentences expressing simultaneous actions.
 - when
 - while



5 Rewrite the three sentences using *when* or *while*.

The Ant and the Grasshopper

By Aesop

One Summer's day a grasshopper was hopping about. An ant passed by carrying with great effort an ear of corn.

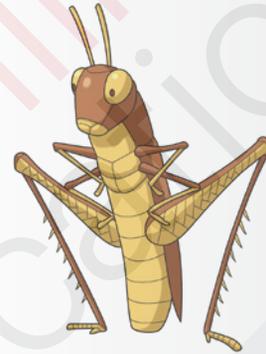
a. _____

The Ant was storing food for the Winter. The Grasshopper was playing around.

b. _____

When Winter came, the Grasshopper was dying of hunger. It saw the Ant eating the food it had collected in the Summer.

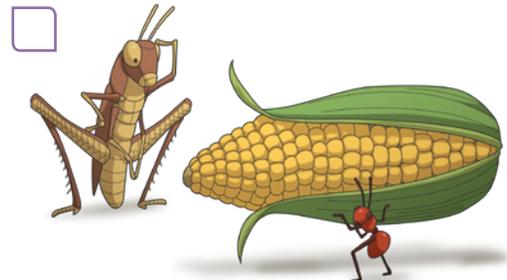
c. _____



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6 Number the illustrations in the correct order.



7 **PROCESS** Work in pairs. Discuss the questions.

- What was the problem?
- What did the characters learn?
- What is the moral of the story?
- Answer questions a, b, and c about another story on page 103.

Lesson 3

British or American?

1 Work in pairs. Discuss the questions.

- Where is English spoken as a mother tongue?
- Is English written and pronounced the same everywhere?

2  Read the two stories and answer the questions in your notebook.

The Hare and the Tortoise

By Aesop

A tortoise agreed to compete with a hare in a race. “Hahahaha... great sense of humour” said the Hare.

“You might have to **apologise**” answered the Tortoise.

All the **neighbours travelled** to the place of the competition. The race started at daylight. The Hare rushed, but suddenly stopped for a nap under a tree. He woke up too late, and couldn't taste the flavour of victory.

The Hare didn't **recognise** the Tortoise's triumph or apologised. He only said, “That's not fair.”



The Fox and the Goat

By Aesop

Once a fox fell into a deep well. Although this didn't seem to affect his good **humor**, he recognized luck wasn't in his **favor**; it was impossible to escape.

The next day, a goat passed by. She said “Oh. I apologize. Is this your house?”

The bright fox replied, “Oh, no. I traveled here to drink this water. Come and try its delicious flavor.” **Marveled** and without **analyzing** the situation, the Goat jumped in. The Fox immediately climbed on the Goat, got out of the well and ran away.



- A dialect is a way of speaking a language that is used in a particular area or by a particular group. Do you speak a dialect? Of what language?
- Do you think sharing a language creates a connection between its speakers?



Set

Start

- Who was the first to arrive to the finish line, the Hare or the Tortoise?
- When did the Hare wake up?
- How many times did the Fox fall into the well?
- How did the Goat jump into the well?
- What are the morals of the stories?

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Lesson 3

3 Read these spelling rules and classify the words in bold in the stories in the correct columns.

–or in American English, sometimes changes to –our in British English.
 –ze in American English sometimes changes to –se in British English.
 –led ending in American English changes to –lled in British English.

American	British
a.	analysing
b. apologize	
c.	favour
d. neighbors	

American	British
e. recognize	
f. traveled	
g.	humour
h.	marvelled

4 Listen to part 1 and repeat the words. Then listen to part 2 and write the words in the box according to their pronunciation.

	Voiced th-sounding /θ/	Long /i:/ sounding ee	au sounding /au/	Silent -gh
Pronunciation of...	that	agreed	mouse	might
	the	tree	mouth	bright
	a. _____	d. _____	f. _____	h. _____
	b. _____	e. _____	g. _____	
	c. _____			

5 Look at the scenes from the well-known story Peter and the Wolf. Discuss as a class what you remember about the story. Complete the description using words in the box. Draw the last scene from the story.

killed came didn't pay laughed working
 attacked shouted came played was shouting



1

Once upon a time, there was a shepherd boy. He was bored, so while (a) _____, he decided to play a joke and he (b) _____, "Help! Wolf! Wolf!"



2

The shepherd (c) _____ the joke on the villagers three or four times. When they (d) _____ to help him, he (e) _____ loudly.



3

One day, a wolf (f) _____. While the shepherd (g) _____ "Please help! Now it is real!", the wolf (h) _____ the sheep, but the villagers (i) _____ attention.



4

The villagers finally came and saw it was real. The wolf (j) _____ the sheep.

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6 Work in groups. Share your story from Activity 5. Use the expressions from the box.

Beginnings	Sequencing	Ending
Once upon a time...	It was about...	And they lived happily ever after.
Long, long ago...	After that...	And this is the story of how it happened.
In a distant/faraway land...	Then...	And that's the end of that!
In a small village...	Next...	

7 **PROCESS** Work in groups. Use the expressions from Activity 6 to write four descriptions for your story on page 103.



- What are you good at: sports, science, English, etc.?
- What things do you need help with?
- Do you ask your classmates for help when you need it?

• To reflect on your performance go to page 105. Compare variants of pronunciation and writing.

Lesson 4

A great warrior and a wise king

Chapter 6

- Set** 1 Work in pairs. Label the pictures with the words in the box and discuss what story you think they relate to.

sword round table knight joust stone



a

_____ i _____



b

_____ r _____



c

_____ u _____



d

_____ t _____



e

_____ d _____ e

- Start** 2 Read the beginning of the story, and check your answer in Activity 1. Number the paragraphs in the correct order.

- He made a magic sword, and put it in a stone. On the sword, it was written "Anyone who can pull it out of the stone will become the new King of England." A tournament was organized so the knights could try to get the sword.
- So, he went to the stone and pulled the sword out. It came out easily. Arthur became the King of England. In the coronation ceremony, all those who wanted justice were happy.
- 1 Many years ago, in the late 5th century, in England, lived the young Arthur with a noble family. During his childhood, Merlin taught Arthur all the skills he needed to one day become a knight: riding, hunting, games, and swordplay.
- When Arthur was a young man, King Uther died and the nobles started to fight in jousts to become the King. So, Merlin, the Magician, decided to use his powers to have a new king.
- While they were riding to the tournament, Kay, Arthur's brother realized he didn't have his sword with him. Not knowing about the spell, it occurred to Arthur that he could borrow the one he saw in the stone.



- What strategies do you use to order a text?
 - a. Identifying the beginning, middle and end of text?
 - b. Identifying sequence words like, so, later, after that, etc.?
 - c. Spotting reference words, like Merlin... He...?



3 Listen to two friends talking about how the story continues and circle *True* or *False*.

- | | | |
|---|------|-------|
| a. King Arthur was a good king. | True | False |
| b. He had magical powers. | True | False |
| c. All the knights in England sat at the round table. | True | False |
| d. Lancelot and the Queen were disloyal to Arthur. | True | False |
| e. Mordred killed Arthur. | True | False |

4 Work in pairs. Complete the story with the past tense of the verbs in parentheses.

Many years ago, in the late 5th century, in England, the young Arthur (a) _____ (live) with a noble family. During his childhood, Merlin (b) _____ (teach) him all the skills he needed to one day become a knight: riding, hunting, games, and swordplay.

Some years later, when King Uther (c) _____ (die), the nobles (d) _____ (start) to fight in jousts to become the King. So, Merlin the Magician decided to use his powers to have a new king. He (e) _____ (make) a magic sword, and put it in a stone. On the sword, it was written "Anyone who can pull it out of the stone will become the new King of England."

A tournament was organized so the knights could try to get the sword. While they were riding to the tournament, Kay, Arthur's brother

(f) _____ (realize) he didn't have his sword with him. Not knowing about the spell, it occurred to Arthur that he could borrow the one he saw in the stone. So, he went to the stone and pulled the sword out. It came out easily. Arthur

(g) _____ (become) the King of England. In the coronation ceremony, all those who wanted justice (h) _____ (be) happy.



Language

To change a **regular verb** to past tense, add *-ed* at the end of the verb. For example, *walk* (present) becomes *walked* (past). If the verb in present ends in *e*, only add *-d* (*like* changes to *liked*).

Irregular verbs have different past tense forms. Since they don't follow any pattern, you just have to learn and memorize them. Some examples are: *bring* (present) – *brought* (simple past), *run* (present) – *ran* (simple past), and *go* (present) – *went* (simple past).

5 Work in pairs. Write questions about King Arthur's story with the prompts below. Add two more questions. Then take turns to ask and answer them.

- a. Where / story / take place? *Where did the story take place?*
- b. What / Merlin / teach / him? _____
- c. Why / knights / fight / jousts? _____
- d. Who / put / sword / stone? _____
- e. Why / Arthur / decide / take sword / from stone? _____
- f. _____
- g. _____

6 List the key events in the story with information from Activities 3 and 4.

Key events:

- a. *Merlin taught Arthur skills to become a knight.*
- b. _____
- c. _____
- d. _____

7 Work in pairs. Exchange your texts from Activity 6, revise your partner's work, and make any necessary corrections or suggestions to improve it. Write the final version in your notebook.

8 **PROCESS** Work in groups. Share your ideas about King Arthur's story. Use the phrases below to give your opinion. Give more opinions on page 104.

I (really) think that...

I believe (that)...

I liked the part when...

In my opinion... My opinion is...



- What are some common signs of disrespect that you notice in people when they are listening to others or giving opinions? How do you feel about that?
- For some people the saying "Treat others the way you want to be treated" is a good rule to follow to act respectfully. Can you think of another rule?
- Share your ideas with another pair.

To reflect on your performance go to page 105. Express key events orally. Rewrite key events.

Share

Module 6 Connect

Final product: A Big Book

PROCESS

- 1 Think of another story from your childhood and make a graphic organizer like the one you did on Activity 6, page 93.

Title

Author

Characters

Settings

Plot

Beginning: _____

Middle: _____

End: _____

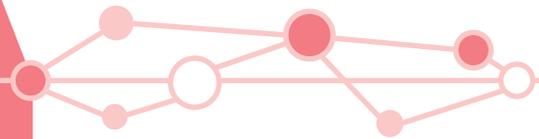
- 2 Read the questions on Activity 7, page 96 and answer them using information from the story you chose in Step 1 above.

- a. _____
- b. _____
- c. _____

- 3 Work in groups. Use the phrases from the table on Activity 6, page 99 to write four descriptions for the story you chose in Step 1 above. Illustrate the descriptions and take turns telling the story.

Module 6 Connect

Final product: A Big Book



- 4 Work in groups. Use the phrases on Activity 8, page 102 to give your opinion after narrating your story from page 103. Practice the complete presentation in front of another pair.

CONCLUSIONS

- 5 Answer the questions.

- Is it helpful to use graphic organizers to analyze a classic tale?
- How did you choose the four descriptions?
- Do the illustrations support your descriptions? Why or why not?

- 6 Work in groups and share your answers.

CREATE

- 7 Work in groups. Use the information you wrote on page 103, Step 3 and create a Big Book with your story. Write each description and make drawings.
- 8 Present your Big Book to the class. Accept and give respectful feedback.

● To reflect on your performance go to page 105.

1 Answer the questions.

Lesson 1

I learned to identify the main parts and plot of tales.

1 What things did you learn to help you tell a story? Can you use what you learned to share personal experiences?

2 Did your classmates understand your story? How do you know?

Lesson 2

I learned to understand the sequence of key events and the message in tales.

1 When you tell a story in the past, what word helps you indicate two things advanced simultaneously?

2 What rules to form verbs in simple past can you remember? Write them.

Lesson 3

I learned words to retell stories and some differences between American and British English.

1 What did you discover about American and British English?

2 What new expressions to begin a story did you learn?

Lesson 4

I learned to write the key events of tales and give opinions about them.

1 What was difficult about expressing your opinion?

2 What did you do to show respect when you shared opinions with your classmates?

Final product performance

2 Discuss in groups.

1. Did it take you long to decide what story to write? Why?
2. Are the pictures in your Big Book attractive? What do you like or don't like about them?
3. Are you satisfied with your final product? How could you improve it?
4. What did you like about this task?

Set goals

3 Reflect on your answers on this page. Make a list of things you can do to improve what was difficult to do in this module.

I can research about _____

I can practice _____

I can ask help for _____

Other _____

Module



Social Learning
Environment:

Recreational and literary

Achievements:

- Revise samples of written forecasts.
- Listen to and identify ways to express future actions.
- Formulate and respond questions to understand forecasts.
- Write sentences that express future to create forecasts.

In this module, you will...

- revise recreational expressions.
- produce constructive forecasts about others.

The final product of this module will be... forecasts!

Lead-in

What will the future be like?

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Lesson 1

It's going to be interesting

1 Work with a partner. Discuss these questions.

- In what situations do we make predictions in everyday life?
- What everyday texts contain predictions?
- Look at Activity 2. Are the texts the same as those you thought of?

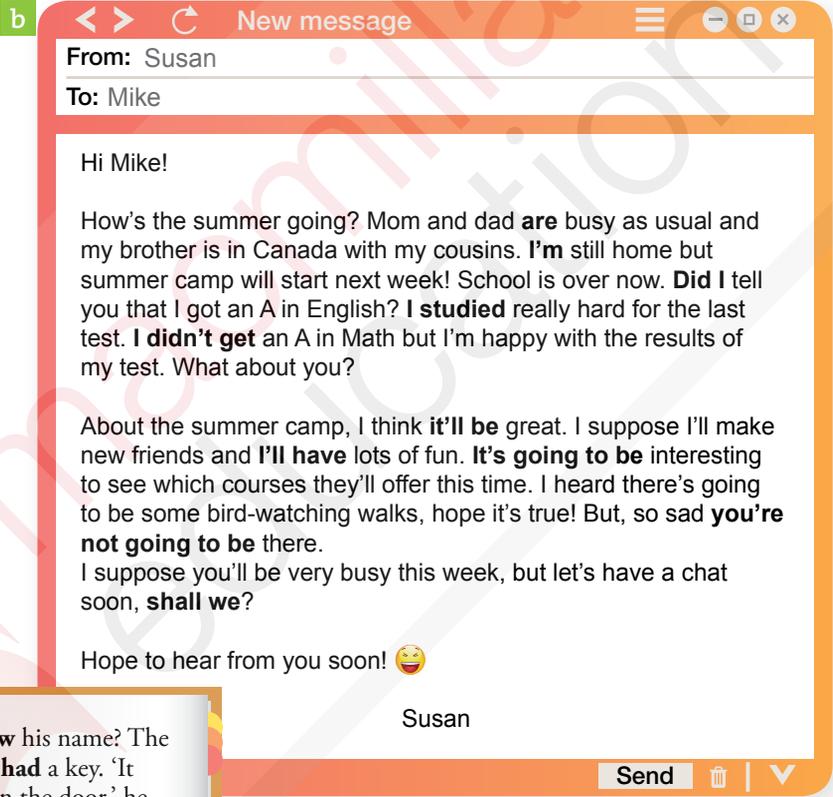
2 Work with a partner. Look at the texts and answer the questions below.

a



18°C – 29°C
Mostly sunny.
It will be dry and mostly sunny.
20% chance of rain in the evening.

b



New message

From: Susan
To: Mike

Hi Mike!

How's the summer going? Mom and dad **are** busy as usual and my brother is in Canada with my cousins. **I'm** still home but summer camp will start next week! School is over now. **Did I** tell you that I got an A in English? **I studied** really hard for the last test. **I didn't get** an A in Math but I'm happy with the results of my test. What about you?

About the summer camp, I think **it'll be** great. I suppose I'll make new friends and **I'll have** lots of fun. **It's going to be** interesting to see which courses they'll offer this time. I heard there's going to be some bird-watching walks, hope it's true! But, so sad **you're not going to be** there.

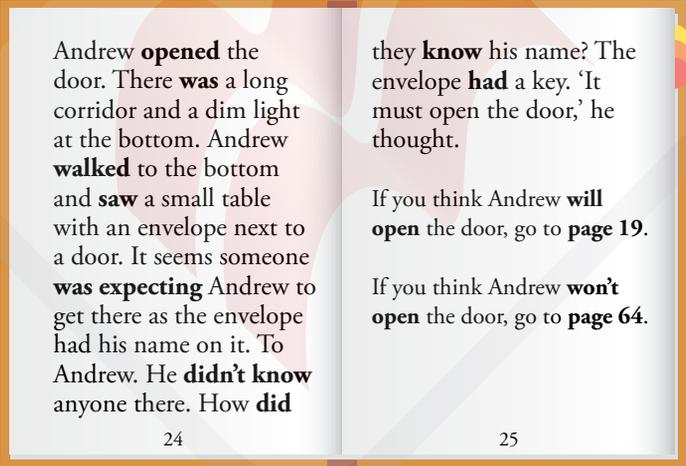
I suppose you'll be very busy this week, but let's have a chat soon, **shall we?**

Hope to hear from you soon! 😊

Susan

Send

c



Andrew **opened** the door. There **was** a long corridor and a dim light at the bottom. Andrew **walked** to the bottom and **saw** a small table with an envelope next to a door. It seems someone **was expecting** Andrew to get there as the envelope had his name on it. To Andrew. He **didn't know** anyone there. How **did**

they **know** his name? The envelope **had** a key. 'It must open the door,' he thought.

If you think Andrew **will open** the door, go to **page 19**.

If you think Andrew **won't open** the door, go to **page 64**.

24 25

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- Why is it important to use visual clues when reading a text?
- Why is the audience and purpose of the text important to understand it?

- What are the visual elements that tell you that text a is a weather forecast?
- How do you know text b is an email?
- How do you know text c is an interactive novel?

3 Work with a partner. Look at the three texts in Activity 2. Complete the table.

	Weather forecast	E-mail	Interactive novel
a. What is the text about?	It tells us what the weather is going to be like.		
b. What is the purpose of the text?			Entertainment
c. Who would like to read the text?		Friends	

4 Look at the texts in Activity 2 again. Circle *True* or *False*. Compare your answers.

Text a

- a. It'll be sunny all day. True False
 b. It won't rain at all. True False

Text b

- c. Susan is excited because the summer camp is going to be fun. True False
 d. Her friend is not going to join the summer camp. True False

Text c

- e. Andrew has been to that place before. True False
 f. He had the key when he got there. True False

5 Work with a partner. Look at the verbs in bold in the texts in Activity 2. Fill in the mind map with sentences from the texts. Think about when the action happens, happened, or will happen.

Past - happened

Present - happens

Future - will happen

6 Circle the best option to make true sentences about yourself or your opinions.

- I'm **going to** / **will** probably enjoy my summer vacation.
- I'm **going to** / **will** get my report card soon because we usually receive them the last week of the month.
- I suppose my teacher **will not** / **is not going to** give me homework today.
- It **will not** / **is not going to** rain tonight because it is cloudy.
- Maybe next winter **will not** / **is not going to** be cold.
- I think people **will** / **are going to** live on Mars in 2117.
- Mexico **will** / **is going to** win the next World Cup
- I **will** / **am going to** live to be 80 years old.
- I **will** / **am going to** have a great day tomorrow.
- I **will** / **going to** visit my grandma on Saturday because it is her birthday.
- The Earth **will not** / **is not going to** be destroyed by a comet in 2055.

Language

Use **will** / **will not** to predict future events without any evidence.

E.g. My favorite soccer team **will win** the championship next year.

Use **going to** to predict future events with some evidence.

E.g. Look! It's very cloudy. It's **going to** rain soon.

7  **PROCESS** Work in groups. Share predictions about things you will probably do ten years from now. Write the ones you like best on page 119.



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• To reflect on your performance go to page 121.
Revise samples of written forecasts.

Lesson 2

What will happen?



Chapter 7

Start Set

1 What kind of stories do you like reading?

suspense horror science fiction romance historical

2 23 Read and listen to the opening of a story. Check (✓) the correct answers.

Chapter 1

Going back to school

Daniel is back home after three long months. He is afraid to go back to school. He does not want to go there. But it will be OK. His friends are the same. So, why is he nervous? Maybe it is because he did not say goodbye to them when he left. It is strange not to say goodbye to your friends if you go away for a long time. And, they do not know why he left. Most importantly, what will Jessica do when she sees him again? What will Daniel do?

4



5

a. What kind of story might it be?

suspense horror science fiction

b. What is the story about?

- About a boy who has been absent from school for a long time.
 About a boy who has lots of friends at school.
 About a boy who might go back to school and see his friends again.

c. What do you think will happen next?

- Daniel will go back to school but his friends will not be happy.
 Daniel's friends will prepare a surprise welcome-back party for him.
 Daniel will decide to change school and make new friends.

p.170

Macmillan Education
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3 Listen to two friends talking about the story. Check if their predictions are similar to yours in Activity 2.

4 Listen to the conversation again and circle the option you hear.

- a. We're going to / 'll discuss what happens next with Ms. Barron.
- b. I think his friends will / are going to ask him why he left without telling anyone.
- c. I'm sure he's going to / 'll face everyone at school.
- d. Daniel will / is going to find a way to be her friend again.

Language

If predictions are based on wishes or opinions, use **will**.
If predictions are based on plans or evidence, use **going to**.

5 Look at the sentences in Activity 4 and answer the questions.

a. Which sentences predict future events?

b. Which sentences express a prediction based on some evidence? What's the evidence?

c. Which sentences express a prediction with little or no evidence?

6 Listen to and read an extract from Chapter 2. Underline the future forms you find in the text.

Chapter 2

Let me tell you!

Daniel looks at Jessica and walks towards her. He needs to explain why he didn't say goodbye when he left.

- Jessica?
- Oh. Hi Daniel. Long time no see.
- I need to talk to you.
- Well, I don't think I need to talk to you.
- But, I'm going to explain why I had to leave school.
- Seriously? Do you think I'll believe you?

— I'm going to tell you the truth. Now I can! Please, wait. Let me tell you!





7 Complete the sentences using predictions based on Chapter 2. Check your answers with a partner.



Daniel is going to tell Jessica that _____

I think Jessica will _____



8 **PROCESS** Read the opening of Chapter 3. Predict what will happen next in the story. Follow the instructions below.

Chapter 3

Not bad...

Being back at school is not bad. Daniel's friends have been very supportive and maybe Jessica will talk to him again. He still wants to explain what happened and why he left. But Jessica is still angry at Daniel and she avoids him when she sees him at school. After two weeks at school, Daniel comes up with a new plan. He will persuade Jessica's best friend to...

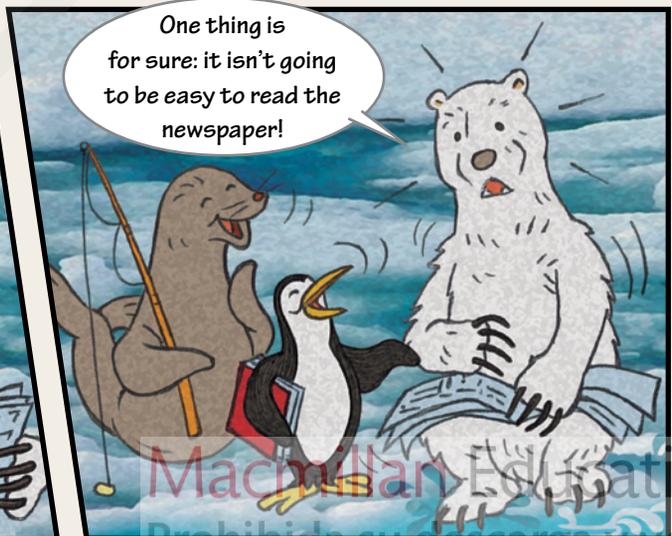
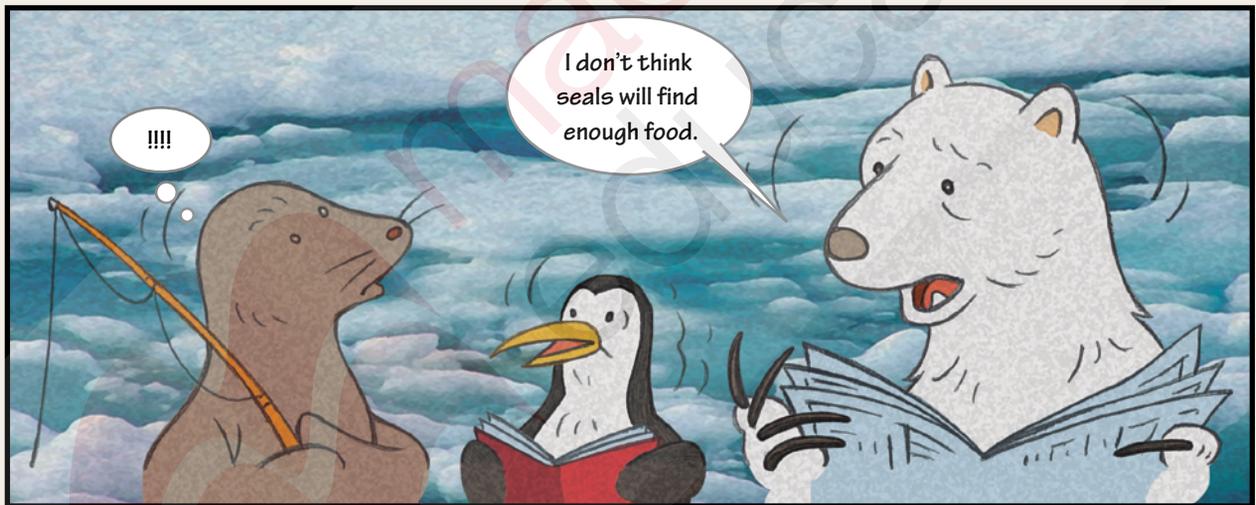


- Write in your notebook 3 sentences predicting what will happen next in the story. Think carefully if you'll use *will* or *be + going to* in your sentences.
- Share your predictions with a partner. Justify your predictions. Is there evidence? Do the same with your predictions on page 119.

Lesson 3

If winters get warmer...

1 Look at the comic strip. Identify three things these animals cannot do in real life.



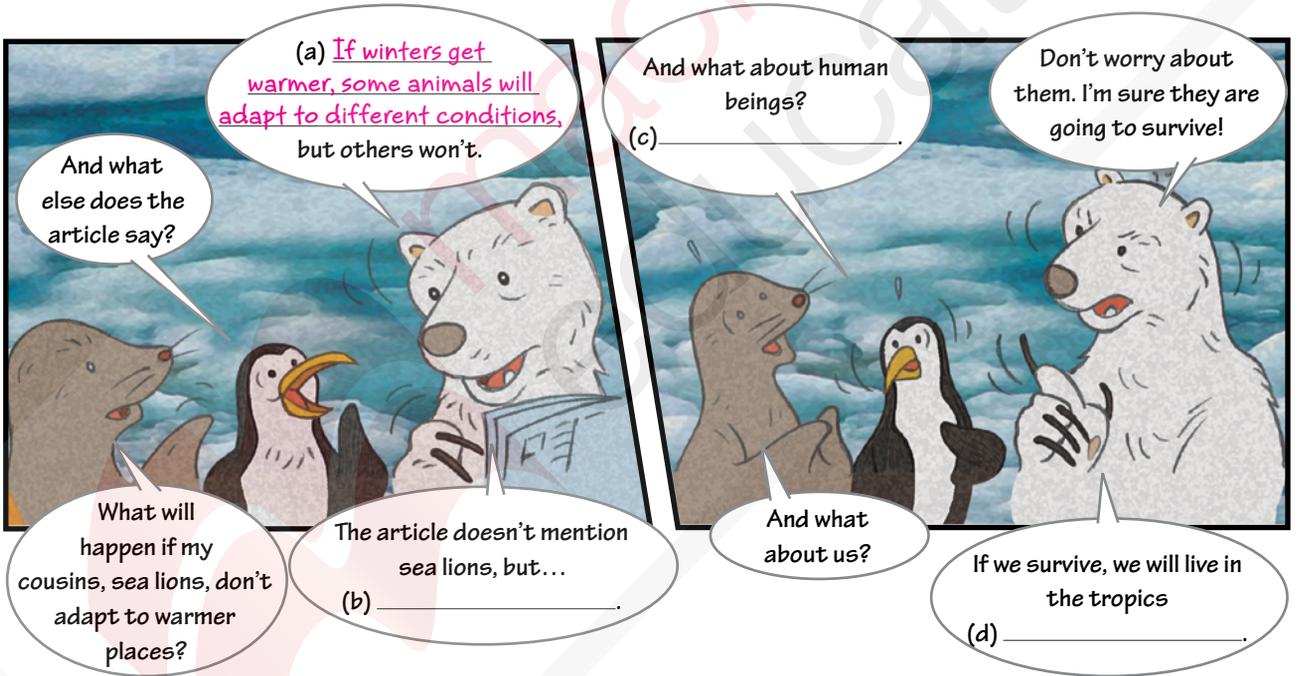
2 Read the comic in Activity 1 and choose the best option.

- a. The comic is about:
 - 1 the consequences of global warming.
 - 2 the future of penguins, seals and polar bears.
- b. The purpose of the comic is:
 - 1 to ask questions about global warming.
 - 2 to be aware of the consequences of global warming.
- c. Who is the comic for?
 - 1 children
 - 2 the public in general



3 Complete the comic with the sentences from the box.

What will happen if they don't adapt?
~~If winters get warmer, some animals will adapt to different conditions,~~
 ...if sea lions don't adapt to new places, they will die.
 If we don't survive, we will live in books!



4 Look at these sentences from Activity 3. Answer the questions below.

What **will happen** if they don't adapt?
 If winters get warmer, some animals **will adapt** to different conditions

- a. Which sentence(s) refer to a situation in the future? _____
- b. Which sentence(s) expresses a consequence? _____
- c. Which word introduces a condition for a future situation? _____
- d. What verb tenses are used? _____

- 5 Complete the sentences with *if*, *will*, *won't* or the simple present form of the verbs in parentheses. Read the example as a guide.

What will happen if we recycle?
If we recycle, we will help reduce garbage.

- What will happen if people continue polluting the planet?
- If it _____ (rain) today, I won't go to the park.
- _____ we don't save tigers, they will be extinct in 20 years.
- What will happen if the planet _____ (get) warmer?
- Human beings _____ (survive) if they don't work together to protect the planet.



- 6 Work with a partner. What are the consequences of the following situations? Discuss the questions below.

- What will happen if you don't study for your final exams?
- What will happen if you don't respect your parents' rules at home?
- What will happen if you don't take care of the planet?



- 7 **PROCESS** Work with a partner. On page 119, make your own comic making predictions and talking about consequences. Follow the instructions below.

- Decide how many scenes you will need. Write the dialogue for each scene. Characters should ask and answer questions about the future.
- Draw each scene.
- Share your comic with your classmates. Listen to their opinion about your comic.



- Are you sensitive about your classmates' feelings when you give your opinion about their work?
- Can you listen to your classmates' opinion about your work objectively?

• To reflect on your performance go to page 121.
Formulate and respond questions to understand forecasts.
Write sentences that express future to create forecasts.

Lesson 4

No one out there

Chapter 7

Set

1 Look at the website in Activity 2 and discuss the questions.

- What is the website about?
- Who would like to read the stories?
- Who can share stories on the website?

Start

2 Read the short story and answer the questions below.



The screenshot shows a web browser window with the URL 'beawriterandwin.com'. The page features a yellow robot character on the right, looking thoughtful. On the left, there is a text box with the following content:

Be a Writer and Win!

Submit your story and participate in our weekly contest!
Open for new submissions if you're between 9 and 16 years old
The winning story of the week is...

No One Out There

R1ZW was in shock. He was totally alone... life on Saturn was easy when his fellow robots were there with him on the mission, when there were others like him in space. But, now? There wasn't anyone to listen to him. There wasn't anyone to talk to. 'What will I do now?', R1ZW wondered. 'What happens when your mission is over and you don't have a purpose?' He had to do something. **And then**, R1ZW had an idea. 'I will need to reinvent my purpose if I want to survive. **One day**, someone might land on Saturn and I will be here to show them around. When that happens, I'll be here. My memory won't be blank. All my reports about life on Saturn will be ready to read. I will make a book of reports. **Until then**, I shall...'

At the bottom right of the page, there is a small icon and the text 'p.170'.

- What kind of story is it? _____
- What do you think happened to the character? Why is he alone? _____
- What do you think will happen next? _____

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3 Look at the connectors in bold from the story in Activity 2. Number the sentences in the order the events happen in the story.



He decided to reinvent his purpose.



He realized that he needed to have a purpose.



R1ZW realized he was totally alone.

4 Match the connectors to their uses.

- a. We use *and then*
 - b. We use *one day*
 - c. We use *until then*
1. to refer to a moment in the future that must be reached in order for something to happen.
 2. to link two actions, one happening after another.
 3. to refer to an undefined moment.

Language

Use **one day** when you're not sure when an event will happen.
 Use **until then** for future events that will not finish until something happens.
 Use **and then** to connect an event that occurs after another.

5 Complete these predictions about R1ZW with the connectors from Activity 4.

beawriterandwin.com

(a) _____, R1ZW will talk to other robots when another mission arrives on Saturn. When that happens, R1ZW will give them their instructions.

(b) _____, he will work with other robots again. (c) _____, R1ZW is going to continue with his mission alone.



6  Listen to and read the words from the story. Circle a combination of two letters that are not common in your language. Answer the questions below.

shock
out
will

something
now
totally

when
blank
happens

fellow
book
ready

mission
reports
wondered

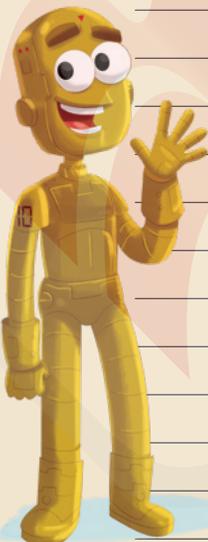
Which combination of letters...

- a. are difficult to spell? _____
- b. are difficult to pronounce? _____

7 Work with a partner. Take turns reading the words aloud.

8  Write a paragraph with predictions about what happens in the story *No One Out There*. Follow the instructions.

- a. Write what will happen and what might happen to R1ZW while he is on Saturn.
- b. Write the questions that R1ZW will ask himself while he is totally alone.
- c. Link your sentences with an appropriate connector from Activity 4 to make a paragraph.
- d. Ask a partner to check the spelling and punctuation of your story.
- e. Write a final version and share it with your classmates.



9  **PROCESS** Use the instructions from Activity 8 to write personal predictions on page 120.

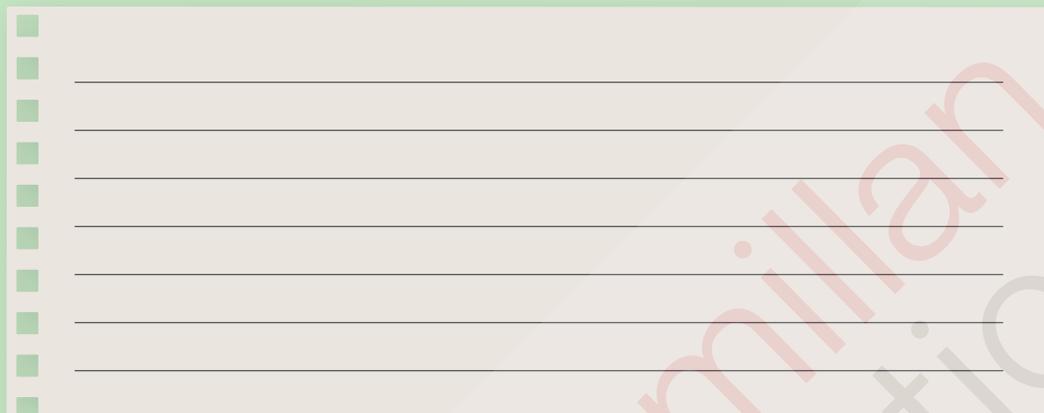
To reflect on your performance go to page 121.
Write sentences that express future to create forecasts.

Module 7 Connect

Final product: Forecasts

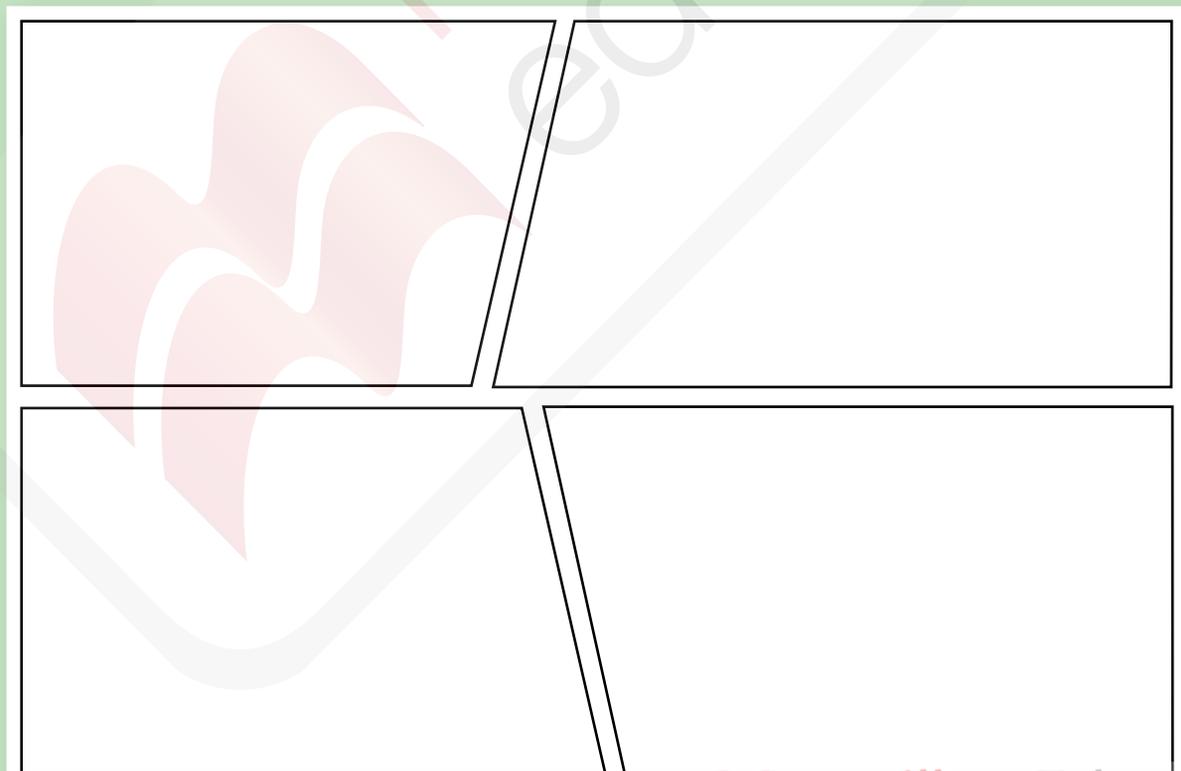
PROCESS

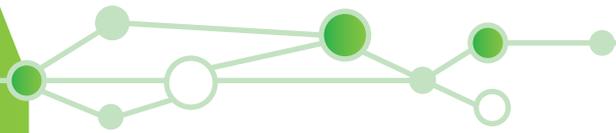
1 Write your favorite predictions about yourself from Activity 7, page 109.



2 Work in small groups. Use your predictions from Step 1 above to share and justify with your classmates.

3 Follow the instructions on Activity 7, page 115 to make a comic about what your life will be like ten years from now. Use your predictions from Steps 1 and 2 above.





- 4 Plan and write a small text with the story from your comic from Step 3 above. Follow the instructions from Activity 8, page 118 as a guide.

CONCLUSIONS

- 5 Work in groups. Read the questions and share your answers.

- What do you need to do or what needs to happen for your predictions about your life to become true?
- Did the comic help you write your paragraph?
- What structures and expressions helped you make forecasts about the future?

CREATE

- 6 Work in groups. Exchange your forecasts and help each other improve spelling and punctuation. Write a final version.

- 7 Take turns to read aloud your personal forecast and share what you like about each one.

● To reflect on your performance go to page 121.

1 Answer the questions.

Lesson 1

I learned about situations where we make predictions.

1 What verb tense do we use to make predictions?

2 In which situations do you make predictions?

Lesson 2

I learned to make predictions.

1 What verb form do you use to make predictions based on evidence? _____

2 What verb form do you use to make predictions based on personal wishes or opinions?

Lesson 3

I learned to express possible future consequences.

1 What structure is helpful to express future consequences?

2 Do you use the word **if** for a possible situation or for the consequence of a possible situation?

Lesson 4

I learned to write predictions.

1 What words to help you order a sequence of predictions did you learn? _____

2 What new spellings of words did you learn?

Final product performance

2 Discuss in groups.

1. Did you give positive comments about the predictions of your classmates?
2. What did you learn about your classmates after sharing your predictions?
3. What did you like most about the task?

Set goals

3 Reflect on your answers in this section. Make a list of things you can do to improve what was difficult to do in this module.

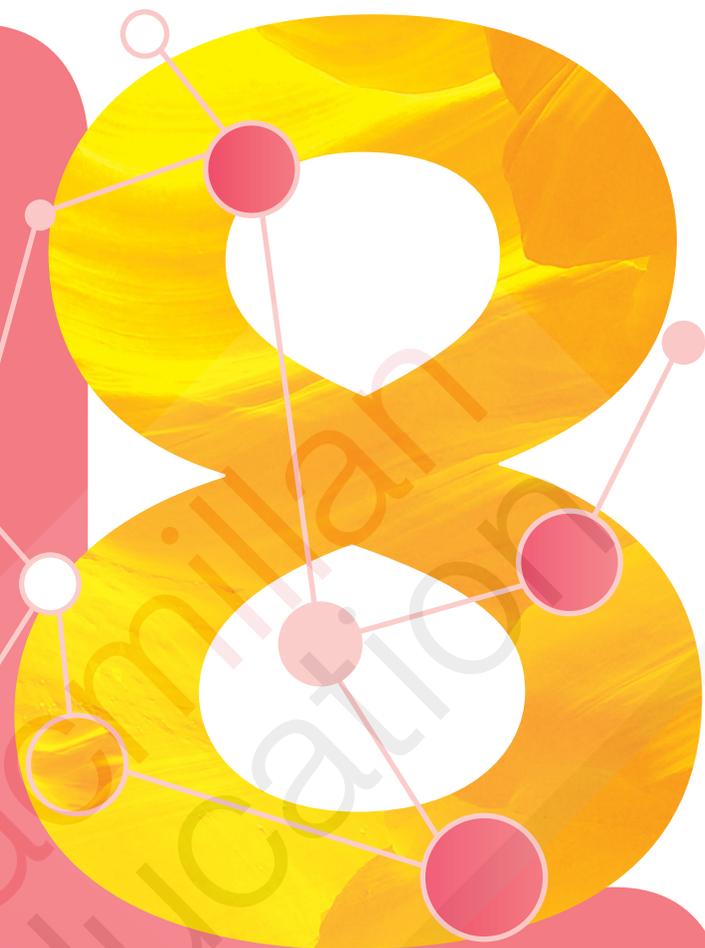
I can research about _____

I can practice _____

I can ask help for _____

Other _____

Module



Social Learning
Environment:

Recreational and literary

Achievements:

- Select and revise comic strips.
- Interpret content in comic strips.
- Exchange opinions about cultural expressions in a discussion.

In this module, you will...

- understand yourself and others.
- read comic strips to discuss cultural expressions.

The final product of this module will be... a discussion about comic strips!

Lead-in

Why are comic strips considered cultural expressions?

Lesson 1

Where is manga from?

- 1 Discuss as a class. What do you know about comic books or strips?
- 2 Look at the comic strip and answer the questions on page 124.

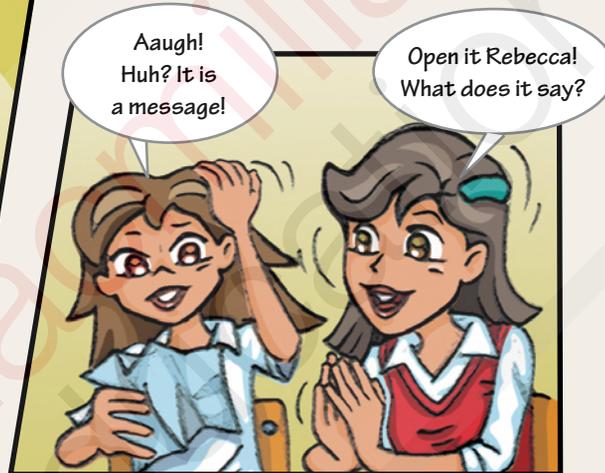


Manga is a comic strip style originally from Japan.

- What topics are manga comic books about?
- What types of manga comic books do you know?



THE RIGHT GIRL BY HAWA



- What is the title of the comic strip? _____
- What is the topic of the comic strip? _____
- Who is the author? _____
- Who was the comic strip written for? _____
- Do you know what the style of the comic strip is? _____

3 Read the comic strip in Activity 2 again. Read the sentences and circle Yes or No.

- | | | |
|---|-----|----|
| a. The paper plane has a message. | Yes | No |
| b. Kirk likes Rebecca. | Yes | No |
| c. Rebecca recognizes the message is for Maria. | Yes | No |
| d. Rebecca thinks Kirk misspelled her name. | Yes | No |
| e. Rebecca wants to go for a coffee. | Yes | No |
| f. Kirk is happy to see what happens. | Yes | No |

4 Match the comic strip elements to their functions.

- | | |
|-------------------|---|
| a. speech balloon | 1. Drawings used to explain something. |
| b. illustrations | 2. Rectangles or squares containing the drawings. |
| c. title | 3. The written sounds. |
| d. panels | 4. A graphic element used to indicate what characters say. |
| e. sound effects | 5. The name of a work of comic strip. |
| f. caption boxes | 6. Boxes that indicate what the narrator says. They are usually at the bottom or the top of the panels. |

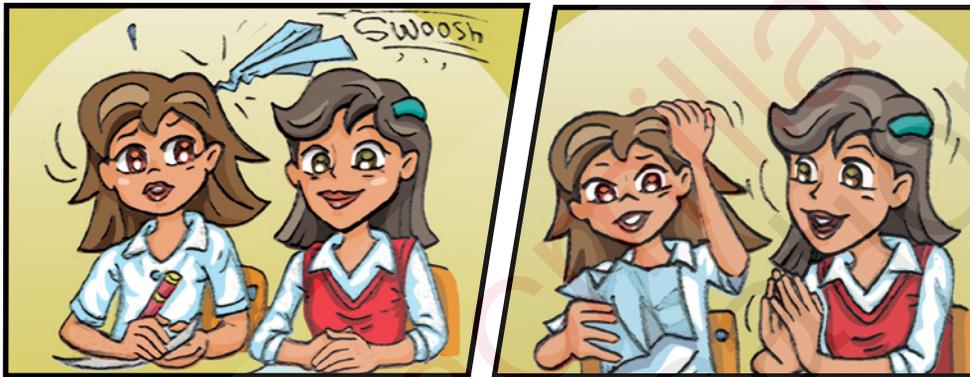
5 Check (✓) on page 125 the visual elements you can see in the comic strip.





- a. panels
- b. title
- c. speech balloons
- d. sound effects
- e. illustrations

6 Circle the word that describes your opinion about the comic strip in Activity 2. Share your opinion with a classmate.



- | | | | |
|--|---|---|---|
| <p>a. Artwork:</p> <ol style="list-style-type: none"> 1. beautiful 2. nice 3. awful | <p>b. Story:</p> <ol style="list-style-type: none"> 1. good 2. quite good 3. bad | <p>c. Characters:</p> <ol style="list-style-type: none"> 1. funny 2. very funny 3. not funny | <p>d. Colors:</p> <ol style="list-style-type: none"> 1. colorful 2. very colorful 3. colorless |
|--|---|---|---|

7 **PROCESS** Look for two other comic strips on the Internet or in your local library. Compare them and complete the table on page 135. Add three more aspects to it. Share your results with a classmate.



• To reflect on your performance go to page 137.
 Select and revise comic strips.
 Interpret content in comic strips.



Lesson 2

A hero's values

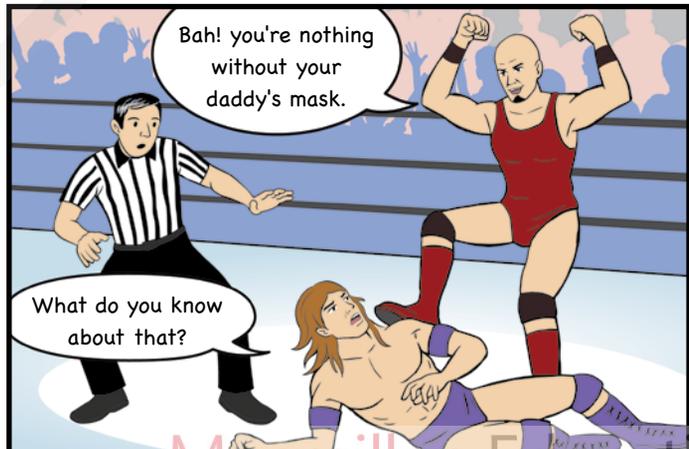
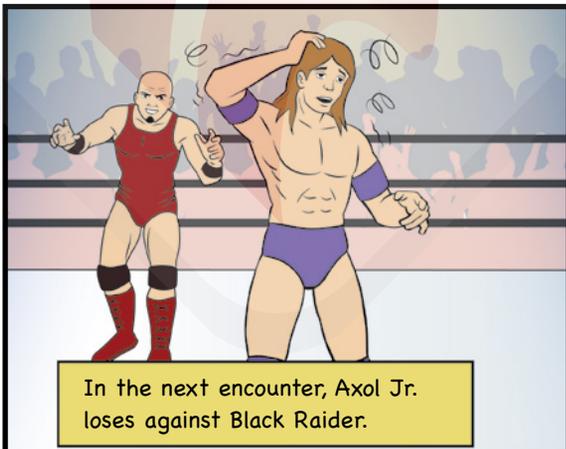
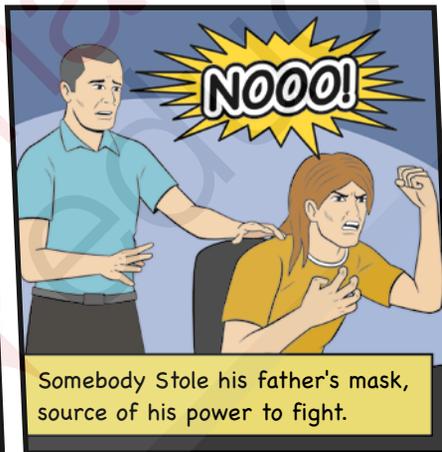
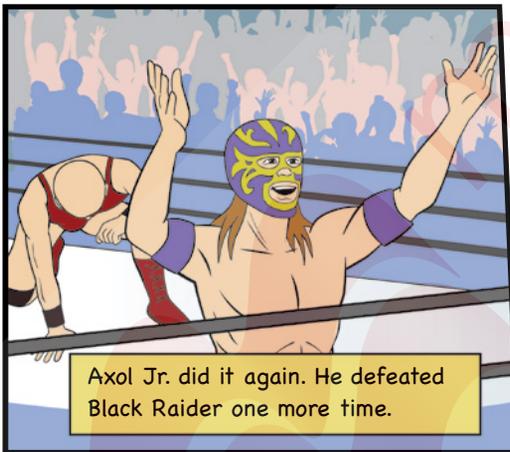
Chapter 8

1 Use the words from the box to label the photos.

villain sound effects comic books superhero



2 Read the first part of the story. Answer the questions on page 127.



- Why is Axol Jr. angry? _____
- Why is the mask important for Axol Jr.? _____
- What is the manager suspecting? _____
- Did Axol Jr. lose his power to fight? _____
- What do you think happens next? _____

3 Read the second part of the story. Check your predictions.



4 Reflect on the ideas and beliefs in the comic strip. Circle the correct option.

- It is good to honor *our family / arrogance*.
- Stealing other's property is *good / wrong*.
- Making fun of others is *polite / impolite*.
- Doing wrong will have *bad / good results*.
- We must believe in our *internal power / strength*.

G p.170

- Do you like wrestling?
- Can you name some good characters and some evil characters in wrestling?
- Does good always triumph over evil?
- What other values besides good winning over evil do comic strips transmit?



5 Work in pairs. Ask and answer questions about the characters' values.

a. Do you think Black Raider makes fun of Axol Jr.?

In my opinion...

b. Why do you think Black Raider stole Axol Jr. father's mask?

I believe that...

c. Do you think Axol Jr. honors his father?

d. Do you think Axol Jr. remembers power comes from himself?



6 **PROCESS** Think of everyday situations when the values in the comic: respect, honor, and self-confidence are important. Make some notes about your ideas and discuss them in groups. Continue your discussion on page 135.



Lesson 3

Superpowers

1 Work in pairs. Discuss the questions.



telekinesis



super strength



healing



X-ray vision

- What superpowers would you like to have?
- What superheroes do you know?
- What superpowers do they have?

2 Read the comic strip. Discuss with a partner what the problem is.

Super Sentinel!
Giant Sniper
wants to kill the
president!

Use your X-ray vision to
see where Giant Sniper is
hiding and stop him with your
super strength.

No. Impossible.

Last time
I used it, I saw
my mother was
dying in a car
crash.

I know, but I think
it is your duty to do the
best for the city not only
for you.

3 Read the comic strip again and circle *True* or *False*.

- | | | |
|---|------|-------|
| a. The president is in danger. | True | False |
| b. Super Sentinel is happy to use all his powers. | True | False |
| c. Super Sentinel's mother is alive. | True | False |
| d. Bright Boy understands Super Sentinel's feeling. | True | False |
| e. Bright Boy thinks Super Sentinel has a moral obligation. | True | False |

4 Listen to and read a conversation about the comic strip in Activity 2. Classify the underlined expressions in the table below.

Angel: So, what do you think about the Super Sentinel comic strip?

Cecil: Well, I think it is too simple and predictable. So, I think it isn't really good. What about you?

Angel: I think that we have different opinions.

Cecil: C'mon buddy. I'd love to know your opinion.

Angel: Alright! In my opinion, it is quite nice. I like the fact that he has an internal fight.

Cecil: OK...

Angel: What I mean is that he doesn't want to use his power because he doesn't want to suffer seeing things that will hurt him, but...

Cecil: Yeah!, the city needs his help and it's not an easy decision. It is predictable.

Angel: I disagree. I believe it is interesting that he is a superhero, but he has problems all humans have. For example, his mother was very important to him and he is afraid of suffering... What's your opinion about that?

Cecil: OK. I agree with that.

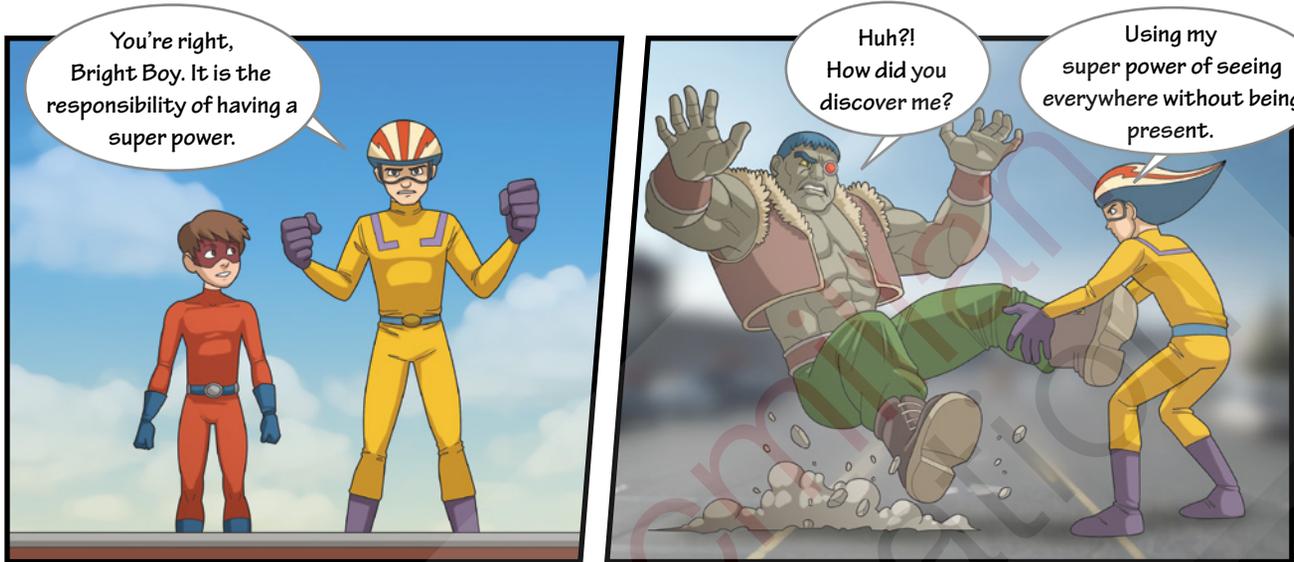


p.170

Expressions to ask for opinions	Expressions to give opinions



5 Work in pairs. Read the last part of the comic strip. Answer the questions and discuss your answers.



- What is Super Sentinel's final decision?
- What does the sentence "It is the responsibility of having a superpower" mean?
- What is your opinion about his decision?

6 **PROCESS** Write your ideas about a comic strip on page 135. Use the ideas below to help you.

Super Sentinel has the same problems as all humans.

Bright Boy is a good friend.

The comic strip is very predictable.

7 Work in pairs. Read each other's ideas and decide if you agree with them. Take turns to read out loud and give your opinion. Use the expressions from the table in Activity 4.

What do you think about the Super Sentinel comic strip?

In my opinion,...



Lesson 4

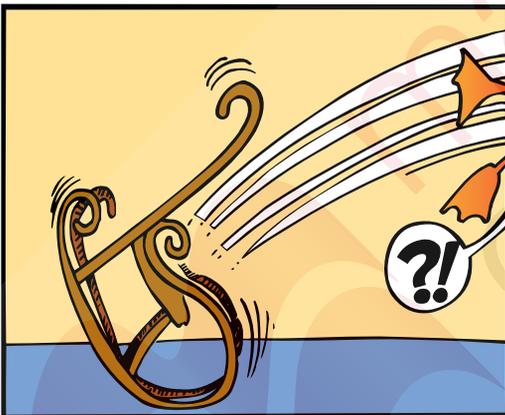
What's your opinion?

Chapter 8

1 Work in pairs. Look at the comic strip. What is it about?

BLACK DUCKS

BY
IGOR
ZAKOWSKI



2 Listen to two friends talking about the comic strip in Activity 1 and answer the questions.

a. What is Valery's opinion about the comic strip?

b. What kind of comic strip does Adam like?

c. What is Paul's opinion about the comic strip?

d. Does Paul like superhero comic strips?

e. What does Valery think of the comic strip they read in class?

3  28 Listen again and complete the sentences with the expressions in the box.

I prefer I disagree For example I don't like I agree

Valery and Paul: Hahaha...

Adam: What are you reading?

Valery: Oh, We are reading a funny comic strip. I mean, it's just a joke to make you laugh.

Adam: Let me see...

Valery: So, what do you think about it?

Adam: Honestly, (a) _____ this type of comic strips. (b) _____ superhero and wrestling ones. Stories with the good and bad guys. But, I have to admit it is funny. And what about you Paul? Do you agree with me?

Paul: (c) _____. What I mean is that I like superhero comic strips, but not all of them.

(d) _____, I like comic strips with a moral.

Valery: (e) _____, like the one we read in class.

Adam: Which comic strip?

Paul: The one about a superhero that had to think about others' benefit, not only about himself.

Valery: That's cool!

4 Match the expressions with their meaning.

- | | | |
|-----------------|---|--|
| a. I agree | → | 1. To have a different opinion. |
| b. I prefer | → | 2. To have the same opinion as someone else. |
| c. I don't like | | 3. To want something over other thing. |
| d. I disagree | | 4. To explain what you mean. |
| e. For example | | 5. To not like something. |

5 Work in groups of three. Role-play the conversation in Activity 3.



6 Read the comic strip and answer the questions.

coffee dogs



- What is the comic strip about? _____
- Do you think it is funny? _____
- Did you like it? _____



7 **PROCESS** Work in pairs. Discuss your opinions about a comic strip you like. Follow the instructions below.

- Make notes in your notebook using the information below and write a draft for a conversation about your opinions on page 136.
- Take turns to express your opinions.

Student A

- Ask B's opinion:
 - What do you think about...?
 - What's your opinion?
- Say your opinion and the reasons you like/don't like it:
 - In my opinion,
 - I disagree.
 - I agree.
 - What I mean is that...
 - For example,...

Student B

- Say your opinion:
 - Well, I think it is...
 - I don't like...
 - I prefer...
 - I believe that...
- Give A the reasons you like/don't like it:
 - What I mean is that...
 - I think that...
 - For example...
- Ask A's opinion:
 - What about you?
 - Do you agree with me?
 - Do you think...?



- Did you disagree with your partner? If you did, were you polite?



To reflect on your performance go to page 137. Exchange opinions about cultural expressions in a discussion.

Module 8 Connect

Final product: Discussion about Comic Strips

PROCESS

- 1 Look for two comic strips on the Internet or your local library. Complete the table with information about them. Add three more aspects to it.

Description	Comic strip 1	Comic strip 2
a. Title		
b. Topic		
c. Author		
d.		
e.		
f.		

- 2 Using your notes from Activity 6, page 128 as a model, write notes about the values you found in the comics you chose in Step 1 above. Discuss them in groups.

• We show respect when we do not make fun of people...

• Also when ...

- 3 Work in pairs. Choose one of your comic strips from Step 1 above and write your ideas about the comic strip. Share your ideas with a classmate.

Module 8 Connect

Final product: Discussion about Comic Strips

- 4 Using the model on Activity 7, page 134, write a draft of a conversation of opinions about comic strips you like.



CONCLUSIONS

- 5 Work in groups. Read the questions and share your answers.

- Which comics do you prefer talking about: funny or about superheroes?
- Were the expressions suggested useful to discuss comics?
- Was the draft useful to organize your discussion?

- 6 Work in groups and share your answers.

CREATE

- 7 Work in groups. Bring some comics, share them with your group, and discuss what you think about the comics.
- 8 Discuss with other groups about each other's comics.

● To reflect on your performance go to page 137.

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1 Answer the questions.

Lesson 1

I learned about elements of a comic and read for general sense.

- 1 What elements did you identify in comics that you usually don't find in books? _____

- 2 Why are illustrations so important in a comic?

Lesson 3

I learned to ask for and express opinions about the ideas in a comic.

- 1 Why do we react differently to the actions of characters in a comic? _____

- 2 What expressions can you use to ask the opinion of your classmates?

Lesson 2

I learned to express opinions about values and characters in comics.

- 1 What useful expressions to say your opinions did you learn? _____

- 2 What are some of the common ideas and values that you identified in comics?

Lesson 4

I learned to have a conversation to discuss opinions on comics.

- 1 What good attitudes did you learn to have a respectful discussion? _____

- 2 What steps or useful things to help you structure a conversation did you learn? _____

Final product performance

2 Discuss in groups.

1. Where the comics you chose from Mexico or a different country?
2. Do comics reflect something about the culture they belong to?
3. What did you like about this task.

Set goals

3 Reflect on your answers about the lessons. Make a list of things you can do what was difficult to do in this module.

- I can research about _____
I can practice _____
I can ask help for _____
Other _____

Module



Social Learning
Environment:

Academic and educational

Achievements:

- 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.

In this module, you will...

- search and select information.
- write notes to elaborate human body schemes.

The final product of this module will be... notes for a human body system diagram!

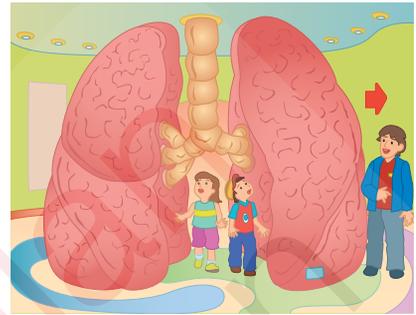
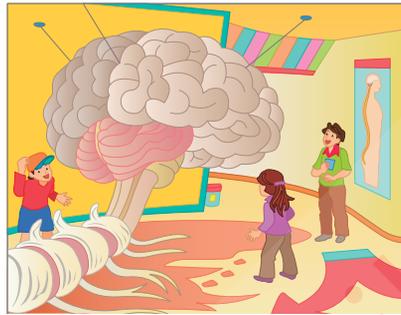
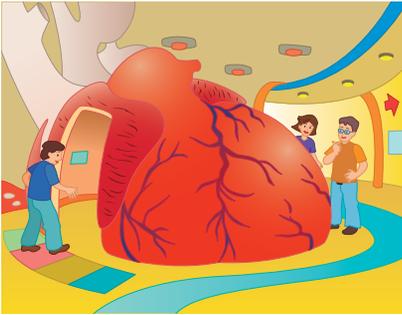
Lead-in

What interesting facts do you know about the human body?

Lesson 1

What is the most important organ?

1 Look at the illustrations and discuss with a partner.

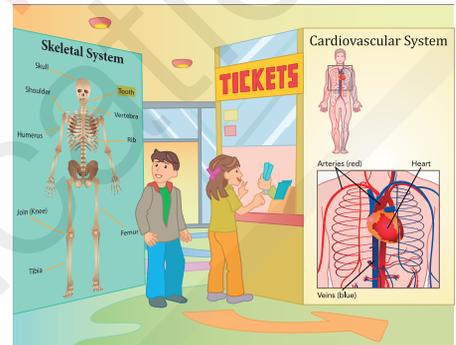


- Where are these people?
- What is this place?
- Who visits this place?

2 Listen to the conversation and check your guesses.

3 Look at the posters outside the museum and discuss in pairs.

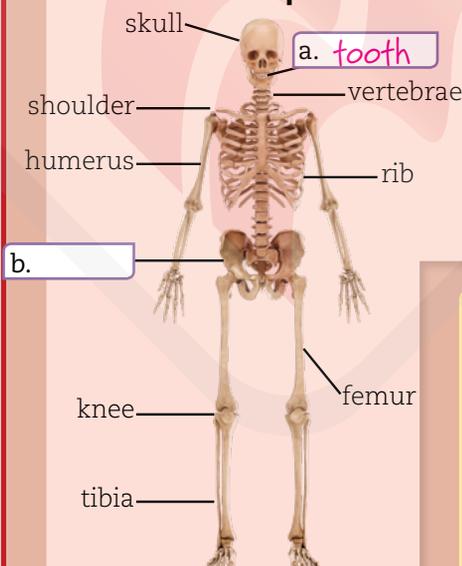
- What are the posters about?
- What are they useful for?
- Who are they intended for?



4 Complete the chart with the words in blue from the text. Look at the example.

The Human Body Systems

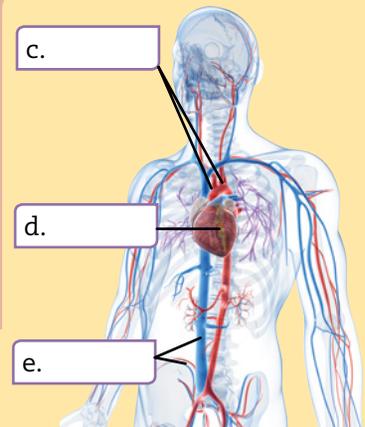
Skeletal System



- The largest bone is the **pelvis**.
- The ears and end of the nose are cartilage, not bone. Cartilage is **lighter** and **more flexible than** bone.
- The most frequent** health problem in the world is **tooth** decay.
- In the morning, we are about 1cm **taller than** in the evening.

Cardiovascular System

- The **heart** is the most important component of the body.
- Capillaries connect the ends of the smallest **arteries** with the beginnings of the **smallest veins** to send the blood back to your heart through the veins.
- The most common** blood type in the world is Type O.
- Chemically, sea water is the **closest** substance to human blood.



Set

Start

5 Read the posters again and check (✓) the elements you can see in them.

- a. subtitles
- b. title
- c. tables
- d. labels
- e. pictures
- f. photographs
- g. arrows

Language

Use **comparative** adjectives to show something has more of a quality in comparison to another thing. Use the word **than** to compare the two things.

Use **superlative** adjectives to express which thing is at the top in a group of several things compared. Add **the** before the superlative.

6 Analyze the sentences and circle the best option to complete the rules.

In the morning, we are about 1cm **taller than** in the evening.
 Cartilage is lighter and **more flexible than** bone.
 The heart is **the most important** component of the body.
 Chemically, sea water is **the closest** substance to human blood.

- a. **Comparatives / Superlatives** express a higher degree of something, more of a quality.
- b. **Comparatives / Superlatives** express the highest degree of something, the most of that quality.
- c. To compare the difference between two people, things or events we use the words **the / than**.

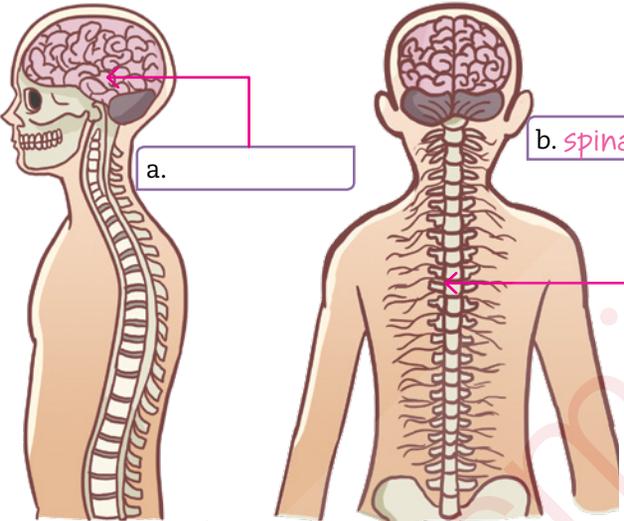
7 Work in pairs. Complete the comparative and superlative tables.

Short adjectives		
Adjective	Comparative (adjective + -er + than)	Superlative (the + adjective + -est)
big	a.	the biggest
close	b. closer than	
fast	c.	
large	d.	
light	e.	the lightest
slow	f. slower than	
small	g. smaller than	
tall	h. taller than	

Long adjectives		
Adjective	Comparative (more + adjective + than)	Superlative (the most + adjective)
complex	a. more complex than	
flexible	b.	the most flexible
frequent	c. more frequent than	
important	d. more important than	
common	e. more common than	

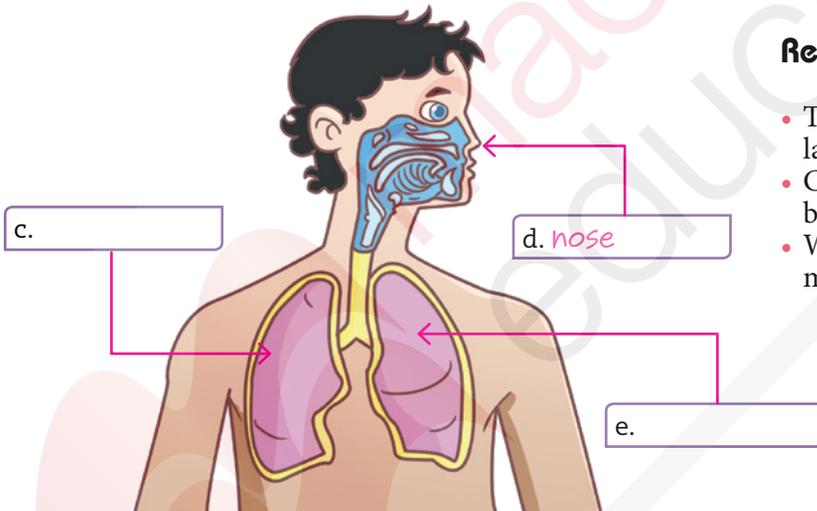
Irregular adjectives		
Adjective	Comparative	Superlative
good	a.	the best
bad	worse than	the worst

8 Work in pairs. Read the charts and complete the diagrams. Then answer the questions.



Nervous System

- The human **brain** is the most complex organ in the body.
- The **spinal cord** is a large group of nerves which runs through the center of the spine and carries messages between the brain and the rest of the body.



Respiratory System

- The **right lung** is a little larger than the **left lung**.
- Children and women breathe faster than men.
- Women are better than men at identifying smells.



- a. Which lung is the largest? _____
- b. Who breathes faster? _____
- c. What is the most complex organ in the human body? _____
- d. Who identifies smells better? _____

9  **PROCESS** Work in pairs. Make a list on page 151 of other body systems that you know about.




- Were the charts easy or difficult to read?
- What strategies did you use to understand them?

Lesson 2

How many ribs do we have?

Chapter 9

- Set** 1 30 Work in pairs. Answer the quiz. Then listen to check your answers.

Human Body Exhibit

The Human Body in Numbers



QUIZ • Guess the answer!

- a** **Skeletal System**
- How many milk teeth do children have?
 - 20
 - 30
 - How many ribs do we have?
 - 12 pairs
 - 14 pairs
 - How many vertebrae does the spinal column have?
 - 33
 - 30

- b** **Endocrine System**
- How many odor-detecting cells do we have?
 - 50
 - 20
 - How much saliva do we produce every day?
 - 1.5 liters
 - 3 liters
 - How much sweat does a person produce every day?
 - 1 liter
 - 500 milliliters

- Start** 2 Read the text. Classify the underlined parts of the body in the table below.

www.humanbody.com

The Human Body in Numbers

- How many neurons does your brain have?
As you know, the brain is the most complex organ in the body. It has 100,000 billion neurons—more than the number of stars in our galaxy.
- How many bones are there in the human body?
At birth, humans have 300 bones. Adults have 206. What happens? Many bones fuse together as we grow.
- How much blood does the body produce?
Your body has about 5.6 liters of blood. These 5.6 liters of blood circulate through the body three times every minute. The liquid part is made of plasma, water, salts and protein. The solid part is made of red and white blood cells, and platelets.
- How many muscles are there in your body?
Most of our body is muscle. There are around 750 muscles, and they make up between 45 percent of the total body weight of men and 35 percent of women's weight.



p.170

Plural

muscles

Singular

blood

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3 Read the sentences and complete the rules.

The liquid part is made of **plasma**.
 At birth, humans have **300 bones**.
How much blood does the body produce?
How many muscles are there in your body?
 Your body has about 5.6 liters of blood.

Language

Qualities (*beauty, pleasure*), substances (*water, oxygen*), and processes (*digestion*) are **uncountable** nouns and are not used in plural. **Countable** nouns can be counted with numbers, so they can be singular or plural.

- Uncountable nouns only have **singular / plural** form.
- When asking questions about countable nouns we use **How much...? / How many...?**
- When asking questions about uncountable nouns we use **How much...? / How many...?**
- Quantifiers like 5.6 liters, or 3 kilograms give us information about **verbs / nouns**.

4 Complete the sentences with a noun from the box.

food blood cells water air muscles

- There are about 60 _____ in the face.
- We need to drink 1.5 to 2 liters of _____ every day.
- An adult breathes about 6 liters of _____ every minute.
- In a tiny drop of blood, there are about 5 million red _____
- Adults eat about 500 kilograms of _____ a year.

5  Unscramble the sentences. Then use the information from Activity 4 to answer them in your notebook.

- food / a year / ? / do humans eat / how much
How much do humans eat a year?
- every day / water / do we need / how much / to drink / ?

- are there / in the face / ? / muscles / how many

- red blood cells / are there / how many / drop of blood / ? / in a

- how much / does an adult breath / ? / air / every minute



6 Choose one text. Read the information for Quiz A and B in Acitivity 1 and underline the facts you find most interesting.

Information for Quiz A

- The human skull has 29 bones, in two sets —the bones in your cranium, which make up your forehead and the back of your head, and the bones in your face.
- There are 8 muscles in the human tongue. The tongue is vital for the digestive process because it guides and molds food as well as perceives its taste and texture.
- In one year, an average human will shed more than 3.6 kilograms of dead skin.
- The tongue has 10,000 taste buds, but they can detect only five basic taste sensations: sweet, sour, bitter, umami, and salty.
- Each day, the average adult inhales about 16,000 liters of air, containing dozens of trillions of oxygen molecules.

Information for Quiz B

- Human eyes can recognize a total of 7 million colors.
- The largest organ in the body is the skin. In an average adult man, it covers about 1.9 m².
- There are 40 billion blood vessels and capillaries carrying blood throughout our body. That's near 100,000 kilometers —two and a half orbits around the earth.
- There are 900 ligaments in the human body. A ligament is a short band of strong, flexible tissue, made up of lots of individual fibers, which connect the bones of the body together. They connect most of the bones in the body.
- An average human will produce around 600 milliliters of bile every day. It helps with the digestion and absorption of fat.



7 Circle the nouns in the facts you underlined.

8 **PROCESS** Write 3 questions about what you read. Use *How much* or *How many* depending on whether the noun is countable or uncountable. Practice writing more questions on page 151.

9 Find a partner who made questions about the other text and quiz each other.

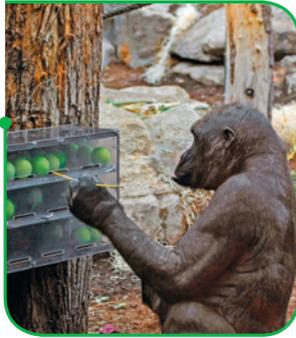
- What are the most important ways to take care of our body?
- Is exercising better than having a balanced diet?
- How could you help a friend who is not taking care of his / her health?

• To reflect on your performance go to page 153.
Propose and answer questions about the human body systems.

Lesson 3

Who is the humans' closest relative?

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



- a. What do all these animals have in common?
- b. How are these animals similar to humans?
- c. What abilities do they have?

2 Listen to the conversation and answer the questions.

- a. What do chimpanzees eat? _____
- b. Are chimpanzees our closest living relatives? _____
- c. Do they communicate like humans do? _____
- d. Is their nervous system similar to humans'? _____

3 Listen to the conversation again and write key words about the topics.

- Is it important to identify key ideas to take notes? Why?
- What formats for taking notes do you know?

Chimpanzees

a. Eating habits

b. Relationship to humans



4 Complete the sentences using key ideas from your notes in Activity 3.

(a) Chimpanzees usually eat fruit and plants, but they also eat insects, like (b) _____ and earthworms.

They drink rainwater, and love (c) _____!

They are our closest living relatives because we share 96 percent of our (d) _____. Although they don't speak our (e) _____, some have learned to use some basic human sign language.



5 Read the information in the website and complete the organizer below with key ideas. In the center write ideas that apply to both humans and chimpanzees.

www.chimpanzees.org

Chimpanzees' Nervous System

Our closest relatives' nervous system is just the same as humans'. In their body –and in ours– the nervous system is made up of the brain, the spinal cord, and a vast network of nerves. The brain is divided into sections: parietal, frontal, occipital, and temporal. The brain and spinal cord are the control center called central nervous system.

Chimpanzee brains are one-third the size of human brains. Before birth, chimpanzee brains grow very fast. In contrast, human brains grow rapidly before and after birth throughout the first year.



<p>Humans</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<p>Chimpanzees</p> <hr/> <hr/> <hr/> <hr/> <hr/>
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6  **PROCESS** Using the key ideas from the organizer, write a draft in your notebook paraphrasing the text in Activity 5. Exchange it with a partner and provide feedback.

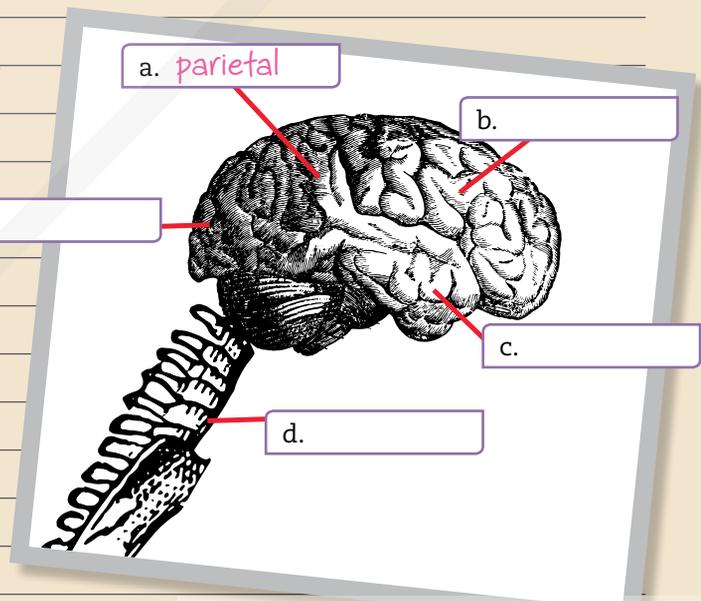
Useful expressions to provide polite feedback:

- I think...
- Here I corrected...
- I don't agree. / I have a different answer.

Now you have a model to prepare notes on page 152.

7 Write the final version and complete the diagram using the words in the box.

parietal frontal temporal spinal cord occipital



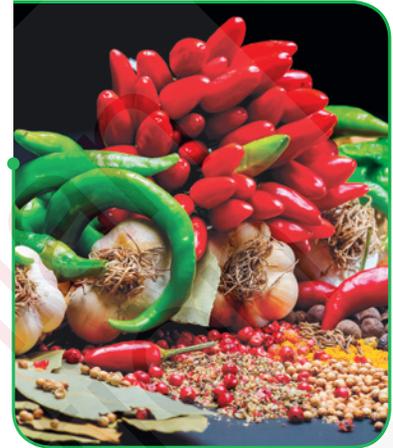
Lesson 4

Where does digestion start?



Set

1 Work in pairs. Guess if the statements are True or False.



- | | | |
|--|------|-------|
| a. Digestion happens in the stomach. | True | False |
| b. It takes years to digest gum. | True | False |
| c. Increase in stress levels leads to Inflammatory Bowel Disorder (IBD). | True | False |
| d. Beans cause the most gas. | True | False |
| e. Intake of excessively spicy food can cause ulcers. | True | False |

Start

2 Label the parts of the digestive system diagram with the words in the box.

small intestine esophagus large intestine
rectum stomach mouth

3 Read the text and order it according to the process in the diagram in Activity 2.

www.humanbody.org

a. Excrement is stored in the **rectum** to then leave the body through the anus.

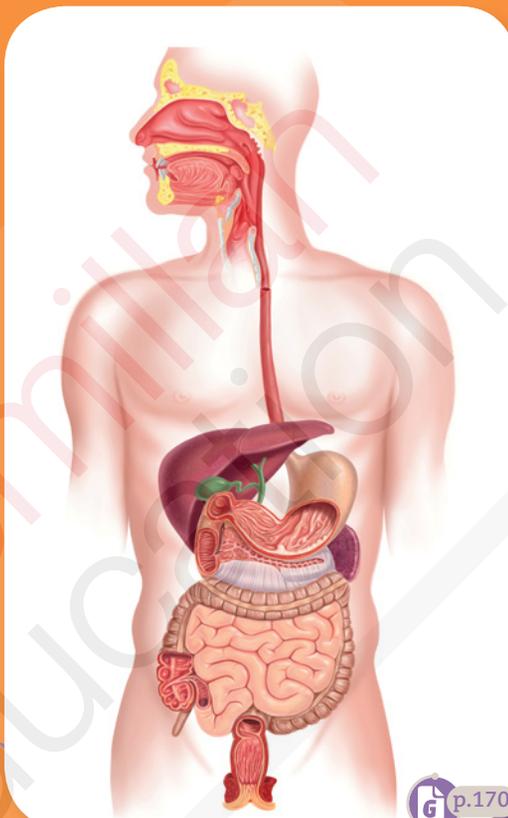
b. In the **large intestine**, waste is processed to facilitate defecation.

c. Once you swallow, the **esophagus** receives the food and transports it.

d. The **small intestine** breaks down food using enzymes released by the pancreas and bile from the liver.

e. Food is chewed in the **mouth** and swallowed. Chewing breaks the food into pieces that are more easily digested while saliva, together with some enzymes also starts to chemically break down the food.

f. The **stomach** is a container with strong muscular walls. Indigestible food is released by the stomach and taken through the rest of the intestines to be eliminated.



G p.170

4 Read the sentences and circle the answers below.

Active voice: The stomach **releases** indigestible food.
 Passive voice: Indigestible food **is released** by the stomach.

- a. We use passive voice when...
- we say what **somebody / something** does.
 - we say what happens to **somebody / something**.
- b. To introduce who or what performs the action, we use the preposition...
- for.
 - by.
- c. The structure of an affirmative sentence in the passive voice is...
- verb to *be* (*am, is or are*) + subject + past participle.
 - Subject + verb to *be* (*am, is or are*) + past participle.

5 Unscramble the sentences. Add capital letters and final punctuation to the sentences.

- a. is provided / by food / the body's energy The body's energy is provided by food.
- b. through the digestive system / by muscles in the wall of the organs / is moved / food

- c. is broken down / food / into tiny nutrients _____
- d. by the body / carbohydrates, proteins, vitamins, minerals, and fat / are absorbed

- e. nutrients / by the blood / are distributed _____



6 Work in groups of three. Read the text and follow the instructions.

- a. Identify two punctuation mistakes (periods), and four spelling mistakes.
- b. Check the Glossary on page 170 if you are not sure about the meaning of the words.
- c. Make corrections.
- d. Share your corrections with your team members. Be respectful when giving feedback.

The food is pushed bi the esofagus into the stomak through a series of muscular contractions Digestion starts here. breaking down the food and liquid and mixing them with digestive juices. Finally, indigestible food is released and taken through the rest of the intestiains to be eliminated.



7 PROCESS Write the final version and draw the diagram of the process described in Activity 6 on a piece of paper.

Now you have a model to make a diagram on page 152.

8 Work in pairs. Share your diagram with a partner and discuss the questions.

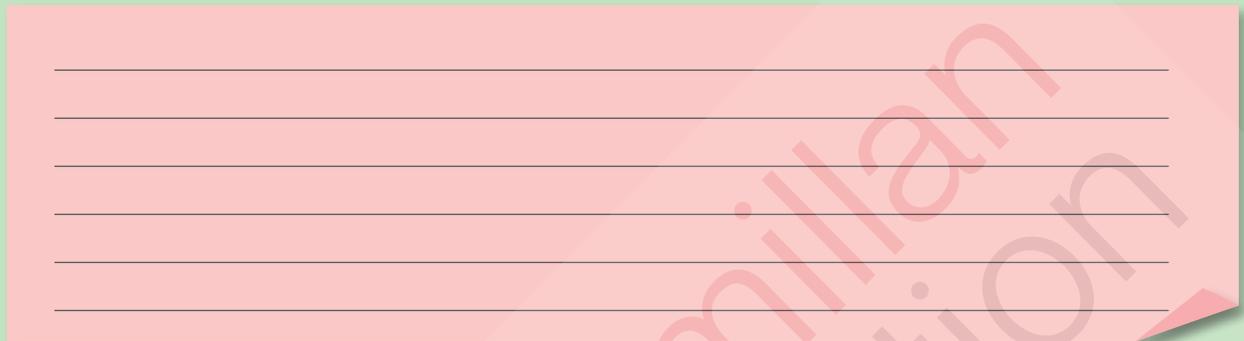
- a. At the beginning of the module, did you think the topic was difficult?
- b. What did you learn in this module?
- c. How does working with another classmate help you improve your work?
- d. How could you improve your ability to take notes?
- e. What skills have you learned in this module?

Module 9 Connect

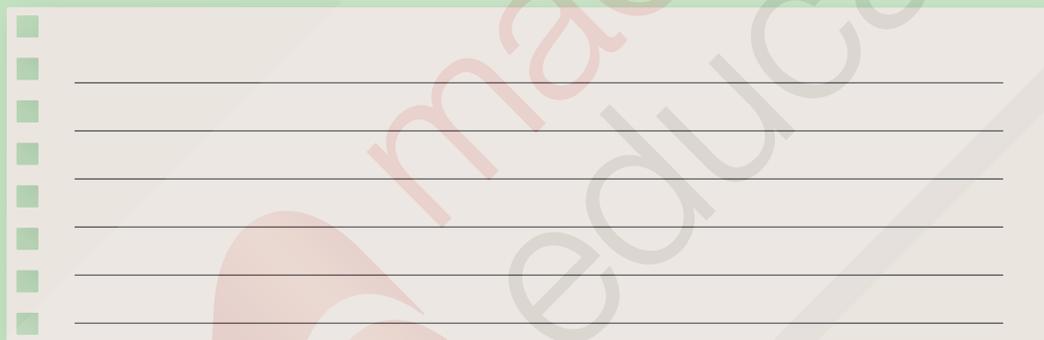
Final product: Notes for a human body system diagram

PROCESS

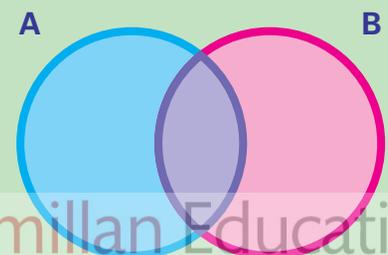
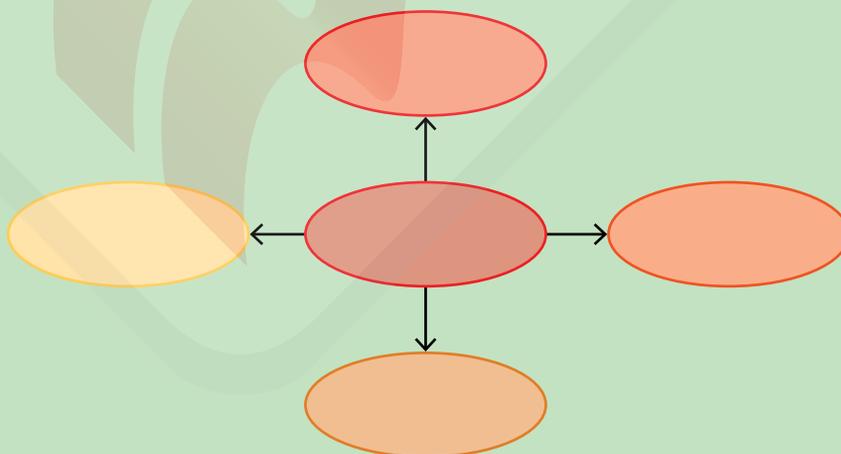
- 1 Write your list from Activity 9, page 141. Choose one system from your list to research about it.



- 2 Write questions to help you find information about the system you chose in Step 1 above. Follow the model from Activity 8, page 144.



- 3 Work in groups. Create an organizer with the key information that you researched. Use the notes to write about the body system you chose. Follow the model from Activity 6, page 147.



Module 9 Connect

Final product: Notes for a human body system diagram

- 4 Work in groups. Make a draft of a diagram of the human body system you chose with the information from your notes from Step 3. Follow the model on page 150 as a guide.



CONCLUSIONS

- 5 Work in groups. Read the questions and share your answers.

- a. Was the diagram you chose to organize your notes useful?
- b. Where your questions a good guide to look for the necessary information?
- c. How can a diagram help you explain how a human system works?

CREATE

- 6 Exchange your diagrams with another group. Tell your classmates if the diagram is clear or if they can improve something.
- 7 Make a final version of your diagram and color it. Present it to the class.

● To reflect on your performance go to page 153.

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1 Answer the questions.

Lesson 1

I learned about comparisons and read information about human body systems.

- 1 What new words for parts of the human body did you learn? _____

- 2 What structures are necessary to compare two things? And several things? _____

Lesson 2

I learned to ask and answer questions about human body systems.

- 1 What questions words are used with countable and uncountable nouns? _____

- 2 What information about numbers and amounts related to the human body did you find interesting?

Lesson 3

I learned to organize and write notes for a description of a human body system.

- 1 Why is it helpful to put your ideas in a diagram before writing? _____

- 2 What did you learn from your classmate's feedback about your writing? _____

Lesson 4

I learned to use information to make a diagram.

- 1 Why is it important to have your information organized before making a diagram?

- 2 What other things are important to consider when making a diagram? _____

Final product performance

2 Discuss in groups.

1. What did you learn about human body systems?
2. Where did you find information?
3. What did you learn about working with your classmates?
4. What did you like about the task?

Set goals

3 Reflect on your answers in this section. Make a list of things you can do to improve what was difficult to do in this module.

I can research about _____

I can practice _____

I can ask help for _____

Other _____

Module



10

Social Learning
Environment:

Academic and educational

Achievements:

- select information.
- read information.
- rehearse giving a presentation.
- give a presentation.

In this module, you will...

- handle information.
- present information about linguistic diversity.

The final product of this module
will be... an oral presentation!

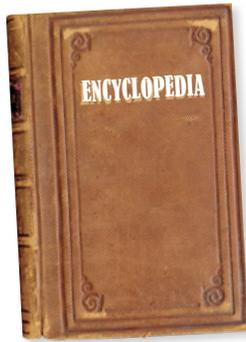
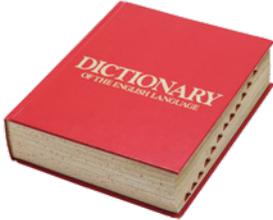
Lead-in

How many languages are spoken
in the world?

Lesson 1

Information sources

1 Work in pairs. Look at the sources of information and discuss the questions.



- What do you use to look up a word you don't know?
- How do you locate a country?
- How do you investigate a topic?

2 Listen to the conversation and answer the questions.

- What's the topic they're searching for?

- Where are they looking for the information?



3 Listen to the conversation again. Check (✓) the text elements they mention.

<input type="checkbox"/>	Introduction	6
I.	Where does English come from?	10
II.	Old English	23
III.	Middle English	30
IV.	Modern English	45
V.	The English Language Today	78
VI.	World Englishes	98

<input type="checkbox"/>	A
	accent – (n) how words are said in a country, region, or a particular group of people.
	academia – (n) the people, activities, and institutions that are connected with education, especially in colleges and universities.
	age group - (n) all the people between two particular ages, considered as a group.

Table of contents

Glossary

CHAPTER 10

English as a Second Language
by David O'Brian

English is spoken as an official language in over 70 countries including the United States of America, the United Kingdom, Canada and Australia. There are approximately 400 million of mother-tongue speakers whereas the number of speakers of English as a second language exceeds this figure.

Chapter and title

The role of English

English, spoken as a second language, plays an important role to understand different factors such as identity, communication, social inclusion and education among others.⁸

⁸Inclusion is the most relevant aspect these days since migration is a common factor among developed countries. See Graves, L. (2015) *Social Inclusion and Language*. Toronto: Global Learning.

Footnote

Bibliography

Bauer, Francis. 2010. *Linguistics*. UK: Sandberg Press.

Cronenberg, H. 2014. *A history of language*. USA: San Diego Press.

Graves, L. (2015) *Social Inclusion and Language*. Toronto: Global Learning.

Bibliography

4 Match the text elements to their function.

- | | |
|--|--|
| <p>a. Table of contents</p> <p>b. Chapters</p> <p>c. Footnotes</p> <p>d. Glossary</p> <p>e. Bibliography</p> | <p>1. Sections in a book about a specific subject. It usually has a number or a title.</p> <p>2. A list of difficult or relevant words at the back of a book with their definition.</p> <p>3. A list of chapters or sections in a book and the page to find information quickly.</p> <p>4. A list of the books, articles, and other publications used by an author when writing a particular book or article.</p> <p>5. A note at the bottom of a page that gives more detailed information about something on the page.</p> |
|--|--|



When you're searching for information, where do you start?

- Is it useful to look at the table of contents of a book? Why?
- Which other sections do you check before reading a specific chapter?
- Why is it useful to check the bibliography of a book or an article?
- If it is a website, where do you start?



5 Read the questions and look for their answers in at least three different sources of information. Write the sources you used.

Questions

a. Where is English spoken?

b. In which countries is English the second official language?

c. What's the role of English in the world?



Source 1:

Source 2:

Source 3:

6 Check (✓) the text elements each source has.

Does it have...	Source 1	Source 2	Source 3
a. a table of contents?			
b. chapters organized in a logical sequence?			
c. titles to find information quickly?			
d. footnotes with additional information?			
e. a glossary?			
f. a bibliography?			

7 **PROCESS** Work in groups of three. Share your findings from Activity 6 and discuss the questions. Then make notes about your discussion on page 167.

- Was it easy or difficult to find the answers? Why?
- What were the best information sources to answer the questions?
- Did you follow any criteria to select the best information sources?
- What other text elements or features were important for the research?

To reflect on your performance go to page 169.
Select information.



Lesson 2

So many languages!

Chapter 10

Set

1. Guess the answers to the questions.



- a. How many languages are spoken in the U.S? b. How many languages are spoken in Mexico?

Start

2. Read the title of each article and skim the texts to find keywords related to the topic in Activity 1.

U.S > Demographics > Languages > The U.S. > A Country of Immigrants > Part 1

Online World Atlas for Teens – The U.S.

A Country of Immigrants – Part 1

More than 40 languages are spoken in the U.S. Does that surprise you? Well, it shouldn't. It is actually a country of immigrants and has been since the beginning of its history. It is for this reason that immigration is the most important factor to understand the linguistic diversity of the United States of America. The country is so diverse linguistically that it has no official language. Interesting, right? Well, it is a fact that English is the most commonly spoken language in the U.S. And again, the explanation is simple: it was originally a British Colony. The country inherited many aspects of the United Kingdom: the culture and the language, to begin with.



Mexico > Demographics > Languages > Mexico > A Multilingual Country > Part 1

Online World Atlas for Teens – Mexico

A Multilingual Country – Part 1

Although most Mexicans speak Spanish today, there is a vast number of indigenous languages that have been spoken in the country since long before Mexico was a Spanish Colony. For example, if you go to the southern state of Oaxaca, and you go to the market to buy the farmers' produce, you may hear more than 20 different languages! Many of these languages have their origin in Mesoamerica around 5,000 years ago. With a population of more than 130 million inhabitants, Mexico is a linguistically diverse country and the reason is simple: Mexico is also ethnically diverse. This is the most important factor to understand its linguistic diversity.



3  Read the texts in Activity 2 again and answer the questions.

- a. How many languages are spoken in the U.S.? _____
- b. What's the most common spoken language in the U.S.? _____
- c. What is the official language in the U.S.? _____
- d. How many languages can you hear in Oaxaca's market? _____
- e. Why is the linguistic diversity in Mexico so great? _____

4  Skim the second part of the text. Match the headings in the box to the paragraphs.

Not Official, but Legal Other Languages but Spanish
¿Entiendes Español?

 You used two different strategies to approach a text in Activities 2 and 3. What was the purpose of each strategy?

U.S. > Demographics > Languages > The U.S. > A Country of Immigrants > Part 2

Online World Atlas for Teens – The U.S.

a. _____ – Part 2

Yet, these days it is Latin America and the language spoken in most Latin American countries, Spanish, that is becoming more popular in the U.S. Spanish is now the second most spoken language in the country and the number of speakers is growing day by day. There are around 40 million Spanish speakers in the country with an estimated population of 231 million inhabitants. In states such as California or Texas, Spanish is spoken and understood by a fifth of the population. Other states with evident Spanish influence are New York and Florida where you can find Cuban and Caribbean immigrants.

c. _____

Even though the U.S. has no official language, English is used for official matters: all legal documents a citizen can hold, such as, your passport or a driving license, are in English. If you own a property or you get married, the documents are in English.

b. _____

Chinese (along with Cantonese and other Mandarin languages) is the third most widely spoken language in the U.S. due to the increasing technological development of the country. Yet, other Asians have also moved to the U.S. for business purposes and you can hear Hindi, Persian, Arabic in cities such as Chicago, Los Angeles, and Manhattan.





- 5 Work in pairs. Write a quiz with five reading comprehension questions for the text. These questions should test reading for specific information.

Mexico > Demographics > Languages > Mexico > A Multilingual Country > Part 2

Online World Atlas for Teens – Mexico

A Multilingual Country – Part 2

Nahuatl 'til this Day

The most spoken indigenous language is Nahuatl which belongs to the Aztec language family. This language possibly originated in the south-west of what is now the U.S. The Aztecs were predominantly nomads until they settled in the central region of Mexico. When this happened, Náhuatl became the lingua franca of the region as it was used by the Aztec Empire. After the Spanish colonization, Náhuatl became the second most spoken language. Today, around 1.5 million people speak the language in states such as Hidalgo, Veracruz, and Puebla.



The Language of a Great Civilization

Maya is the second most spoken indigenous language in Mexico. It is mostly spoken in the Yucatán Peninsula. The Maya were an extraordinary civilization who became extremely powerful long before the Aztecs migrated to Central Mexico. Today there are still around 800,000 speakers of the language.

Other Languages

Other major languages in Mexico are Tzeltal, Tzotzil, and Zapotec. The Mixtec culture is very rich and has competed in power against another language spoken in the region, Zapotec. There are fewer than 500,000 speakers of the language today.

- a. What is the most spoken indigenous language?
- b. How many people speak Náhuatl?
- c.
- d.
- e.

- 6  **PROCESS** Ask another pair to answer your quiz from Activity 5. Register their answers on page 167.

Lesson 3

Most spoken languages

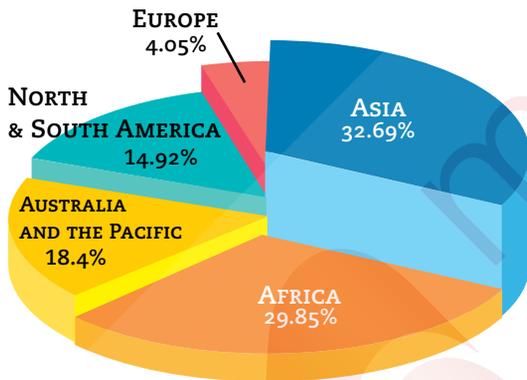
1 As a class, guess the answers to the questions.



a. Can you name three languages from Asia?

b. Can you name three languages from Europe?

2 Listen to Tom speaking to his class, look at the charts, and answer the questions.



Continent	Percentage	Languages (approx.)
Asia	32.69%	2,300
Africa	29.85%	2,100
Australia & the Pacific	18.40%	1,300
North and South America	14.92%	1,050
Europe	4.05%	285
TOTAL		7,035

- What is Tom's topic? _____
- Why did he choose it? _____
- What continent has the largest number of languages? _____
- How many languages are there around the world? _____

3 Listen to the presentation again and check (✓) the expressions you hear.

- The topic I've chosen is "Languages around the World".

 This is "Languages around the World".
- Look at the chart. See the number of languages...

 In this chart, you can see the number of languages...
- I already told you there are around 7,000 languages in the world...

 As I was saying, there are around 7,000 languages in the world...

4  Listen to an extract from Tom's rehearsal for the presentation. Answer Yes or No.

- Is the volume inappropriate to talk to an audience? _____
- Is his voice clear and are words pronounced clearly enough? _____
- Does he make pauses when necessary? _____
- Does he speak too fast to follow his ideas? _____
- Is the language he uses informal? _____

5 Look at Tom. Check (✓) the illustrations that are more appropriate to give a presentation.



- 6  **PROCESS** Read the text. Use the information you read to complete the sentences and draw a chart on page 167 to give a presentation.



The 10 Most Spoken Languages in the World

The world's population is above seven thousand million, and these ten languages are spoken by almost half of the population. This means that more than three thousand five hundred million people speak one of these languages... including ourselves!

Language	Total speakers (millions)
1. Mandarin	1,284
2. Spanish	437
3. English	372
4. Arabic	295
5. Hindi	260
6. Portuguese	219
7. Bengali	242
8. Russian	154
9. Japanese	128
10. Lahnda	119



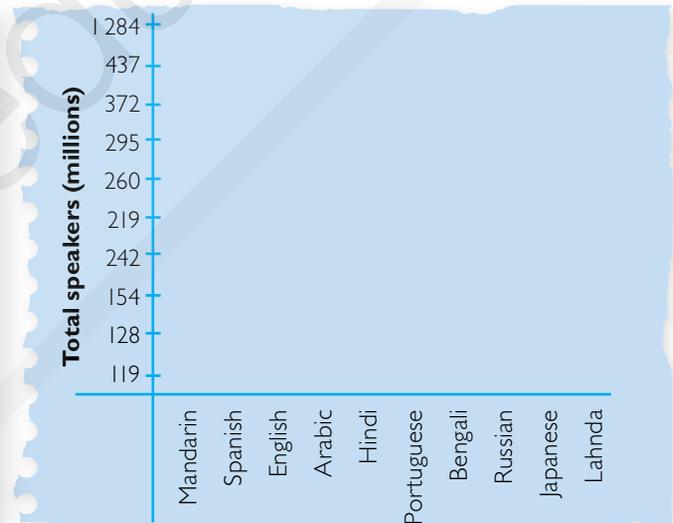



 p.170

a. Did you know _____

b. On this chart you can see The 10 most spoken languages in the world.

c. Finally, _____



- 7  **Work in pairs.** Take turns rehearsing your presentation. Give and receive feedback from your partner.



- Were the notes and the graphic resources you prepared useful?
- Were you able to use formal language to present your work?
- Did you pay attention to volume, speed, and body language?



• To reflect on your performance go to page 169.
Rehearse giving a presentation.

Lesson 4

Languages in Mexico

Chapter 10

Set

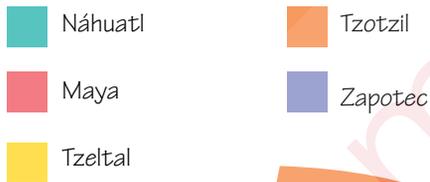
1. Guess the answers to the questions as a class.



- Can you name three indigenous languages from Mexico?
- Do you know where those languages come from?

Start

2. Listen to the presentation. Number the information as you hear it.



Top 5 Indigenous Languages in Mexico

Indigenous Language	Total speakers
Náhuatl	1,725,620
Maya	859,607
Tzeltal	556,720
Tzotzil	487,898
Zapotec	479,474

- One of the most spoken indigenous language is Náhuatl, which belongs to the Aztec language family. Maya is the second most spoken indigenous language followed by Tzeltal, Tzotzil, and Zapotec.
- Although most Mexicans speak Spanish today, there is a vast number of indigenous languages that have been spoken in the country since long before Mexico was a Spanish Colony.
- With a population of around 130 million inhabitants, Mexico is a linguistically diverse country and the reason is simple: Mexico is also ethnically diverse.
- If you go to the southern state of Oaxaca, and you go to the market to buy the farmers' produce, you may hear more than 20 different languages!
- Many of the indigenous languages in Mexico have their origin in Mesoamerica, around 5,000 years ago.

3 Listen again and decide if the statements are True or False.

- | | | |
|---|------|-------|
| a. Tom doesn't follow a logical order to present the information. | True | False |
| b. He alternates information with visual materials to facilitate comprehension. | True | False |
| c. He doesn't make pauses when he mentions information on graphs or tables. | True | False |
| d. He gives examples. | True | False |

4 Complete the table with phrases from the box.

Finally... On this chart, you can see that...
I would like to add that... Did you know... For example...

To introduce, add information, or exemplify	To present graphical material	To finish an idea

5 Listen to the last part of Tom's presentation. Check (✓) the best option to complete the sentences.

- | | |
|--|--|
| <p>a. Tom...</p> <p><input type="checkbox"/> gives a summary of the presentation.</p> <p><input type="checkbox"/> asks if something was not clear.</p> | <p>b. Tom's classmates ask questions for Tom to...</p> <p><input type="checkbox"/> clarify some information.</p> <p><input type="checkbox"/> give more examples.</p> |
|--|--|

6 Work in groups. To prepare a short presentation about a language you choose, discuss the questions.

- a. What sources will you consult?
- b. What do you want to know?
- c. What types of charts can illustrate the presentation?



7 Write notes about your discussion on Activity 6.

NOTES

Useful Expressions

- The topic I've chosen is...
- I chose this topic because...
- Did you know...
- In this chart,...
- As you can see...
- For example,...
- Let me tell you something else...
- As I was saying,...
- Finally,...
- Any questions?
- Are you saying...?
- Do you mean that...?



8  **PROCESS** Share your notes with other groups. Add information from other teams you find useful. Go to page 168 and start working on your presentation.

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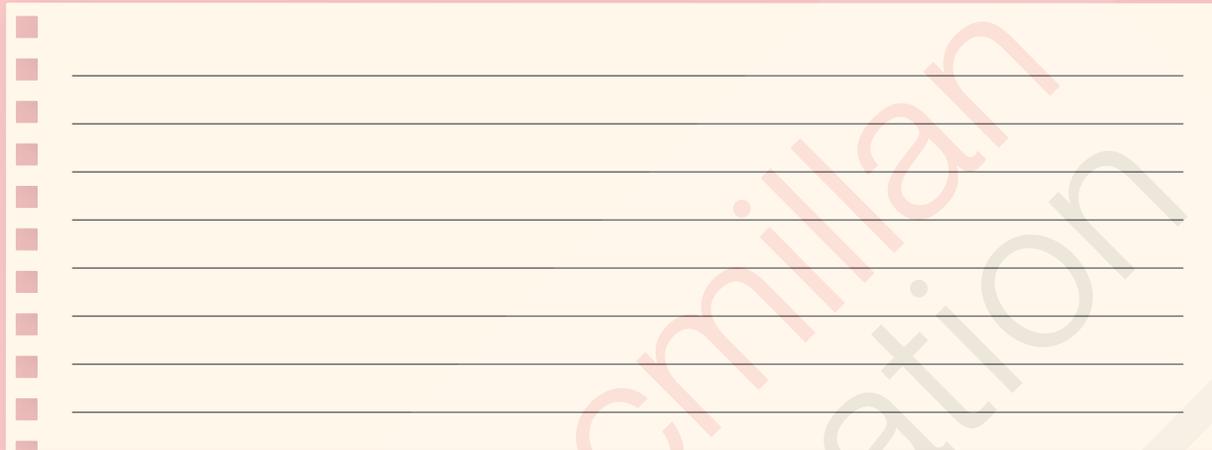
• To reflect on your performance go to page 169.
Give a presentation.

Module 10 Connect

Final product: An oral presentation

PROCESS

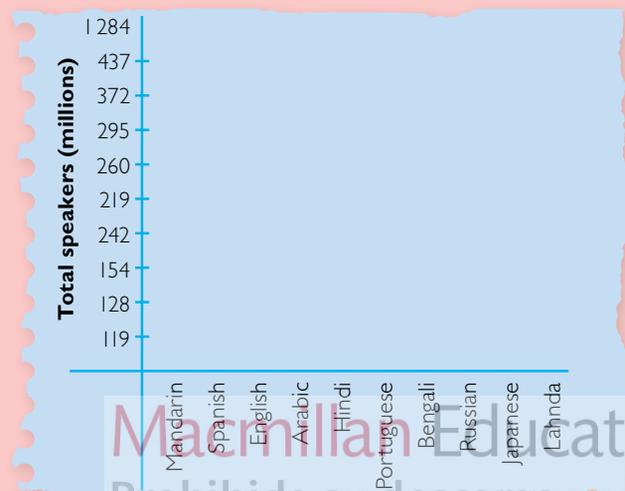
- 1 Write the best information sources according to your discussion from Activity 7, page 157. Add the characteristics that made you think they are good sources.



- 2 Write your quiz from Activity 5, page 160 and the answers from the classmates you worked with on Activity 6, page 160.

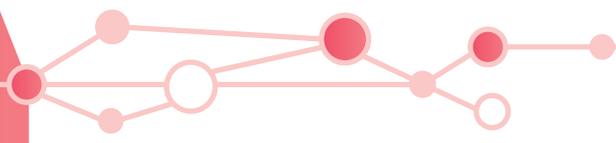


- 3 Work in pairs. After you complete the chart choose one look at the languages it mentions and that you want to know more about. Read the characteristics of good sources you wrote in Step 1 and look for appropriate sources about your topic.



Module 10 Connect

Final product: An oral presentation



- 4 Work in groups. Write a quiz similar to the one on Step 2 to find the information you need. Use your notes from Activities 7 and 8, page 166 to organize and write your presentation. Prepare your graphic resources on construction paper.

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CONCLUSIONS

- 5 Work in groups. Read the questions and discuss your answers.

1. Was it useful to write a quiz before reading information about the topic?
2. Was it easy to prepare the presentation? Why?
3. What parts of preparing a presentation do you prefer to do individually and what parts are better to work in groups?

CREATE

- 6 Assign one part of the presentation to each member. Rehearse your presentation and give feedback to your classmates on what they can improve.
- 7 Present the information to the class and invite them to make question and comments.

● To reflect on your performance go to page 169.

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1 Answer the questions.

Lesson 1

I learned to select sources to find information.

- 1 What text elements can help you know if a source has the information you need?

- 2 What section can you consult to find difficult words in a text?

Lesson 3

I learned to prepare a presentation.

- 1 What can you do to make a clear presentation?

- 2 What should you avoid doing when you give a presentation?

Lesson 2

I learned to read texts to locate information.

- 1 What did you learn about languages spoken in Mexico and the U.S.?

- 2 Did you learn reading strategies to find information in sources? Which?

Lesson 4

I learned to give a presentation.

- 1 What expressions did you learn to add information and exemplify during a presentation?

- 2 What is a good way to close a presentation?

Final product performance

2 Discuss in groups.

1. Was it easy or difficult to find information in different sources?
2. With this experience, do you think you can prepare a presentation about another topic at a different class (Spanish or Geography, for example)?
3. Do you feel more confident when speaking in English in public?
4. What did you like about this task?

Set goals

3 Reflect on your answers on this section. **Make a list of things you can do to improve what was difficult to do in this module.**

I can research about _____
I can practice _____
I can ask help for _____
Other _____

Glossary

- access:** (n) the right or opportunity to have or use something that will bring you benefits.
- add:** (v) to put something with another thing or group of things.
- ant:** (n) a small insect that lives under the ground in large organized groups called colonies.
- apologies:** (n) a statement that tells someone that you are sorry for doing something wrong or for causing a problem.
- arrogance:** (n) behavior that shows that you think you are better or more important than other people.
- arteries:** (n) one of the tubes in your body that carries blood from your heart to the rest of your body. A tube that returns blood to your heart is called a vein.
- awful:** (adj) used for emphasizing how unpleasant someone or something is.
- blood:** (n) the red liquid that flows around inside your body.
- bone:** (n) one of the hard parts that form a frame inside the body of a human or animal. This frame is called a skeleton.
- borrow:** (v) to receive and use something that belongs to someone else, and promise to give it back to them later.
- brain:** (n) the organ inside your head that allows you to think and feel, and controls your body.
- breathe:** (v) to take air into your lungs through your nose or mouth and let it out again.
- brochures:** (n) a small magazine containing details and pictures of goods or services that you can buy.
- buddy:** (n) an informal friend.
- business:** (n) the work of buying or selling products or services for money.
- carry:** (v) to hold someone or something using your hands, arms, or body and take them somewhere.
- capillaries:** (n) the smallest type of blood vessel, with a wall that is only one cell thick. It carries blood to and from individual cells in your body.
- cartilage:** (n) a substance similar to bone that surrounds the joints (=places where two bones meet) in your body, or a piece of this substance.
- cells:** (n) the smallest part of a living structure that can operate as an independent unit. The middle of a cell is called the nucleus.
- character:** (n) the qualities that make up someone's personality.
- chemically:** (adj) involving chemistry or produced by a method used in chemistry.
- classical:** (adj) following the original or traditional standard for something.
- computer:** (n) a machine that stores programs and information in electronic form and can be used for a variety of processes, for example writing, calculating, and communicating on the Internet.
- cool:** (adj) impressive because of being fashionable or attractive. Used for agreeing to something or saying that something would be convenient.
- country:** (n) an area of land that has its own government and official borders.
- cousins:** (n) a child of your uncle or aunt. This person can also be called your first cousin. A child of the cousin of one of your parents is called a second cousin.
- definition:** (n) a statement of what a word or expression means.
- demographics:** (n) the particular features of a population, for example people's age or race.
- esophagus:** (n) the tube in your body that carries food from your throat to your stomach.
- especially:** (adv) used when mentioning conditions that make something more relevant, important, or true.
- evening:** (n) the part of the day between the end of the afternoon and night, including the time when the sun goes down.
- farmers:** (n) someone who owns a farm or manages it as their job.
- fill out:** (v) to add information such as your name or address in the empty spaces on an official document.
- films:** (n) a series of moving pictures with sound that you can watch at the cinema or at home.
- flavor:** (n) the particular taste that food or drink has.
- frozen:** (adj) preserved by being made extremely cold and stored at a very low temperature.

Glossary

gracefully: (adj) graceful *movement* is smooth and beautiful.

grasshopper: (n) a large insect with long back legs that moves by jumping and makes short high sounds.

guide: (n) a book about a particular subject or type of activity.

hanging out: (v) to lean out of a window so that the top part of your body is outside.

heart: (n) the organ in your chest that makes blood flow around your body.

hiking: (n) the activity of walking for long distances in the countryside. Someone who does this is called a hiker.

historical: (adj) connected with history or with the past.

hold your horses: (phr.v) used for telling someone to wait before doing something.

hope: (v) to want and expect something to happen or be true.

hopping: (v) to move forward by jumping on one foot. If a bird or animal hops, it uses both or all feet to jump forward.

hunger: (n) a lack of food that can cause illness or death, especially among large numbers of people.

inherited: (adj) an inherited disease or quality is one that is passed on through the genes.

instead: (adv) used for saying that one person, thing, or action replaces another.

interview: (n) a meeting in which someone asks another person, especially a famous person, questions about themselves, their work, or their ideas, in order to publish or broadcast the information.

jazz: (n) a type of music that developed in the late 19th century in which there is a strong lively beat and the players often improvise.

join: (v) to become a member of an organization, club, etc.

land: (n) an area of ground, especially one that is used for a particular purpose such as farming or building.

listener: (n) someone who listens to the radio, or to a particular radio program or radio station.

lonely: (adj) unhappy because you are alone or because you have no friends.

lung: (n) one of the two organs in your chest that fill with air when you breathe.

magazine: (n) a large thin book with a paper cover, containing reports, photographs, stories, etc., usually published once a month or once a week.

market: (n) a public building or place where people sell goods on tables called stalls.

marvel: (v) to show or feel surprise or admiration.

message: (n) a piece of written or spoken information that you send to someone, especially when you cannot speak to them directly.

mixing: (v) to combine two or more substances so that they become a single substance.

month: (n) one of the twelve periods that a year is divided into, such as January, February etc.

mouth: (n) the part of your face below your nose that you use to eat and speak. The corners of your mouth are the two outside ends of it, and the inside top part of your mouth is called the roof.

museums: (n) a building where many valuable and important objects are kept so that people can go and see them.

neighbor: (n) someone who lives near you.

neurons: (n) a cell that sends messages to your brain and receives messages from your brain through electrical signals.

nomads: (n) someone who belongs to a group of people who move from place to place in order to find food and water for their animals or themselves.

ourselves: (pron) used for showing that both you and a group that you are a part of are affected by or involved in an action that you do together.

passport: (n) an official document containing your photograph and showing which country you are a citizen of. You use your passport when travelling to foreign countries.

polite: (adj) someone who is polite behaves towards other people in a pleasant way that follows all the usual rules of society.

predictable: (adj) if something is predictable, it happens in the way that you would expect.

proper: (adj) suitable for the purpose or situation.

puzzles: (v) to make someone worry and think hard, by being difficult to understand.

reality: (n) the real character or nature of things, not what you imagine or think is possible.

rehearse: (v) to practice a play, concert, opera etc. before giving a performance.

reinvent: (v) to change something that already exists and give it a different form or purpose.

reply: (v) to say, write, or do something as an answer.

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

sadness: (n) a feeling of being unhappy, especially because something bad has happened.

saxophone: (n) a musical instrument consisting of a long curved metal tube that you play by blowing into it as you press its keys with your fingers. Saxophones are used mainly for playing jazz music.

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

scientific: (adj) relating to science, or based on its methods.

services: (n) a place beside a motorway where petrol, food, drinks, and toilets are available.

stomach: (n) the soft part at the front of your body between your chest and your legs.

strength: (n) the physical energy that someone has to lift or move things.

speak: (v) to talk to someone about something.

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

summer: (n) the season between spring and autumn, when the weather is hottest.

suspiciously: (adv) in a way that shows you think someone has done something wrong.

throughout: (adv) in every part of a place during the whole of a period of time or an event.

tooth: (n) one of the hard-white objects inside your mouth that you use for biting and for chewing food.

trouble: (n) an aspect or feature of someone or something that causes problems, worries, or difficulties.

unfamiliar: (adj) If you are unfamiliar with something, you have no knowledge or experience of it.

vein: (n) one of the tubes in your body that carry blood to your heart. A tube that carries blood away from your heart is an artery.

violin: (n) a musical instrument that you hold under your chin and play by pulling a long object called a bow across its strings. Someone who plays a violin is called a violinist.

waste: (n) the failure to use something valuable in an effective way, so that it does not produce the benefits that it could.

website: (n) a place on the Internet where information is available about a particular subject, organization etc.

Audio Script

Module 1

Track 02 Lesson 1, Activities 2 and 3, page 11

Boy: Hello.

Secretary: Hello. How can I help you?

Boy: Uh, there's a problem with my student ID card.

Secretary: OK... What's the problem?

Boy: I lost it.

Secretary: We'll have to make you a new card. We can fill out the form now.

Boy: I know. I'm sorry...

Secretary: OK, no problem... Let me see then... What's your last name?

Boy: Díaz.

Secretary: And your name?

Boy: Gustavo.

Secretary: Díaz... Gustavo...

Boy: Gustavo Díaz Torres... that's my full name.

Secretary: And what's your date of birth? The full date, please.

Boy: April 28, 2002.

Secretary: So, you're 15. And your birthplace?

Boy: What do you mean?

Secretary: Where were you born?

Boy: Here, in Los Sauces.

Secretary: Alright... Los Sauces, April 28, 2002...

Boy: Is that all?

Secretary: Not quite. What's your address?

Boy: 22 Durango Street.

Secretary: OK. Do you know your zip code?

Boy: Yes, it's 07890.

Secretary: OK. That's here in Los Sauces, right?

Boy: Yes, it is.

Secretary: And your home phone number?

Boy: 34 97 23 06

Secretary: Sorry, can you say that again?

Boy: 34 97 23 06

Secretary: Thank you, Gustavo. That will be all. Your card will be ready next week. Please don't lose this one!

Track 03 Lesson 1, Activity 4, page 12

- What's your address?
- What's your last name?
- And your name?
- Do you know your zip code?
- What's your day of birth?
- So, where were you born?
- Can you say that again, please?

Track 04 Lesson 2, Activity 1, page 14

- sound of police siren.
- sound of heart monitor.
- sound of approaching subway train.
- sound of garbage collector truck.

Track 05 Lesson 2, Activities 3 and 4, page 15

Conversation 1

Receptionist: Good afternoon, sir. How can I help you?

Mr. Nelson: Can we see a doctor? My student... he hurt his knee. He looks bad, it might be serious.

Receptionist: Please wait here, sir. The doctor will see you now. Could you fill out this form with your student's personal information?

Mr. Nelson: Sure. May I borrow your pen?

Receptionist: Certainly.

Track 06 Lesson 2, Activities 5 and 6, page 15

Conversation 2

Police officer: You're calling the Second District Station. What _____ we do for you?

Man: Hello, ma'am. I just came back from work and my front window is broken.

Police officer: OK, sir. Thanks for calling us immediately. Someone _____ be inside. Have you checked the house before calling us?

Man: No, ma'am, but I believe my dog is missing. He _____ be hurt somewhere!

Police officer: You're right, sir. _____ I have your address, sir? I'll send a unit now.

Man: Sure. It's 46 Pine Street...

Track 07 Lesson 3, Activities 2 and 3, page 17

Part 1

Girl: Hello.

Librarian: Hello. How can I help you?

Girl: I'd like to borrow books about frogs from this public library. Could you tell me what I need to do?

Librarian: Frogs?

Girl: Yes, I love frogs!

Librarian: OK! We have a lot of books about frogs. You need to bring an ID. If you're under 18, bring your student ID. You'll also need one of your parents to come with you. He or she will need to bring their ID and a credit card to make a deposit. Look, all the information is here...

Part 2

Girl: Great. And, when I join, what are the services the library offers?

Librarian: Here you have the list of all our services. Our users can borrow books from all our collections. We also offer library book exchanges in case we don't have a title... See?

Girl: Wow! That's nice!

Librarian: You can use the _____ rooms on each floor and there's _____ Wi-Fi. If you can't bring the books back during opening hours, you can drop them off in the box next to the main door. We also offer other courses in case you're interested in a particular subject. Oh, and we also organize _____ with writers in our community every _____ at 4 p.m.

Girl: OK... sounds great. Thanks!

Librarian: If you have any questions, you can contact us by phone or email before you come back. Here are the details.

Girl: Thank you!

Librarian: You're welcome. We're open until _____ p.m. Good luck with your frogs!

Track 08 Lesson 3, Activity 4, page 18

Girl: Hello.

Librarian: Hello. How can I help you?

Girl: I'd like to borrow books about frogs from this public library. Could you tell me what I need to do?

Librarian: OK! We have a lot of books about frogs. You need to bring an ID. If you have any questions, you can contact us by phone or email before you come back. Here are the details.

Girl: Thank you!

Track 09 Lesson 4, Activities 2 and 3, page 20

Presenter: Welcome to Teens in Action. Today we are talking about what to do in a major emergency. We have a special guest: Charlie Hunter, a Civil Protection volunteer. Welcome, Charlie!

Charlie: Hi!

Presenter: Let's start with fires. What can teenagers do if there's a fire?

Charlie: It depends where the fire is, but one thing is for sure: you must have a plan. You should talk to your family about how to get out of the building if there's a fire. And you must not forget to take important documents, like _____ and _____

_____, because you might need them, and they are very hard to replace.

Presenter: Good point! But what if someone in your family is not at home when the fire happens?

Charlie: You should store your family's _____ in your cell-phone, and memorize them.

Presenter: Should we do anything else, Charlie?

Charlie: Yes. You have to prepare a fire survival kit. It has to include blankets, _____, and _____. Put everything in a _____. Then, keep it near the emergency exit.

Presenter: That's great advice. It's time for a break. When we come back, Charlie will talk about first aid for teens. Stay tuned!

Module 3

Track 10 Lesson 1, Activities 2 and 3, page 43

Interviewer: Good morning.

Girl: Hi.

Interviewer: Would you mind if I ask you a few questions?

Girl: Uh... Err... I'm in a bit of a hurry.

Interviewer: It's just a short survey.

Girl: OK...

Interviewer: What leisure activities do you like?

Girl: Huh?!

Interviewer: I mean, what do you like doing in your free time?

Girl: Oh. I like to play basketball of course. I like _____.

Interviewer: Do you like going shopping?

Girl: Hmm. I don't like _____. Is that all?

Interviewer: Almost. Do you like to watch sports on TV?

Girl: I don't mind _____ sports on TV but I love _____ with my friends and they are waiting for me. Sorry. I must go now. Bye.

Interviewer: Wait! What don't you like doing?

Girl: Going to concerts; I _____ crowds!

Interviewer: Thank you.

Girl: What's up guys? I'm ready.

Track 11 Lesson 2, Activity 3, page 47

Announcer: Today in the studio, we have Mathias Bach for an interview. You will want to meet this new pop music talent. By the way, your outfit looks cool. Hello, mate. Welcome to London.

Mathias: Hello. Thank you.

Announcer: So, where are you from?

Mathias: I come from Morelia, Mexico...

Announcer: Wait a minute! Did you say from Mexico?

Mathias: Yes. I'm Mexican.

Announcer: So? Where does the name Mathias Bach come from?

Mathias: Well, I love Johann Sebastian Bach.

Announcer: So, you like classical music?

Mathias: Baroque classical music is my favorite.

Announcer: I see. Tell me, do you like London?

Mathias: I love London. It is a really beautiful city.

Announcer: Thank you. Now, tell me about your musical interests. Apart from classical music and pop, do you like any other kind of music?

Mathias: Well, I like jazz because my mother is a great fan of jazz, and I like instrumental music too.

Announcer: So, your family likes music.

Mathias: Oh, yes. My family loves music, especially my father, he is a musician.

Announcer: Does he like the violin too?

Mathias: Yes, he does, but he prefers playing the sax. And my sister is crazy about music!

Announcer: What about your free time? What do you like and not like doing?

Mathias: Hmm... I like exercising, reading, and studying. And, I don't like wasting time, I guess.

Announcer: Mathias, thank you very much for the interview...

Mathias: Sorry, could I just give your listeners some information about my concert?

Announcer: Of course. Please, tell us when...

Track 12 Lesson 4, Activity 3, page 52

Interviewer: Good afternoon. We're doing a survey. Would you mind if I ask you a few questions?

Boy: Hi. What is it for?

Interviewer: We want to know about teens' leisure preferences in general and your own. It's for publicity purposes.

Boy: It isn't a long interview, is it?

Interviewer: No. Just six questions.

Boy: OK then!

Girl: Sure.

Interviewer: In this neighborhood, what hobbies are teens interested in?

Boy: I'd say that we like sports and hanging out with friends.

Girl: I don't think so. I'm sure we are more interested in using technology than hanging out with friends.

Interviewer: Alright. And, when teens are with friends, what do they like talking about?

Girl: Hey. That's a good question... Hmm... Let me think... Lots of stuff, such as music, bands, school, and friends.

Boy: I agree with you.

Interviewer: Fine. Next question is: What type of music are you interested in?

Girl: Well, it depends who you ask, but I think he and I are mad about the same kind of music: rock.

Boy: That's right.

Interviewer: Good. What type of movies are you interested in?

Boy: Horror.

Girl: Science fiction.

Interviewer: Haha. I think I got it. You said "science fiction", didn't you?

Girl: Yes.

Interviewer: And you like horror, don't you?

Boy: That's correct.

Interviewer: Who do you like going to the movies with?

Boy: Friends.

Girl: Yeah with friends, but also with my family. Going in a group is more fun, isn't it?

Boy: Yep. I agree.

Interviewer: Me too. Anyway, the last question: what is your favorite book about?

Boy and Girl: A Fantasy World.

Girl: No way! You don't like my favorite book, do you?

Boy: I disagree. I didn't, but you convinced me and I'm a great fan now.

Interviewer: Sorry for interrupting, but...

Girl: Oh, yes, the interview. No worries. I guess A Fantasy World is our answer, isn't it?

Boy: Yes.

Interviewer: That's it guys. Thanks a lot.

Boy and girl: Bye.

Track 13 Lesson 4, Activity 5, page 53

a. It isn't a long interview, is it?

b. You said "science fiction", didn't you?

c. And you like horror, don't you?

d. Going in a group is more fun, isn't it?

e. You don't like my favorite book, do you?

f. I guess A Fantasy World is our answer, isn't it?

Module 4

Track 14 Lesson 1, Activities 2 and 3, pages 59-60

Mom: Hey kids. Have you discussed where to go on our vacation?

Boy and Girl: Yes!

Mom: Oh, good! Did you look at the travel guide books?

Boy: No, Mom. Maybe later, when we need more detailed information.

Mom: Alright. Well, why don't you pick some destinations and we'll choose one?

Girl: That's a good idea. In fact, we've done that already. I'll show you on the computer. What about Cancún? Look, my brother and I wanted to go to Cancún because, well, you know, we love the beach and water sports and there are aquatic parks. It is quite expensive, though.

Mom: OK, but I wanted to go to a historical place.

Boy: I know, we also thought about Mexico City or Mérida. Dad brought some brochures. Look!

Mom: Yes, let's go to Mérida. I saw in a magazine article that it has great museums, beautiful colonial houses and...

Boy: Hold your horses, Mom! I mean, I'm not sure about that.

Mom: OK. Why don't you look in Yucatán's website?

Girl: That's a good idea! Shall we look at it?

Boy: That sounds great!

Track 15 Lesson 3, Activity 2, page 65

Jorge: Guys! We've been discussing forever. C'mon, the most important is that we're traveling together to celebrate we finished the school year. Don't you think we should make a list of only four places and then select one?

All: OK.

Jorge: So, Ana, where would you like to go and why?

Ana: Cuernavaca because there are a lot of things to do. We can visit the Palace of Cortes, go to the Borda Garden Museum, the archaeological zone of Teopanzolco, swimming pools, etcetera.

Rosa: What about Tepoztlán, instead? It's in Morelos too. There are many attractions! We can climb up the Tepozteco hill of course and see the archaeological site; we can see and buy beautiful handicrafts, we can camp or stay in a hostel with a pool.

Luis: Mmm... I'm not sure, what about Tolantongo Caves in Hidalgo? When I went with my family, we

had a great time. We went to the caves and swam in the river. What do you say?

Jorge: That's quite a good idea.

Track 16 Lesson 3, Activity 3, page 66

Luis: What place do you suggest visiting, Jorge?

Jorge: I suggest we go to Tecolutla in Veracruz. I went there with my family some years ago. We stayed in a very comfortable hotel. The first day, we spent hours on the beach playing, swimming, and relaxing. On day 2, we went to the Turtle Camp to free turtles, that's just one of the coolest experiences ever. I named mine Rosa in your honor.

Rosa: Hahaha... Silly!

Jorge: On day 3, we went on a boat trip through the river and saw mangroves, some birds, crabs and even a crocodile. I know it is further than the places you proposed, but we really should go there... Three more things: the food is delicious, it is a cheap place and we can go by bus. I think it's the best option. Don't you agree?

Ana: I vote Tecolutla.

Rosa: Me too.

Luis: Yeah, let's go.

Jorge: I was going to vote Cuernavaca.

Ana, Rosa, and Luis: What?!

Jorge: Just kidding.

Ana, Rosa, and Luis: Hahaha.

Track 17 Lesson 4, Activities 2 and 3, page 68

Mom: Girls, I thought this year we could go to a lake for our vacations.

Jenny: A lake?

Mom: Yes, the Solitary Lake in Ontario. It's very peaceful.

Sophie: I'm not sure Mom... A good thing is that it's relaxing, but on the other hand the main attraction is fishing and... Dad is the only one who likes it, another bad point is that it's cold. We want to go to a warm place. Don't we, Jenny?

Jenny: Yes, definitely.

Sophie: I thought about Loreto in Baja California. We can explore the islands, go snorkeling, kayaking, and fishing in the Sea of Cortes. What do you say?

Jenny: I agree. Dad can go fishing there too. Please, please, Mom.

Mom: It has many positive things, but a negative one is that it's more expensive.

Sophie: Not at all. Look, here I found some cheap vacation packages. What do you think?

Mom: Okay, okay... you win. Loreto it is!

Sophie and Jenny: Yeah!

Track 18 Lesson 4, Activity 5, page 69

- A lake?
- Dad is the only one who likes it.
- Yes, definitely.
- Please, please, Mom.

Module 5

Track 19 Lesson 1, Activity 6, page 76

- _____
- _____
- _____
- _____

Track 20 Lesson 4, Activities 2 and 3, pages 84-85

Director: OK, so we're now ready to rehearse the scene. Mark and Isabella, the main characters, meet for the first time at the party.

Actor: Sorry... but I don't understand. Before I see Isabella, where am I standing, and what am I doing?

Director: Just stand there, holding your glass, drinking from it occasionally. You should look sad or lonely. You might also look a bit bored... in other words, you are not interested in what's happening around you. Then, when you see her at the entrance of the hall, look happy and very pleased to see her.

Actor: Oh, I see. I'm standing here and drinking from my glass quietly, I'm not speaking to anybody, then...

Director: Exactly, you're by yourself, with an expression of sadness or loneliness on your face. Then when she passes by, your face should change and you show interest.

Actor: Got it!

Director: And you, Isabella, walk slowly into the hall, not fast, looking at the guests suspiciously... remember you didn't want to go to the party and you don't like the people who invited you. Have I explained myself clearly?

Actress: Mmm... I think so... But then, what happens when Mark stares at me? Should I stop walking and look at him or can I just continue walking?

Director: Just pass by without showing any interest, but nod at people politely and gracefully. You

should look like a lady walking calmly but your face also shows a bit of suspicion and indifference. Remember, you didn't want to attend to the party.

Actress: OK... I think I understand what you mean.

Director: So, now, let's rehearse the entrance scene before we roll it.

Module 6

Track 21 Lesson 3, Activity 4, page 98

Part one

that	mouse
the	mouth
agreed	might
tree	bright

Part two

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

Track 22 Lesson 4, Activity 3, page 101

Lori: So, Eric? Do you like the story of King Arthur?

Eric: Of course. I think it is the greatest story ever.

Lori: Me too. He was a great warrior who defended England against invaders. Also, a wise and good King that made the people happy again.

Eric: With the help of Merlin and his magic.

Lori: Yes, you are right. I really like Merlin. And what about the round table he created?

Eric: Oh, yeah. Only the best knights in England could sit there. What a fabulous team to help him rule and fight enemies, don't you think?

Lori: Well... yes but there were also traitors! I'm talking about Lancelot and Guinevere, the Queen. They were disloyal.

Eric: Uff, and that disloyalty later destroyed the round table.

Lori: Also, near the end of the story, Mordred crowns himself King when Arthur is not there.

Eric: And when Arthur returns they fight.

Lori: And kill each other. What a drama!

Module 7

Track 23 Lesson 2, Activity 2, page 110

Narrator: "Chapter 1—Going back to school"

Daniel is back home after three long months. He is afraid to go back to school. He does not want to go there. But it will be OK. His friends are the same.

So, why is he nervous? Maybe it is because he did not say goodbye to them when he left. It is strange not to say goodbye to your friends if you go away for a long time. And, they do not know why he left. Most importantly, what will Jessica do when she sees him again? What will Daniel do?

Track 24 Lesson 2, Activities 3 and 4, page 111

Anna: Did you read Chapter 1?

Mike: Sure. That was homework, right?

Anna: Right. We'll discuss what happens next with Ms. Barron.

Mike: I think it is a suspense story. What do you think happens next?

Anna: Well, Daniel is afraid of his school friends' reaction when he's back, right? I think his friends will ask him why he left without telling anyone. What do you think?

Mike: Well... I'm sure he's going to face everyone at school. He is worried about Jessica's reaction. She probably won't be happy to see him, but Daniel is going to find a way to be her friend again.

Anna: I agree! Let's see what Ms. Barron says today in class...

Track 25 Lesson 2, Activity 6, page 111

Narrator: "Chapter 2—Let me tell you!"

Daniel looks at Jessica and walks towards her. He needs to explain why he didn't say goodbye when he left.

Daniel: Jessica?

Jessica: Oh. Hi Daniel. Long time no see.

Daniel: I need to talk to you.

Jessica: Well, I don't think I need to talk to you.

Daniel: But, I'm going to explain why I had to leave school.

Jessica: Seriously? Do you think I'll believe you?

Daniel: I'm going to tell you the truth. Now I can! Please, wait. Let me tell you!

Track 26 Lesson 4, Activity 6, page 118

shock	happens
out	fellow
will	book
something	ready
now	mission
totally	reports
when	wondered
blank	

Module 8

Track 27 Lesson 3, Activity 4, page 130

Angel: So, what do you think about the Super Sentinel comic strip?

Cecil: Well, I think it is too simple and predictable. So, I think it isn't really good. What about you?

Angel: I think that we have different opinions.

Cecil: C'mon, buddy. I'd love to know your opinion.

Angel: Alright. In my opinion, it is quite nice. I like the fact that he has an internal fight.

Cecil: OK...

Angel: What I mean is that he doesn't want to use his power because he doesn't want to suffer seeing things that will hurt him, but...

Cecil: Yeah, the city needs his help and it's not an easy decision. It is predictable.

Angel: I disagree. I believe it is interesting that he is a super hero, but he has problems all humans have. For example, his mother was very important to him and he is afraid of suffering... What's your opinion about that?

Cecil: OK. I agree with that.

Track 28 Lesson 4, Activities 2 and 3, pages 132-133

Valery and Paul: Hahaha...

Adam: What are you reading?

Valery: Oh, we are reading a funny comic strip. I mean, it's just a joke to make you laugh.

Adam: Let me see...

Valery: So, what do you think about it?

Adam: Honestly, _____ this type of comic strips. _____ superhero and wrestling ones. Stories with the good and bad guys. But, I have to admit it is funny. And what about you Paul? Do you agree with me?

Paul: _____. What I mean is that I like superhero comic strips, but not all of them. _____, I like comic strips with a moral.

Valery: _____, like the one we read in class.

Adam: Which comic strip?

Paul: The one about a superhero that had to think about others' benefit, not only about himself.

Valery: That's cool!

Module 9

Track 29 Lesson 1, Activity 2, page 139

Johanna: Hey Jake. What's that?

Jake: People inside a human heart.

Johanna: What? People inside a heart?

Jake: Yeah! They are inside of a giant model of a human body. In this picture, they are in the heart. Look, you can see the shape of the heart, the blood and the vessels.

Johanna: Wow. Where is it?

Jake: It's the Corpus Human Body Museum. Look... It's a huge replica of the human body. The whole building looks like a body. Visitors can walk around inside.

Johanna: It sounds really cool!

Jake: Yeah. It says here that visitors can see, feel, and hear how the human body works. Look... Here's another photograph. Here people are in the brain. Look at the nerves.

Johanna: I'd love to see that! The brain, the nerves and the spinal cord.

Jake: I think you would really like this museum.

Johanna: What about that other photograph. What's that?

Jake: The lungs!

Johanna: Wow. They're huge! Lungs are part of the respiratory system, right?

Jake: Yes. Just like the nose and the trachea. Hey Johanna, why don't we go to the museum?

Johanna: Deal!

Track 30 Lesson 2, Activity 1, page 142

Museum guide: Welcome to the Human Body Museum! You are going to take a fantastic journey through a giant model of the human body. Let's start by checking some interesting human body numbers about the skeletal and endocrine systems. For example, did you know that children usually have 20 milk teeth? Adults usually have 32 permanent teeth. Most people have 12 pairs of ribs, but about 5 percent of the population has an extra pair. And what about the total number of vertebrae? 33 is the total number of vertebrae in the spinal column of the human body. Other interesting facts about the body are that your nose contains 20 types of odor-detecting cells. With these, you can distinguish up to 10,000 different smells.

The average healthy mouth produces about 1.5 liters of saliva each day. And the average person produces 500 milliliters of sweat every day, but it depends on the temperature, humidity and the activities each person does.

Track 31 Lesson 3, Activities 2 and 3, page 145

Tour guide: Hi! My name is Nathan Carter and I will be your tour guide today. If you have any questions, just ask. Alright?

All zoo visitors: Yes! OK.

Tour guide: Let me introduce you to our chimpanzees. The larger one is Bart, and the smaller one is his girlfriend, Roxy.

Zoo visitor 1: What do they eat?

Tour guide: Lots of things. They usually eat fruit and plants, but they also eat insects, like grasshoppers and earthworms. They drink rainwater. Oh, and for a special treat, they love peanuts!

Zoo visitor 2: Are chimpanzees our closest living relatives?

Tour guide: Yes, they are. They share 96 percent of our DNA.

Zoo visitor 1: Do they communicate like humans do?

Tour guide: Well, they don't speak our language but some chimpanzees have learned to use some basic human sign language.

Zoo visitor 2: Is their nervous system similar to the humans'?

Tour guide: It's the same! In their body—and in ours—the nervous system is made up of the brain, the spinal cord, and a large network of nerves.

Module 10

Track 32 Lesson 1, Activities 2 and 3, page 155

Sam: The question we need to answer is "Where is English spoken?"

Anna: OK, this book is about the history of English. Look at the table of contents to see if we can find the topic we are looking for.

Sam: OK, let's see. There are several chapters... Perhaps this one? "World Englishes", what do you think?

Anna: You're right. Which page should we go to?

Sam: Ehrr... 98.

Anna: Now, we may not need to read all the chapter. Look at this title.

Sam: Great, let's start here, then. Anna, what is this little number for?

Anna: Oh, that's the reference to a footnote. See? There's some additional information here at the bottom of the page.

Track 33 Lesson 3, Activities 2 and 3, page 161

Tom: The topic I've chosen is "Languages around the World."

I chose this topic because I think it's interesting to know more about languages.

Did you know there are around seven thousand languages spoken in the world? This number shows us just how diverse and complex we human beings are.

In this chart, you can see the number of languages organized by continent. As you can see Asia, the largest continent in the world, has the largest number of languages. Then, Africa with around 2100. In last place is Europe with 285 languages but we need to consider this is also the smallest continent in the world.

As I was saying, there are around seven thousand languages in the world, but why are only ten widely spoken? Well, most languages are spoken by a very small group of people. Finally, here is a table containing the percentage and approximate number of languages per continent.

Track 34 Lesson 3, Activity 4, page 162

Tom: Look at this chart, the languages organized by continent. Um... Yes, Asia! As you can see Asia the largest continent in the world contains the largest number of languages. Africa with around three, no, two thousand 100 languages... In the last place is Europe with 285 languages but we need to consider this is also the smallest continent in the world.

Track 35 Lesson 4, Activities 2 and 3, pages 164-165

Tom: Did you know that many of the indigenous languages in Mexico have their origin in Mesoamerica around 5,000 years ago? I would like to add that although most Mexicans speak Spanish today, there is a vast number of indigenous languages that have been spoken in the country since long before Mexico was a Spanish Colony.

For example, if you go to the southern state of Oaxaca, and you go to the market to buy the farmers' produce, you may hear more than 20 different languages!

In this chart, you can see that one of the most spoken indigenous languages is Náhuatl which belongs to the Aztec language family. Maya is the second most spoken indigenous language followed by Tzeltal, Tzotzil, and Zapotec.

Finally, with a population of around 130 million inhabitants, Mexico is a linguistically diverse country and the reason is simple: Mexico is also ethnically diverse.

Track 36 Lesson 4, Activity 5, page 165

Tom: So, any questions?

Girl: Yes, when you said "around 130 million inhabitants", are you saying the number might be higher?

Tom: Exactly.

Girl: Wow! That's truly amazing.

Tom: Let me tell you something else. It's difficult to know the exact number of indigenous languages because in some regions of Mexico, one language can sound very similar to another.

Boy: Do you mean that one language can have two...?

Tom: Variants? That's right. And sometimes, not only two but several!

Boy: That's amazing!

Tom: Yes. Well, if there are no more questions, I'm done.

Track 37 Reader Chapter 2, Activity 1, page 28

Teacher: Now I want you to work in groups of four. Write five questions and answers of the reading for our game!

Pedro: Hey, Susana! Will you and Amanda work with Juan and I?

Susana: Sure Pedro. Let's sit over here.

Juan: Look at the Akkadian-Sumerian dictionary. Imagine walking around with twenty four tablets!

Susana: Well the Chinese one looks better, but we can only see it in a museum.

Amanda: OK, let's ask how many tablets the Akkaian one has and where we can see the Chinese dictionary.

Pedro : Sounds good to me, why don't you write the questions, Susana.

Susana: Sure.

Juan: I have always been fascinated by Marco Polo's adventures. I agree that a good bilingual dictionary or two would have been useful to the Polo family.

Amanda: Well they travelled about 200 years too soon.

Pedro: Just think! The first published bilingual dictionaries were written by Spanish priests, The Spanish-Náhuatl dictionary! I'm so proud.

Susana: Pedro you are proud of anything that may have something linked to you!

Pedro: That's right! You better believe it!

Juan: I have to agree with Pedro. Even the first English-Spanish dictionary was based on the dictionary of the Spanish Academy.

Amanda: Well, half of it anyway. Remember that the other half was English and many editions were pirated repeatedly.

Pedro: And it was published and printed in Spain!

Susana: Yes, yes, we get it now. What about the questions! Let's hurry up!

Track 38 Reader Chapter 3, Activity 2, page 43

Roxanne: So, you are The Drivers! Who is the leader in the band?

Chris: I am. And Antonia is the lead singer.

Antonia: Yes, I've always liked singing. It's in my blood.

Roxanne: Aren't you on the football team, Joe?

Joe: Yes, I play defense and Andy is the quarterback.

Andy: Well we love playing football, but we like music too.

Billy: And the talent show is only once a year. We like performing and hearing all those shouts, and clapping and cheering us on.

Roxanne: What kind of music do you play?

Chris: Well Antonia likes singing rock music but the rest of us like playing country music.

Antonia: So, we do a little of both.

Joe: It doesn't matter what we play. Kids here love listening to us!

Track 39 Reader Chapter 6, Activity 2, page 84

a. **Squire Gordon:** Black Beauty let's run as fast as you can, so we can save my wife. If we can't fetch the doctor now, she will die!"

b. **Jerry:** "Don't worry, I'll take care of you. We will be a great team!"

c. **Ginger:** "I hate all humans, so I bite and kick every one that gets near me."

d. **Joe:** "I'm sorry Black Beauty, but I don't know how to treat your injuries. I can't help you."

e. **Black Beauty's Mother:** "If you always try to be good and do your best, you will have a good life."

f. **Miss Ellen:** "Please clean and care for this old horse. He is a new member of our family."

g. **Black Beauty:** "Who wants an old horse too weak to carry bags of corn? Too weak to pull a cab?"

Track 40 Reader Chapter 8, Activity 1, page 113

Carl: We give him something he wants, an in exchange he agrees to leave us alone. I know Ralph gets terrible grades in math, and I'm good at math. So I tutor him in math and in exchange he stops picking on me. It's a win-win

Kristy: I have an idea! I remember in one of our classes Mr. Whittaker said that to understand other people's actions we need to walk a mile in their shoes. It means, to understand someone's actions, you have to understand what they experience.

Diana: My grandmother says to make a friend of an enemy, you need to *kill them with kindness*. It means we have to be extra nice to him. When he is mean to us, we are really nice to him. After a while, he'll stop being mean to us. He'll be our friend.

Mickey: It's called strength in numbers. Bullies like Ralph pick one person when they are alone. When everyone is together and supports each other, the bullies have to stop. Kristy wasn't alone. There were a lot of people in the hallway, but no one was on her side. No one spoke up for her.

List of Irregular Verbs

Base Form	Simple Past	Past Participle
to awake	awoke	awoken
to be	was	been
to become	became	become
to begin	began	begun
to break	broke	broken
to build	built	built
to buy	bought	bought
to catch	caught	caught
to come	came	come
to do	did	done
to draw	drew	drawn
to drink	drank	drunk
to drive	drove	driven
to eat	ate	eaten
to fall	fell	fallen
to feel	felt	felt
to fight	fought	fought
to forget	forgot	forgotten
to forgive	forgave	forgiven
to get	got	gotten
to give	gave	given
to go	went	gone
to grow	grew	grown
to have	had	had
to hear	heard	heard
to hide	hid	hidden
to hold	held	held
to hurt	hurt	hurt
to know	knew	known
to lead	led	led
to learn	learnt	learnt
to leave	left	left

Base Form	Simple Past	Past Participle
to lend	lent	lent
to let	let	let
to lose	lost	lost
to make	made	made
to may	might	might
to mean	meant	meant
to meet	met	met
to pay	paid	paid
to put	put	put
to run	ran	run
to say	said	said
to see	saw	seen
to sell	sold	sold
to send	sent	sent
to set	set	set
to shed	shed	shed
to show	showed	shown
to sing	sang	sung
to sit	sat	sat
to sleep	slept	slept
to smell	smelt	smelt
to speak	spoke	spoken
to stand	stood	stood
to steal	stole	stolen
to swim	swam	swum
to take	took	taken
to teach	taught	taught
to tell	told	told
to think	thought	thought
to wear	wore	worn
to win	won	won
to write	wrote	written

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- Molinsky, Steven J. and Bill Bliss. *Word by Word Picture Dictionary*. Upper Saddle River, NJ: Pearson Longman, 2010

Readers

These graded materials are an excellent source for extra reading, and can be part of the classroom library.

- *Macmillan Readers*. Oxford: Macmillan, 2007
- *Oxford Bookworms Library*. Oxford: Oxford UP, 2000
- *Reading Expeditions: Nonfiction Readers*. Washington, D.C.: National Geographic School Publishing, 2004
- Cornish, F.H. *A Christmas Carol*. Mexico: Macmillan, 2016
- Landon, John. *Claws*. Mexico: Macmillan, 2016
- Colbourn, Stephen. *Dr. Jekyll and Mr. Hyde*. Mexico: Macmillan, 2016
- McGovern, Kieran. *Love by Design*. Mexico: Macmillan, 2016
- Collins, Anne. *Silver Blaze and Other Stories*. Mexico: Macmillan, 2016

Online References

• Information Sources

These sites will help you find the meaning of new words.

<http://www.aprende.edu.mx/>

<http://www.librosdelrincon.sep.gob.mx/catalogo/>

<http://www.wordreference.com/>

<http://www.pdictionary.com/>

<http://www.visualthesaurus.com/>

• Language links

These links can be used to practice vocabulary, grammar, and language use in general.

http://bbcactiveenglish.com/teen-english-zone_information.html

<http://www.bbc.co.uk/skillswise/words/reading/typesoftext/index.shtml>

<http://www.britishcouncil.org/learnenglish>

<http://www.factmonster.com/>

• Cross-curricular topics

These sites provide information about different topics like technology, health, energy and environment, the Earth and beyond, etc.

<http://www.childrensuniversity.manchester.ac.uk/>

<http://www.nationalgeographic.com/kids>

<http://kidshealth.org/kid/htbw/>

<http://www.popularmechanics.com>

<http://www.gutenberg.org>

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