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#### Macmillan Education

#### Compañías y representantes en todo el mundo

Ready for Success Student's Book 1

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### Introduction

Welcome to *Ready for Success* a new English course designed to help you take your English to the next level successfully.

Ready for Success contains lessons that challenge you, build your learning skills, and teach you real language in real life contexts. In addition, your Student's Book is full of great features to help you maximize your learning potential. These include:

- three blocks divided into themes which will help you progress by introducing you achievements, your final products and the social practices you will use.
- the blocks have ten units that cover many different topics (academic, literary, and family)
- the blocks ends with you summary of what you have learned throughout the units
- each unit has four lessons that will help you explore, think, analyze, and do and be ready with the language you learn
- a well-balanced four-ability development
- portfolios that build up to an interesting final product task to practice what you have studied
- reflection opportunities of what you have learned to practice critical thinking skills
- communication activities, extensive reading, and freer projects that can help your practice your learning skills
- IT tips to organize your work



- communicative and collaborative work opportunities for every activity
- competencies development for language learning

But, to do this, you first need to get to know your book. Some activities will include some icons and phrases that will help you with your learning:



It indicates that you will do a listening activity. Make sure you understand what to do before you listen.



It indicates when an activity helps you develop your language skills even more. It develops skills and leads towards the final product. You can use this activity as portfolio evidence as well.



It indicates it is time to read your Reader. Don't forget to bring your Reader to class.



It indicates you can find words you don't understand in the Glossary.

Congratulations! You are now ready to improve your English. Remember that learning another language is a challenging process and you will need to study hard during the school year. If you do, we are sure you will be *Ready for Success!* 

Now personalize your book!

Write your name:	
,	

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	Units	Pages	Social Learning Environments	Communicative Activities	Social Practices
Block 1	1	6-24	Family and Community	Exchanges associated with specific purposes	Exchange views of a community service
Getting Ready	2	25-42	Academic and Educational	Interpretation and follow- up of instructions	Write instructions to use a bilingual dictionary
Getti	3	43-61	Family and Community	Exchanges associated with information of oneself and of others	Exchange compliments, likes, and dislikes in an interview
Block 2	4	62-80	Family and Community	Exchanges associated with the environment	Agree with others a travel itinerary
Places to Go	5	81-98	Recreational and Literary	Recreational expression	Produce constructive forecasts about others
PI	6	99-117	Family and Community	Exchanges associated with media	Compose dialogs and interventions for a silent short movie
Block 3	7	118-136	Recreational and Literary	Understanding oneself and others	Read comics to discuss cultural expressions
School Tim	8	137-154	Recreational and Literary	Literary expression	Read classic tales
Sch	9	155-172	Academic and Educational	Search and selection of information	Write notes to elaborate human body diagrams
	10	173-191	Academic and Educational	Handling information  Macmil	Present information about linguistic diversity  An Education
		192	Bibliography		su descarga y venta
					0 /

Achievements	Language	Products
Listen and revise conversations about community services Get the general sense and main ideas Exchange information about community services	Use formal informal language (can and could) Conjunctions (if, because) Ask for and give information	Role-play
Select and revise bilingual dictionaries Understand the use of textual components of bilingual dictionaries Write instructions Edit instructions	Parts of speech Imperative tense Capitalization	Instructions to Use Bilingual Dictionaries
Listen to and revise likes and dislikes in an interview Understand general sense and main ideas of conversations Express compliments, likes, and dislikes in written conversations Express compliments, likes, and dislikes in a conversation.	Tag questions Compliments Interjections Likes and dislikes	Dialogue About Likes and Dislikes
Seek and consult information Compare pros and cons of ideas and proposals Build arguments to defend ideas and proposals Listen and express pros and cons to come to an agreement	Conjunctions (and, but, because) Conjunction (because of, because, as, since) Positive and negative statements	ltinerary
Revise samples of written forecasts Listen and identify ways to express future actions Formulate and respond questions to understand forecasts Write sentences that express future to create forecasts	Future tense (will) Different future tenses (going to, will, shall) First conditional Adverbs (therefore, so)	Forecasts
Revise silent short movies Understand the general sense and main ideas Write lines and dialogs	Adverbs Sequence adverbs (first, then, next, finally) Modal verbs (may, might)	Script for a Silent Short Movie
Select and revise comic strips in English Interpret content in comic strips Exchange opinions about cultural expressions in a discussion	Implicit and explicit information Giving opinions Asking opinions, clarifying meaning	Discussion
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	Reading strategies Differences between British and American English Past progressive and past perfect progressive	Big Book
Revise and understand information about systems of the human body Propose and answer questions about the human body systems Edit diagrams in teams and with the guidance of the teacher Write notes to describe human body systems	Determiners (this, that, these, those) Passive/ active voice Use of "the" Punctuation ( . , ?)	Notes for a Human Body System Diagram
Select information Read information Rehearse giving a presentation Give a presentation	Implicit and explicit information Volume, rhythm, pitch Linking phrases  Macmillar	Oral Presentation

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# Block 1 Getting Ready

#### Unit 1

#### Family and Community

Social Practice: Exchange views of a community service.

Product: In this unit you are going to do

a role-play.

You will learn to	
listen and revise conversations about community services get the general sense and main ideas exchange information about community ser	vices

#### Unit 3

#### Family and Community

Social Practice: Exchange compliments, likes, and dislikes in an interview.

Product: In this unit you are going to create a conversation about likes and dislikes.

#### You will learn to ...

listen to and	revise	likes	and	dislikes	in	an
interview						

understand general sense and main ideas of conversations

express compliments, likes, and dislikes in written conversations

express compliments, likes, and dislikes in a conversation

#### Unit 2

#### **Academic and Educational**

Social Practice: Write instructions to use a bilingual dictionary.

Product: In this unit you are going to write instructions to use bilingual dictionaries.

#### You will learn to ...

L		select and revise bilingual dictionaries
		understand the use of textual components of bilingual dictionaries
		write instructions
	7	edit instructions



# Unit 1 Understand

1 Work in pairs. Look at the illustration and say who works in your school.



Work in pairs. Listen to the conversation and discuss what it is about.

It is about a girl and her mom, who ...



102 Listen again and circle the correct option.

- 1 The conversation takes place at home / in a school office.
- 2 The conversation is between Fabiola and her mother / the principal's secretary.
- 3 Fabiola gives her address / the name of her primary school.
- 4 Fabiola lives nearby / far away.
- 5 The secretary's expression / mother's expression indicates Fabiola lives near the school.



#### 4 102 Listen to the conversation once more and answer the questions.

- 1 Does the conversation sound formal or informal to you?
- 2 What is an expression in the conversation that makes you think that?

#### **5** Label the expressions as Formal or Informal.

Greetings	Farewells	Register
How are you? Good afternoon. Nice to meet you.	Goodbye. Have a nice day.	1
Hi! What's new? How are you doing?	See you. Bye.	2

#### 6 Write F (Formal) or I (Informal) according to the way you should speak with these people.

- 1 little brother or sister \_
- teacher
- 3 secretary
- friend
- librarian
- principal



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#### 7 Match the questions and answers to make a conversation. What type of conversation is it?



- 1 Good morning. Can I help you?
- 2 Well, let me see. What's your name?
- 3 What class are you in?
- 4 That's at the end of the corridor.
- 5 You're welcome, Laura. Goodbye!

- a) I'm in class 1C.
- b) Yes, please. Where's my classroom?
- c) Laura Díaz Luna.
- d) Goodbye!
- e) Thank you very much.
- 8 Complete the conversation. Then practice it in pairs changing the underlined words with information that is true for you.

Coach: Hello. (1) Can I help you?

Aaron: Yes, (2) \_\_\_\_\_. I'd like to register for the <u>basketball</u> team.

Coach: OK. (3) your name?

Aaron: Aaron. (4) \_\_\_\_\_\_ in class 1B.

Coach: OK, I see. Let me check ... <u>basketball</u> practice for first grade is on <u>Tuesday</u>.

Aaron: Oh, (5) very much.

Coach: You're (6)

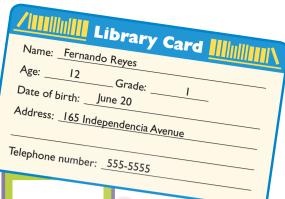
Goodbye.

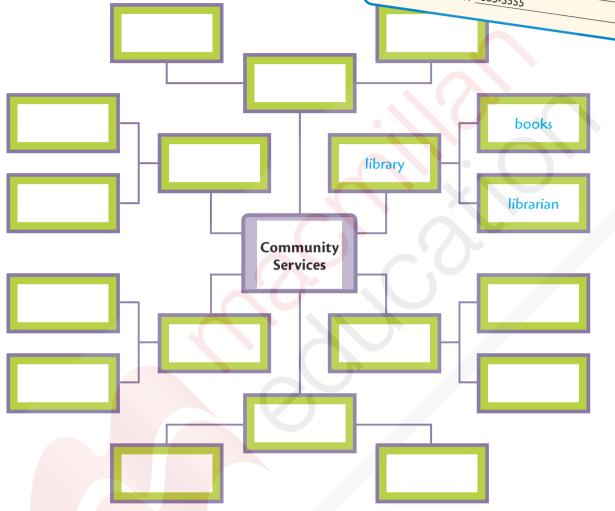
Aaron: (7)



Lesson 1

9 P.23 Work in pairs. Complete the mind map with all the community services that you know.





10 Work with your partner. Choose a service from the mind map above. Talk about the service, people who work there, type of activities, or services they provide.

The people who work in libraries are ...

- 11 Reflect on formal and informal language. Write your answers in your notebook.
  - 1 How do you distinguish between formal and informal language?
  - 2 When is it important to be formal?
  - 3 When will you try to be more formal in the future?





- 1 Where are the people?
- 2 What are they waiting for?
- 3 Is anyone helping? \_

#### 2 Match the word to the description.

- 1 prescription
- 2 patient
- 3 nurse
- 4 syrup

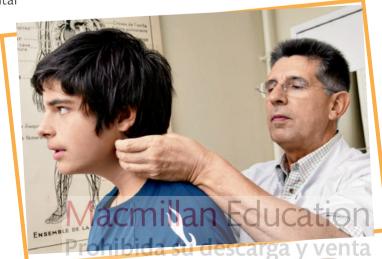
- a) someone who is receiving medical treatment
- b) a piece of paper that a doctor gives you that says what type of medicine you need
- c) a liquid medicine that you take to help to cure a cough
- d) someone who is trained to take care of sick or injured people, usually in a hospital

## 3 Work in pairs. Look at the picture and discuss the questions.

- 1 What is wrong with the boy?
- 2 What do you think the conversation will be about?

I think it will be about ...







- 4 103 Listen to the conversation and check your answers in Activity 3.
- 5 103 Listen to the conversation again and underline the correct option.
  - 1 Mark has a toothache / sore throat.
  - 2 The doctor asks the nurse to bring a thermometer / prescription pad.
  - 3 Mark has to take the syrup once a day / twice a day.
  - 4 They can buy the medicine at the pharmacy / the library.
  - 5 He has to see the doctor again next Friday / next month.



6 Rea<mark>d the sentences a</mark>nd complete the text with words from the box.

Mark, can you open your mouth, please?

Nurse, could you bring in my prescription pad, please?

Nurse, **could** you send in the next patient, please?

You **can** buy it in the pharmacy in the hospital or you **can** get it at your local pharmacy.

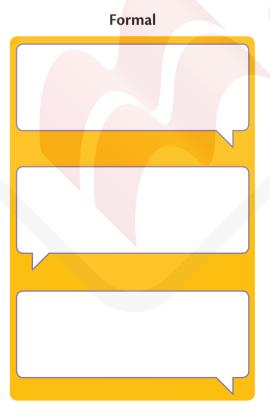
can could possibilities requests

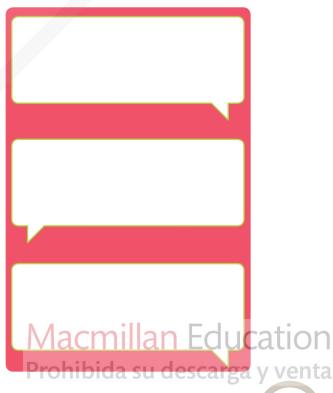
- 1 When the doctor is talking to the nurse, he is making \_\_\_\_\_
- 2 When the doctor is talking to the nurse, he uses \_\_\_\_\_
- 3 When the doctor is talking to Mark, he uses \_\_\_\_\_
- 4 When the doctor says where they can buy the medicine, he expresses 12 Education

#### 7 Complete the conversations using could or can.



8 Write your own formal and informal conversations using *can* and *could*. Use activity 7 as a model.





Informal



9 Read the article and answer the questions.

#### **Limitless Doctors**

Limitless Doctors was started by a group of Mexican doctors to help people all over the world. They started with the belief that everyone, wherever they live, should have free medical services. Now there are many doctors and nurses from different countries working with them. They vaccinate children. They also operate on people even in places where there are no hospital facilities. In 2009 Limitless Doctors won an important peace prize.





- Where is Limitless Doctors from?
- Who is part of Limitless Doctors?
- 3 What do Limitless Doctors do?
- Complete the KWL chart about a community service similar to Limitless Doctors. Research the community service. Did you find all the information you were looking for?

Community Service:				
What I know about this service	What I want to know about this service	What I learned about this service		

- 11 Reflect on understanding the general sense. Write your answers to these questions in your notebook.
  - 1 What strategies do you use to understand main ideas?
  - 2 Which of those strategies have not worked well for you? acmillan Education
  - 3 What can you do next time to understand better? Prohibida su descarga y venta

## 1 Work in pairs. Look at the picture and answer the questions.

- 1 Who are these community workers?
- 2 What do they do?



2 Read the conversation. Then label its parts with words from the box.

body closing opening

1

Teacher: Thank you very much. That

was very interesting, wasn't it,

children? Goodbye.

Students: Goodbye! Thank you!

2

**Firefighter:** Hi kids. Welcome to our firehouse! We firefighters live on the second floor. If there's an emergency call, then we slide down this pole. We grab our helmets and fireproof coats from these hooks . . .

3

Student 1: How often do you get emergency calls?

Firefighter: Oh, two or three times a day.

Student 2: What kind of emergencies are they?

Firefighter: Well, usually we put out fires, but sometimes we go to accidents,

too. When he have our fireproof coats and helmets on we jump onto the fire truck and away we go. We turn the siren on because

there's usually a lot of traffic and we have to get to fires fast.

Student 3: What equipment do you have on the fire truck?

Firefighter: We have ladders and fire hoses. Remember, if you have an

emergency, call 911.



#### 3 Check (✓) the correct answer.

What idea is included in the conversation?

- 1 Students should make emergency calls to 911.
- 2 Firefighters need to use sirens to get to places fast.

#### 4 Read the sentences and answer the questions.

If there's an emergency call, then we slide down this pole.

If you have an emergency, call 911.

We turn the siren on **because** there's usually a lot of traffic and we have to get to fires fast.

- 1 Which word introduces a reason? \_\_\_\_\_
- 2 Which word introduces a situation that may happen?
- 3 Which word indicates the result of a certain situation?

#### 5

#### 5 Work in pairs. Complete the sentences with if, then, or because. Then check your answers.

- 1 \_\_\_\_\_ you want to send a package, go to the post office.
- 2 \_\_\_\_\_\_ you want some medicine, \_\_\_\_\_ go to the pharmacy.
- 3 I'm going to the dentist \_\_\_\_\_ I have a toothache.
- 4 \_\_\_\_\_ there's a fire, \_\_\_\_ call 911.
- 5 Don't put the garbage out today \_\_\_\_\_ the garbage collectors don't come until tomorrow.

#### 6 Write three sentences about a community service you know using if, then, and because.

1	If you want to		
2			

3





7 Work in pairs to talk about a community job. Follow the instructions to guide your conversation.

#### Instructions:

- 1 Look at the information chart. Think about the questions when you read your text.
- 2 One of you reads text A and the other reads text B.
- 3 Complete the information chart by asking each other all of the questions. You can choose another community job that you know.



#### Text A

Traffic officers coordinate the flow of traffic and they patrol the streets in police cars and on motorcycles.

They check that drivers follow traffic laws. If not, they stop them and give them a traffic ticket. They also help people when there are car accidents. They wear uniforms at all times and have special reflective coats, so that drivers can see them in the dark.

or recycling plant.

Garbage collectors wear protective clothing and gloves because collecting garbage is dirty work. They go from house to house collecting our trash. They put it in the garbage truck. The garbage truck automatically compresses the trash to make room for more. Garbage collectors separate recyclable materials and they drive the garbage to a landfill

Flip your book.



TextB

5	Information Chart	p. 24
	1 What is the job?	
<b>S</b>	2 Where do they work?	
	3 What do they wear?	



#### 8 Choose a community job and describe it with expressions from the box.

Paramedics / Teachers / Architects provide an important service ... They save people / teach / design ... They also ... They work in a ... They wear ... They drive ... They need to ... Their special equipment includes ... They usually ... People like them because ...

	Teachers provide an important service. They teach kids
_	
_	
_	
_	
_	

9 P.23 Work in pairs. Prepare questions about the community job you chose. Ask each other your questions and write your answers.

_	Questions	Answers
-	Where do teachers work?	They work
~		
-		
4		
-		
4		

- 10 Reflect on understanding main ideas. Write your answers in your notebook.
  - 1 What new strategies did you use to understand main ideas?
  - 2 Which strategy has worked the best for you?
  - 3 Can you use these strategies for other subjects, such as civics? Why? III an Education

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Listen to the song about community services and check ( $\checkmark$ ) the places and people mentioned.













2 Read the poster and answer the questions.

# **Oakville Community Center**

Oakville is your local community center. There is something for everyone!

 We have yoga classes on Tuesday and Thursday mornings for young mothers.



 We provide child care services for children under three.



 Senior citizens will enjoy our senior dance session, followed by lunch (\$5 dollars per person) every Wednesday from 1 to 3 p.m.



 We offer chess, dominoes, and other board games for all ages.



 There are exercise classes every day. Bring your own exercise mat.



 We have free Internet services every afternoon Monday through Saturday from 5 till 8 p.m. Youngsters can come and do their homework here.



• A nurse comes every Friday evening to answer your questions and offer free medical advice.



Oakville Community Center is open every day from Monday to Saturday from 9 a.m. in the morning to 8 p.m. at night. Drop in any time and check out our facilities.



1	What	IS	the	poster	about?	
---	------	----	-----	--------	--------	--

- 2 What classes do they have on Thursdays? \_\_\_\_\_
- 3 What can elderly people do there? \_\_\_
- 4 What kind of activities do they have for young people?
- What other interesting services do they provide?



Work in pairs. Listen to the conversation and complete the information about the local park. Then check your answers with a partner.

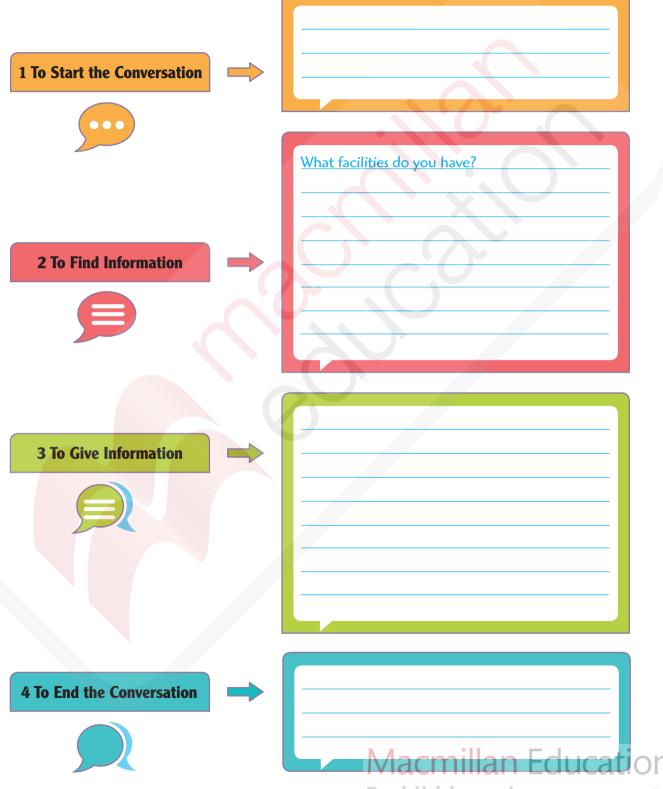


- 4 Label the questions with OH (Offering Help), AH (Asking for Help), or AD (Asking for Details).
  - 1 What facilities do you have?
  - 2 Excuse me. Could you help me? \_\_\_\_\_ 5 Can you help me?
  - 3 What time does it open?
- \_\_\_\_\_ 4 Can I help you?

6 What can I do for you? Education



5 Write the expressions and questions you use to find and give information about a community service.



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6 Circle the information that is relevant or interesting for you when talking about a community service. Discuss it in groups of four or five.



Work in pairs. Take turns asking for and giving information about a community service. You can use this model for your conversation.



- 8 Reflect on exchanging information. Write your answers to these questions in your notebook.
  - 1 How easy or diffficult is it for you to exchange information in English?
  - 2 What strategy can you use to prepare for an exchange in English?
  - 3 Ask a classmate about a good strategy and write it down. Macmillan Education Prohibida su descarga y venta

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#### **Role-play**

#### Final Product

PAR	<b>T 1</b>	Now you know how to make a list of community services, people, and activities involved.  Go to Activity 9, page 10.
	2	how to research a community service and make a table with the information.  Go to Activity 10, page 14.
	3	how to create questions and answers about a community service. <b>Go to Activity 9,</b> page 18.
	4	how to have a conversation asking and answering questions about a community service. <b>Go to Activity 7, page 22.</b>
1 W	/ork se th	Make it yours. in pairs. Choose a community service in your community to research. ne skills mentioned in the "Now you know" section to prepare versation about it.
PAR	milai	nt your conversations to the class and listen to their conversations. Identify questions and different to the questions you asked.  Assessment
		er the questions about your performance in the lessons.
	Wł	nen you listen to a conversation about a community service, how can you tell if formal or informal?
2		a conversation about a community service, what do you say to ask for and give the ormation required?
3		your answers above explain how you performed in your role-play?  ny or why not?
Soc	ial Pr	actice

2 In your notebook, write about how you exchange information about a community service and how you organize your ideas. Then write two things you need to improve next time you have a conversation about a community service.

### Glossary

- **address (n)** the name of the place where you live or work, including the house or office number and the name of the street, area, and town. It may also include a zip code
- **advice (n)** an opinion that someone gives you about the best thing to do in a particular situation
- **belief (n)** a strong feeling that something is true or real
- **compress (v) –** to press or squeeze something so that it fits into a smaller space
- **corridor (n)** a long passage inside a building with doors on each side
- **facility (n)** something such as a room or piece of equipment that is provided at a place for people to use
- **fireproof (adj)** a fireproof object cannot be damaged by fire
- **form (n) –** an official document that has spaces where you can put in information
- **garbage collector (n) –** someone whose job is to collect trash
- **helmet (n)** a hard hat that you wear to protect your head
- hook (n) a curved piece of metal or plastic for hanging things on
- **hose (n)** a very long tube used for carrying water to a garden or a fire
- landfill (n) a large hole in the ground where waste from people's homes or from industry is buried
- **nearby (adv)** towards the inside of something
- **nurse (n) –** someone who is trained to look after ill or injured people, usually in a hospital
- once (adv) a particular situation on one occasion only

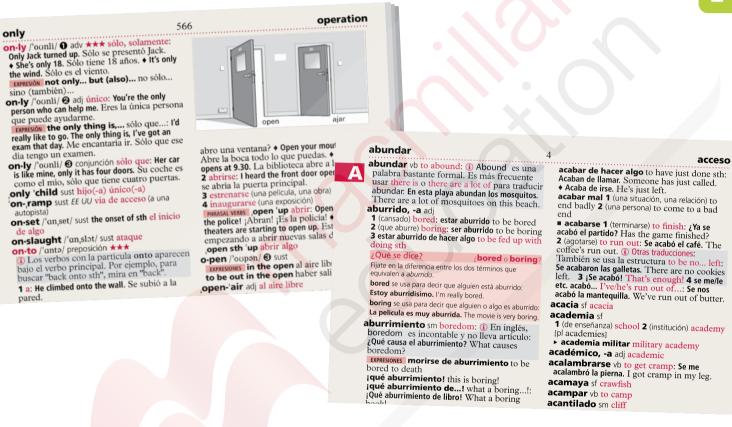
- **paramedics (n)** someone who is trained to give medical treatment to people at the place where the accident has happened
- **patrol (v) –** to move regularly around a place in order to prevent trouble or crime
- pharmacy (n) a shop where medicines are soldpole (n) a long, thin stick often used for holding or supporting something
- **prescription (n) a** piece of paper that a doctor gives you that says what type of medication you need
- **principal (adj)** the head of a school
- put out (v) to make something stop burning
- reflective (adj) able to reflect light
- senior (adj) older
- sleeve (n) the part of a piece of clothing that covers your arm
- **sore (adj)** painful and uncomfortable, usually as a result of an injury, infection, or too much exercise
- syrup (n) a sweet liquid that contains medicine
- **throat (n)** the area at the back of your mouth and inside your neck
- **toothache (n) –** a pain in one or more of your teeth
- **traffic (n)** the vehicles that are travelling in an area at a particular time
- **traffic ticket (n)** a notice issued by a law enforcement official to a motorist or other road user, accusing them of breaking traffic laws
- twice (adv) two times
- vaccinate (v) to treat a person or an animal with a vaccine to protect them against a disease
- youngster (n) a child or a young person

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# Unit 2 Understand

- 1 Work in pairs. Discuss the questions.
  - 1 Do you use a bilingual dictionary?
  - 2 How often do you use one?

- 3 What useful information can you get from a bilingual dictionary?
- 2 Look at the dictionary pages and circle T (True) or F (False). Correct the false statements and rewrite them in your notebook.



- 1 The syllables in each word are indicated in both sections (English Spanish, Spanish English).
- 2 The function of the illustration is to decorate the page.
- 3 Parts of speech (e.g. noun, adjective) are mostly indicated with abbreviations.
- 3 Look at the dictionary pages again and match the symbols and the abbreviation to their meanings. Find other symbols and make a complete list in your notebook.
  - 1 ♦
- a) Indicates the frequency words are used in English.
- 2 EE UU
- b) Only used in American English.
- 3 ★★★
- c) Indicates an example.
- 4 (i)
- d) Introduces a short note.

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F

F

F

- 1 In the English section the symbols after each word represent ...
  - a) spelling.
  - b) pronunciation.
- 2 The guide words at the top of the page tell us ...
  - a) the first and last word on the page.
  - b) the first word in each column.
- 3 The syllables in each word are indicated in ...
  - a) the English section only.
  - b) the Spanish and English sections.

- 4 Numbers are used ...
  - a) for each new entry on the page.
  - b) when a word has different meanings.
- 5 Numbers enclosed in a dark circle are used ...
  - a) to indicate new words.
  - b) to indicate different parts of speech of the same word.

- 1 The body of the dictionary uses Roman / Arabic numerals.
- 2 A dictionary *entry / illustration* gives information about a word: its meaning, pronunciation, part of speech, etc.
- 3 The headword / abbreviation is the word in bold at the beginning of each entry, for example: acceso.
- 4 These words are in numerical / alphabetic order.
- 5 Parts of speech are usually indicated with Arabic numerals / abbreviations.



6 Work in pairs. Read the dictionary entries and answer the questions.

acertar vb

- 1 (dar en el blanco) to hit: acertar en el blanco to hit the target
  - 2 (actuar bien) to be right: acertar al hacer algo to be right to do sth ◆ Acertamos al avisarle. We were right to warn him.
- **3** acertarle a algo to get sth right: Le acerté dos respuestas. I got two answers right. acertijo sm riddle
- 1 How many entries are there for acertar?
- 2 How many meanings does *acertar* have in English?
- 3 What do *vb* and *sm* mean after *acertar* and *acertijo*?
- 4 How many examples does acertar have?

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	gar·den·er /ˈgɑrd(ə)nə gar·den·ing /ˈgɑrd(ə)nə	
1	Why does the word garden appear as two differen	nt entries?
2	Is the pronunciation of the two entries for garden	the same or different?
3	What other words and phrases are related to gard	den?
4	Is it more common to use garden as a noun or as	a verb?
	lit·tle /'lɪt(ə)l/ ① adj ★★★  1 pequeño, chico: The house only has a little yard. La casa sólo tiene un patio pequeño.  ♦ a little boy un niño chico ♦ I lived there when I was little. Vivía allí cuando era pequeño.  2 my little sister mi hermanita  3 a little bit (of sth) un poco (de algo) ♦ Just a little bit of cream for me. Sólo un poco de crema para mí.  → véase nota en pequeño: ¿little o small?	1 Why does the word little have three main entries?  2 What part of speech
	lit-tle /ˈlɪt(ə)l/ (less /les/, least /list/) ② pronombre 1 poco: Little is known about him. Se sabe poco de él. ◆ There's so little time left. Queda tan poco tiempo. ◆ very little muy poco 2 a little un poco ◆ "Some more tea?" "Just a little, please." -¿Más té? -Sólo un poco, por favor. ◆ a little of sth un poco de algo  EXPRESIÓN as little as possible lo menos	is Little League?
	posible: to pay sb as little as possible pagarle lo menos posible a alguien  lit-tle /'lɪt(ə)l/ (less /les/, least /list/) ③ adv  *** poco: I see her very little now. La veo muy poco ahora.  EXPRESIONES a little (bit) un poco: This may be a little (bit) painful. Esto puede ser un poco doloroso. • in a little bit dentro de un poco • Come talk with me for a little (bit). Ven a platicar conmigo un poco.  as little as possible lo menos posible	3 Why does the word  Little League start with  capital letters?

little by little poco a poco

little 'finger sust meñique Little League sust liga infantil Macmillan Education Prohibida su descarga y venta



#### 7 Work in pairs. Look at the dictionary page. Find and discuss examples of the features in the list.



#### 8 Reflect on your work. Write your answers in your notebook.

- 1 What happened when you and your classmates checked dictionaries together?
- 2 How can you work together better next time?

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#### 1 Work in pairs. Follow the instructions.



- 1 Write as many parts of speech in Spanish as you can in your notebook. Then work in pairs. Compare and complete your list.
- 2 Discuss the following questions: What are the names of those parts of speech in English? Why is it useful to identify the parts of speech?

#### 2 Read the dictionary entries. Circle the parts of speech.

soft 'drink sust refresco, soda (bebida sin so·lid·i·fy /sə'lɪdɪˌfaɪ/ (so·lid·i·fied, so·lid·i·fied) verbo ① Otras formas irregulare: ■ tercera persona del singular solidifies some-day /'sʌmˌdeɪ/ adv algún día soil /soil/ **①** sust ★★★ solve /salv/ verbo \*\* 1 tierra 2 on U.S. soil en suelo norteamericano 1 resolver (un problema, un misterio, una ecuación) 2 esclarecer (un crimen) soil /soil/ @ verbo formal ensuciar som·ber /ˈsambər/ adj 1 sombrío 2 oscuro sol·id /'salɪd/ ① adj ★★ 1 sólido (una roca, una prueba) 2 fuerte (una mesa) some /səm, sʌm/ 1 adj 3 seguido: I slept for twelve hours solid. Dormí (1) A veces some no se traduce: Do you want doce horas seguidas.

4 ininterrumpido (una línea) some bread/grapes? ¿Quieres pan/uvas? 1 algún: We've been waiting here for some time. Ya llevamos esperando aqui algún tiempo. 2 EEUU informal un poco: They teased me and that hurt me some. Se rieron de mí y eso me 5 macizo: a solid oak bookcase una librero de roble macizo 6 to be frozen solid estar congelado sol·id /'salɪd/ ❷ sust sólido

► solids sust plural (alimentos) sólidos molestó un poco.

#### Complete the table with the abbreviations of the parts of speech and their meaning. Which one is not abbreviated?

	Abbreviation <mark>s in Spanish</mark>	Meaning	Words in English
1	sust		
2			
3			

adverb noun preposition conjunction pronoun

- 1 A word to replace a noun: \_
- A word that connects words or parts of sentences: \_\_
- A word that gives information about a verb or an adjective: \_
- A word that gives the name of a person, place, thing, or idea:
- 5 A word that shows relationships of time, place, or direction



#### 5 Read the entries in Activity 2 again and find the information.

- 1 The part of speech and meaning of soil in this sentence: I fell and soiled my clothes.
- 2 The part of speech of solid in this sentence: Gas is a liquid, not a solid.
- 3 The meaning of solid in this sentence: We worked for 10 hours solid.
- 4 The part of speech and meaning of solid in this sentence: Draw a solid line, not a dotted line.
- 5 The part of speech and past tense form of solidify.

## 6 Read the newspaper article. Find the meanings of the words in bold in the entries in Activity 2 and complete the table.

The funeral of state Senator Mark Lufkin, at 4:00 p.m. yesterday, was a **somber** event, with only **some** fifty people in attendance. Senator Lufkin began his career as a soldier, and after retiring from the army, he entered city and state politics. He was 69 when he died on Friday.

The senator died under unusual circumstances, and police are working to **solve** the mystery of his death. They hope to **someday** have a clear view of the situation. So far, it seems that the senator accidentaly choked himself with a piece of fruit in his **soft drink**.

Word	Part of Speech	Translation
1 solve	verb	
2 somber		sombrío
3 some		
4 someday		Macmillan Ed
<b>5</b> soft drink		5 1:1:1
		Prohibida su desca

30 UNIT 2



#### 7 Read the clues in the colored boxes. Use the dictionary page below to find the word that the clues describe. Then answer the question for each word.

a

It's a Spanish word that is a noun and both masculine and feminine. It has two entries, because it has two grammatical functions.

It is an informal word and has two meanings in English.

cuanto @ conjunción

**EXPRESIONES** cuanto antes as soon as possible: Díselo cuanto antes. Tell her as soon as possible.

cuanto más..., menos... the more..., the less...: Cuanto más lo conozco, menos me gusta. The more I get to know him, the less I like

cuanto menos..., mejor the less..., the better: Cuanto menos sepa, mejor. The less she knows, the better.

en cuanto as soon as: En cuanto llegué, la llamé por teléfono. As soon as I arrived, I called

- ► cuarto de estar sitting room
- cuartos de final quarter-final
- ► cuarto menguante last quarter

cuarto 2 número

- 1 fourth: Llegó en cuarto lugar. He finished fourth.
- 2 la cuarta parte a quarter

cuarzo sm quartz: (1) En inglés, quartz es incontable y no lleva artículo.

cuate 1 adj informal friendly

cuate @ sm y f informal

1 (amigo) buddy [pl buddies] 2 (gemelo) twin

cuatriciclo, cuatrimoto sm four-wheeler

- 1 What word is it?
- 2 What are its two English meanings?

b

It's a verb and a noun.

There are two Spanish meanings for the verb.

It has one syllable.

kind-ness / 'kaındnəs/ sust amabilidad

king /kɪŋ/ sust ★★★ rey: King George VI el rey Jorge VI • the king of spades el rey de espadas

king·dom /'kɪŋdəm/ sust reino: the animal kingdom el reino animal

kin-ship /ˈkɪnˌʃɪp/ sust parentesco

ki-osk /'ki,ask, ki'ask/ sust quiosco

on the cheek besar a alguien en la mejilla 2 to kiss sb goodbye darle un beso de despedida a alguien

kiss /kis/ @ sust beso: to give sb a kiss darle un beso a alguien

EXPRESIÓN the kiss of life respiración boca a

4 to knock your head on sth darse un golpe en la cabeza contra algo

PHRASAL VERBS | knock sth down tirar algo abajo, derribar algo

knock 'off informal acabar de trabajar

knock sth 'off informal rebajar algo: I'll knock \$5 off the price. Te lo rebajo 5 dólares.

knock sb 'out 1 noquear a alguien 2 eliminar a alguien (de una competencia)

3 dejar fuera de combate a alguien

knock sth 'over tirar algo



- 1 What word is it? \_\_\_\_
- 2 What meaning is given for its noun form? \_\_\_

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- 8 Look at the words and expressions. Use the dictionary entry in Activity 7 to understand their meaning. Write a sentence in English for each one in your notebook.
- 1 knock off (informal)
- 2 kinship (sust)
- 3 the kiss of life
- 9 Work in pairs. Choose another entry on one of the dictionary pages from Activity 7. Write three clues for each entry and give them to another pair to guess the word.



10 Work in groups of four. Play the game.

#### Instructions:

- 1 Each player chooses a word which should be familiar to the other players.
- 2 Then, the player reads out the dictionary definition (not the word).
- 3 The other players compete to guess the word as quickly as possible.
- 4 They can shout out while the definition is still being read if they want to.

#### 11 Reflect on what you have learned. Write your answers in your notebook.

- 1 How well can you use and understand dictionaries in general?
- 2 How well can you use bilingual dictionaries?
- 3 What do you need to learn to use them better?

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32

#### 1 Work in small groups. Discuss where you would find these instructions.

1 Open your books to page 25.

Click here to send your message.

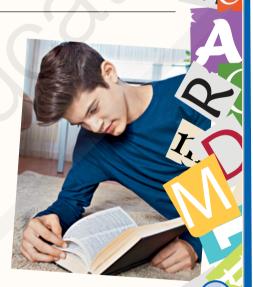
2 Read the entries and find a word that means buscar.

Don't talk during the test.

#### 2 Read the text and choose the correct heading.

rirst, find the Spanish-English section of the dictionary. In this section, the entries are in Spanish and the meanings are in English.

Second, turn to the alphabetical section you need. Good bilingual dictionaries have a colored thumb index to help you. Next, use the guide words at the top of the page to help you find the correct page. Then locate the word. Read the entire entry. There might be several words in English that have similar meanings to the Spanish word. Do not assume that the first word you find is the correct word. Look for extra information about how the English words are used. Finally, decide which translation best matches your word and its context. Do not decide until you have followed all the steps.



- a) How to Find the Translation of an English Word
- b) What to Do When you Want to Translate Spanish Words to English

#### 3 Circle the correct answer.

- 1 The purpose of the text is to ...
  - a) give instructions for using a dictionary.
- 2 To give instructions, we use the \_\_\_\_\_\_ form of the verb.
  - a) imperative
- 3 Words like first, then, and finally indicate ...
  - a) actions.

b) describe a dictionary.

b) -ing

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b) sequence da su descarga y venta



- 4 Look at the text in Activity 2. Underline the verbs that give instructions (imperatives). Circle the words that show sequence (linking words).
- 5 Complete the table with phrases from the box.

Do not look at ... Second Then After you do that, ... After that, ... Finally Be careful to ... Watch out for ... Don't worry about ... Check the spelling. Don't forget to ... Choose the best ...

Imperative	2	Linking Words
Do not look at		

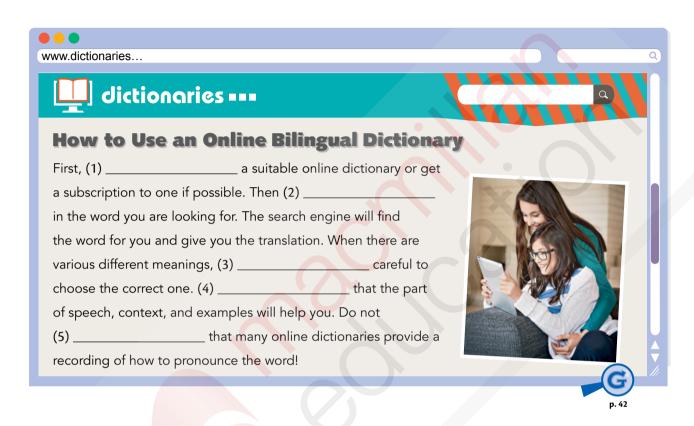


- Analyze
- **6** Choose the correct option to complete the sentences.
  - 1 The imperative form is the *simple verb / to + verb*.
  - 2 We form the negative imperative with don't + verb / doesn't + verb.
  - 3 Before an imperative verb you use / do not use a subject.

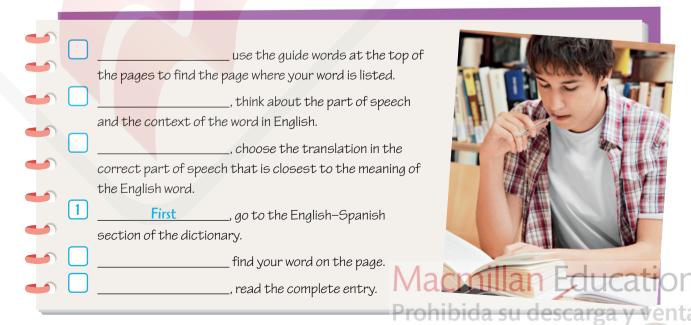


7 Complete the text with the words from the box. Use capital letters where necessary.

be type choose forget remember



8 Number the instructions in the correct order. Then write a linking word in front of each instruction. Look at the table in Activity 5 to help you.





9 Work in pairs. Use this dictionary excerpt to complete the translation of the phrase. Compare your answers with your partner.

gear /gir/ ② verbo to be geared to/toward sb/
sth estar pensado para alguien/algo, estar
dirigido a alguien/algo

PHRASAL VERB | gear 'up prepararse: to gear
(yourself) up for sth prepararse para algo ◆ to
gear up to do sth prepararse para hacer algo

The class is **geared toward** students who want to study tourism.

1	Headword:		
2	Part of speech:		
3	Phrase in English:		
	Translation of phrase:		

10 p.41 Write instructions for someone to look up the word *gear* in a bilingual dictionary.

First,

- 11 Reflect on writing instructions. Write your answers in your notebook.
  - 1 How can you make sure your instructions are clear?
  - 2 Can you think of other situations when you write instructions?
  - 3 Who can help you check your instructions?

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36 UNIT 2 Write instructions.

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





- 1 What's wrong with these signs?
- 2 How important is it to write correctly?
- 2 Read the text and follow the instructions. Then write your corrections in your notebook.

b



### Instructions:

- Look at the 10 errors in bold.
- 2 There are four mistakes with capital letters. Underline them.
- There are six spelling mistakes. Circle them using your dictionary.

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### **Improve your Spelling**

English spelling isn't easy for native speakers and it is particularly hard for english language learners. English developed from several different language familys, and it easily absorbs new words from other languages even today. therefore, the English language has many different ways to spell the same sound and many different ways to pronounce the same spelling. But don't despair! Improving your English spelling is not imposible: with some pacience, you will see an improvment in your spelling by using some teckniques that good spellers use.

### **Use a Good Dictionary**

Though memory aids are useful for remembering difficult-to-spell words, good spellers never rely solely on memory: they depend on a reliable, up-to-date dictionary. There are many kinds of dictionaries available, both in print and online. Remember, there are some differences in **british** and American spelling conventions. most dictionaries identify all standard spellings, and give American and British varients.



Macmillan I



3 Read the extract. Find the sentences that do not belong in the context and cross them out.

We are all different and we all make different spelling mistakes. We like reading book your learning personal to you, start a spellist—your own personal dictionary. (1)_	ferent es. To make pelling
words as often as possible.	ll save you time ommon spelling errors. at your list. Spelling is not important. Write the
Get a friend to test your target words	
	n you have three checks by a word, you can be
reasonably sure you know how to spell i	iii.
Work in pairs. Complete the text in Activity	3 with two of these sentences.
Just looking at the words will help.	Check a word when you get it right.
Divide your dictionary into page	ges for each letter of the alphabet.
	-
Read the list of common uses of capital lette texts in Activities 2 and 3.	rs in English. Check the uses you found in the
<ol> <li>At the beginning of a sentence.</li> <li>Names of people.</li> <li>Days of the week, months of the year, and holidays like Christmas.</li> </ol>	<ul> <li>4 Names of towns and of people who come from them.</li> <li>5 Languages and nationalities.</li> <li>6 Countries and continents.</li> <li>7 Names of movies, books and songs.</li> </ul>



### 6 Read and follow the instructions.

# How to Find the Pronunciation of an English Word in a Bilingual Dictionary

Imagine you want to know how to pronounce the word "minute." First, look up the word in the dictionery. Then check for the different grammatical functions. Open your books to page 45. Next, look at the phonetic symbols after each hedword. don't panic if you do not know the fonetic alphabet. Look for the pronunciation guide at the back of the dictionary. Type in the word you want and click. You can probably work out the different pronunciacions with a little time and effort.

### Instructions:

- 1 There are two sentences that don't belong in the context. Cross them out.
- 2 There are four spelling mistakes. Find them and circle them.
- 3 There is one punctuation mistake. Underline it.



7 Correct the text from Activity 6 in your notebook.

Imagine you want to know how to

pronounce the word "minute." First ...

8 Work in pairs. Check what you wrote in Activity 7. Use the checklist.

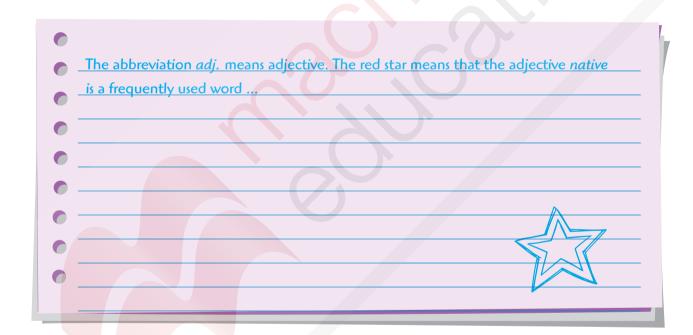




9 Work in pairs. Write an explanation for someone trying to learn how to use a bilingual dictionary. Use the checklist.

na-tive /'neɪtɪv/ adj ★
1 natal: his native land su tierra natal
2 originario: Elephants are native to Asia. Los elefantes son originarios de Asia.
3 materno (una lengua)
4 to be a native New Yorker haber nacido en Nueva York
na-tive /'neɪtɪv/ sust
1 to be a native of Tampico ser originario/natural de Tampico 2 nativo(-a)
 Algunos consideran este uso como peyorativo.





10 P.41 Correct your sentences and write a final version in your notebook.

11 Reflect on the way you worked. Write your answers in your notebook.

1 How can you help your classmates edit their instructions?

2 What can you do to practice more with your classmates?



### **Instructions to Use Bilingual Dictionaries**

### Final Product

PART	-	Now you know
	1	how to identify and understand symbols to use a bilingual dictionary. Go to Activity 3, page 25.  You can use software to
	2	how to identify and understand abbreviations for parts of speech in a dictionary. <b>Go to Activity 3, page 29.</b>
	3	how to write instructions for someone to look up a word
		in a dictionary. Go to Activity 10, page 36.
	4	how to write and correct instructions for someone to use a bilingual dictionary.  Go to Activity 10, page 40.
	<b>2</b> 1	Make it yours.  Work in small groups. Use one of your own dictionaries. Use the skills in the "Now you know" section to write instructions to use your own dictionary.  Present your instructions to your classmates. Listen to their presentations
		and find similarities and differences.  Assessment
Achie	even	ments and Product
1 Co	mp	plete the diagram with what you learned in the lessons.
abt		These dictionary eviations and symbols:  These dictionary features:
Abo	out	t writing instructions:  To correct these mistakes when editing instructions:
Socia	l Pr	ractice

- 2 Answer in your notebook the questions about your performance in this unit.
  - 1 Which elements of a dictionary did you include in the instructions you wrote in Part 2? Which ones did you forget?
  - 2 What did you notice in the instructions of your classmates that you can apply next time cation you write instructions?
  - 3 What will you do to write better instructions in the future? hibida su descarga y venta

### Glossary

- **abbreviation (n)** a short form of a word or phrase
- **absorb (v)** to allow ideas, methods, etc. to become part of your own way of thinking or culture
- aid (v) to make it easier for someone to do something
- **alphabetical (adj)** arranged according to the order of letters in the alphabet
- **available (adv) –** able to be obtained, taken, or used
- **bilingual (adj) –** involving or written in two languages
- choke (v) if you choke or if something chokes you, you can not breath because there is not enough air or because something is blocking your throat
- **despair (v)** to feel that a situation is so bad that nothing you can do will change it
- **develop (v) –** to gradually become clear or complete as details are added
- entry (n) a set of information that is part of a series of things written in a book, list, computer database, etc.
- **headword (n)** one of the list of words in a dictionary that is followed by an explanation of what it means
- improve (v) to make something better
- match (v) to show that two things are related or are the same
- native speaker (n) someone who has learned
   a language from the time that they began
   to speak
- **numerals (n) –** a symbol that represents a number
- **particularly (adv)** used for emphasizing that something refers especially to one especific person, thing, or situation

- phonetic (adj) relating to the sounds used
  in speech
- **pronounce (v) –** to say the sounds of letters or words
- **provide (v) –** to give someone something that they want or need
- **recording (n)** a piece of music or speech that has been recorded
- **rely (v)** to trust someone or something to do something for you
- retire (v) to leave a place, a position, or a way of life in order to go somewhere quieter or to live a less active life
- **routinely (adv)** as part of the usual way of doing something
- **save (v)** to avoid using something such as money, time, or energy, or to use less of it
- **search engine (n)** a computer program used for searching for information on the Internet
- **section (n)** a part of a newspaper, book, or other piece of writing that may be considered separately
- **solely (adv)** involving nothing except the person or thing mentioned
- **step (n) –** one of a series of actions that you do in order to achieve a particular goal
- **suitable (adj)** right for a particular purpose, person, or situation
- **syllable (n) –** a word or part of a word that has only one vowel sound. For example, **son** has one syllable and **father** has two syllables
- target (n) something that you try to achieve
- **translation (n) –** spoken or written words that have been changed into a different language

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# explore

# Unit 3 Understand

1 Write about things you like doing in your free time. Work in pairs. Discuss it with your partner.

<u></u>	1	I like roller-skating
	3	
<b>-</b>	4	
<u> </u>	5	



2 60 Listen to the conversation and circle the correct answer.

- 1 They are talking about ...
  - a) what Paul did yesterday.
  - b) what Paul likes and doesn't like.
- 2 The purpose of the conversation is ...
  - a) to complete a class survey.
  - b) to get to know a new friend.
- 3 The conversation is ...
  - a) friendly.
  - b) unfriendly.



3	06	Listen again	and check (✓) the activities Paul likes
		and put a cr	$\cos(X)$ by the activities he does not like

- 1 playing soccer
- 2 watching television
- 3 skateboarding

- 4 dancing
- 5 washing the dishes

4
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think



### Listen to the sound effects and answer the questions.

1 What do you think is happening?

click click

2 Which activities do you enjoy?



3 Why do you enjoy these activities?

booooina

Where do you go to do your favorite activities?

splash



tap tap



woof woof



5 Read the sentences and follow the instructions.



- Circle the sentences that express
  - positive feelings.



- Underline the sentences that express
- negative feelings.
- Check (✓) the sentence that is neutral.

- 1 I don't like taking pictures.
- 2 I don't mind swimming.
- 3 I hate doing homework.
- 4 Hove playing with my dog.
- 5 I like listening to music.

- 6 Read the sentences in Activity 5 and answer the questions.
  - 1 Which sentence is the most positive?
  - 2 Which sentence is the most negative?

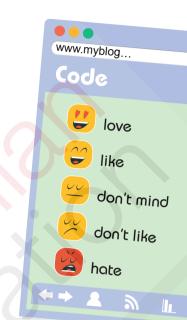
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### 7 Look at the code. Then write the sentences using the correct expressions.

1 He swimming.
He loves swimming.

- 2 I playing soccer.
- 3 She video games.
- 4 They watching TV.
- 5 I dancing.



- 8 Listen to the conversations and answer the first three questions. Then work in small groups. Answer the last two questions with information from your classmates.
  - 1 Who likes technology hobbies in conversation 1?
  - 2 Who likes indoors activities in conversation 2?
  - 3 Who loves reading books in conversation 2?
  - 4 Do your classmates enjoy indoor or outdoor hobbies?
  - 5 Who likes watching TV in your classroom?







9 Read and check (
) the activities you like or love doing and put a cross (
) by the ones you do not like or hate. Add other options.



10 P.59 Make a li

Make a list of more things you love, like, do not mind, do not like, or hate doing in your notebook.

Like

I like walking the dog, playing video games, and playing sports.

11 Re<mark>flect o</mark>n y<mark>our progress. Wr</mark>ite your answers in your notebook.

I don't like cooking. What about chores?

- 1 Why is important to share your likes and dislikes?
- 2 Why do you need to be a better listener?
- 3 What question helps you know a person better?





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2 What are they used for?

Listen to the conversation and answer the questions.

- What's the general idea?
- 2 What's the result?

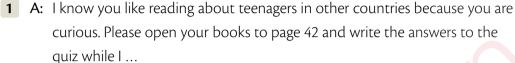
Listen to the conversation again and check ( $\checkmark$ ) the activities Fiona and Alicia mention.

2	doing homework reading magazines reading books	
4	taking the dog for a walk writing emails	

6	texting friends	
7	chatting on social media	
8	playing volleyball	
10	watching TV. I ECCO	ti
D	rohibida su descarga v	VIC



### 4 Read the conversations. Underline the phrases that show you are interrupting. Which conversation is more polite? Why?



- **B:** I'm sorry to interrupt, Miss White, but do we write the answers on paper or in our books?
- 2 A: You like nature programs on TV, don't you?
  - **B:** Yes, I do. The program about polar bears last night was amazing wasn't ...
  - A: Wait a minute. Do you mean the one on Channel Four or the one on Channel 11?



5 Now have a conversation with a classmate about hobbies. Interrupt in order to clarify something.

Do you mean ...?

Wait a minute.

What do you mean?

6 Read the sentences and choose the correct option.

In English we use a negative tag question when we expect the answer to be yes.

It's a personality quiz, isn't it?

You like chatting on the internet, don't you?

You saw that program, didn't you?

We use a positive tag question when we expect the answer to be no.

It isn't free time, is it?

They don't play volleyball, do they?

He didn't play volleyball yesterday, did he?

- 1 A question tag is a short question at the beginning / end of a sentence.
- 2 When we say a positive statement, we use a positive / negative question tag.
- 3 When we say a negative statement, we use a positive / negative question tag.
- 5 We use question tags a lot when reading / speaking.

You don't like electronic music, do you?

Yes, I do! I love electronic music.

Activities	My guess for my partner (✓) likes (×) doesn't like	My partner
electronic music	×	
cell phone		
kindergarten		
television		
nature programs		

8 Work in pairs. Talk to a classmate about the following topics. Give reasons for your answers.



9 Work in groups of 5 or 6. Tell the group about three things you like and three things you hate. How many things can you remember about people in your group? Ask each other questions to confirm what you remember.

Juan, you like reading science books, don't you?

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10 p. 59

Work in pairs. Look at the model for ideas. Then choose one of the pictures and have a conversation about free time activities. Write the conversation in your notebook.



- 11 Reflect on your progress. Write your answers in your notebook.
  - 1 What comprehension strategies did you use?
  - 2 How can you confirm ideas in a conversation?
  - 3 When should you interrupt a person?

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### 1 Work in groups. Discuss the questions.

- 1 What theater performances have you seen?
- 2 Did you enjoy them? Give reasons for your answer.



### 2 Read the conversation and choose the correct option.

Josh: I loved the school play last night. You're an amazing actor.

Isabella: Thank you. Did you like the songs?

Josh: Yes. You're an awesome singer, too. And I loved the costumes. They were fantastic.

Isabella: Was the dancing OK? I'm no good at dancing.

Josh: It was fine. The dancing looked great.

Isabella: That makes me feel much better.

Josh: The male lead was good, too.

Isabella: Yes, I love him because he's so handsome and he's a great actor.

Josh: Yes, he is, isn't he?

Isabella: And you were a great audience!

- 1 Josh liked / did not like the performance.
- 2 The performance was a mystery play / a musical comedy.
- 3 Isabella has doubts about her singing / dancing.
- 4 The word because / and introduces a reason.
- 5 The phrases in bold are insults / compliments.





3 Read the conversation in Activity 2 again. Write words to help give compliments in the box.

Words to help give compliments

amazing

Ž
ಡ
⊆
1

Complete the sentences with words from the box.

reason compliment admiration

- is a positive comment.
- 2 It is an expression of praise and \_
- 3 The word because introduces a \_\_\_

5 Work with a partner. Look at the words and phrases in the boxes. Write compliments about your classmates with phrases from the boxes.

He's a good ... She's an amazing ... They're great ...

friend / cook / athlete soccer player / artist /musician actors / dancers / teammates

Juan is an amazing artist.





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6 Read the conversations. Then write a similar conversation. Practice giving and accepting a compliment.





- 1 A: This dress doesn't look good on me, does it?
  - **B:** Yes, it does. It looks fine. You look great in purple.
- 2 A: I'm terrible at singing.
  - B: No, you aren't. You're a great singer.
    You have a nice voice.
  - A: Thank you!



7 Read the advice. What do you think is the most interesting piece of advice? How do you think it will help you?

### How to give a Compliment

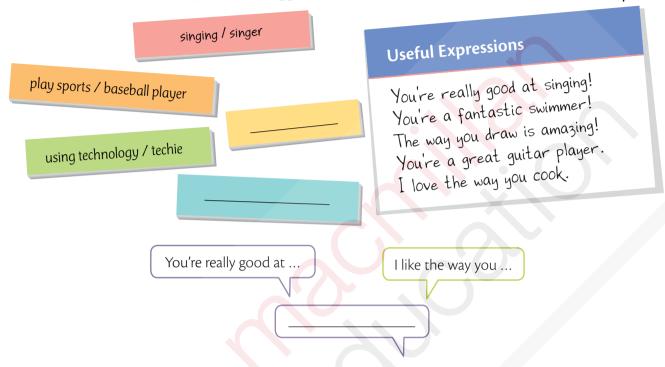
First, walk up to your friend.

Next, when you're close, smile at your friend. Then, decide what you like about your friend. Then, give the compliment and really mean it. Finally, wait to see if your compliment makes your friend happy.



Go around the classroom and give your classmates compliments on things you know they do well. You can use the expressions and the suggested activities. Write your own suggestions.





9 Write a list of the compliments you gave your classmates.

Name	Details
Beto	He has a great voice. He can sing opera.

### 10 Reflect on your work. Write your answers in your notebook.

- 1 Why is it important to show others empathy?
- 2 Do you think it important to compliment others? Why?
- 3 When should you give a compliment?



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### 1 Work in pairs. Look at the picture and discuss the questions.



- 1 Do you ever dream of being famous?
- 2 What kind of person would you like to be?
- 3 Is there something you would like to be really good at?



### 2 10 Read and listen to the conversation. Then answer the questions.

- A: You're a very famous soccer player, aren't you?
- B: Uh ... I guess so.
- A: Well, I think you're a fantastic player! What do you like about being famous?
- B: That's an interesting question. Hmm ... Llike meeting people from all around the world and I like teaching children how to play soccer.
- A: What don't you like about being famous?
- B: I don't like being recognized in the street all the time. I don't like everyone staring at me.
- A: You have other interests, don't you?
- **B:** Hmm ... I like traveling and I'm making a program for television at the moment and ...
- A: Sorry to interrupt you, but what is the program about?
- B: It's about taking sports to communities around the world.
- A: So what was the last place you visited?
- B: I went to Africa last month where I played soccer with dozens of kids.
- A: Wow! I think you're really generous to take time off and help poor communities.



- Who is being interviewed?
- What's he famous for?
- What does he like about being famous?
- What does he dislike about being famous?
- What is he working on now?



3 Read the conversation in Activity 2 again. Write a question and an answer to finish the interview.

A: I have one more question.			
B: Let me think			
A: That's amazing! Thank you for talking to me.	-10		

4 Work in pairs. What would you ask a famous person in an interview? Write three questions you would like to ask.



5 Look at the examples and complete the sentences with words from the box.

compliments tag questions interjections

Hmmm, I guess so. You're a great artist! You like to play tennis, don't you?

- 1 We use \_\_\_\_\_\_ to ask for confirmation.
- 2 We use \_\_\_\_\_\_ to give us time to think about what to say next or to express emotions.
- 3 We use \_\_\_\_\_\_ to praise someone.

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- 6 Work in pairs. Read the interviews and write your own conversation. You can use compliments, interjections, and question tags.
  - **1 A:** What do you like about being a teenager?
    - **B:** Hmmm ... Well, I like having freedom and I love choosing my own clothes.
    - A: You always look great. You have good taste.

2	A:	What don't you like about being
a teenager?		a teenager?

- **B:** I don't like having to do chores ... hmmm ... or washing my clothes.
- A: You help at home a lot, don't you?
- B: Yes, I do.
- A: You're a big help to your parents.

A:	
B:	
A:	
B:	
A:	

7 Work in pairs. Read the poster and practice your conversation from Activity 6. How did the advice help improve your fluency?

### How to Improve your Fluency

- \* Be confident.
- **A** Give yourself time to think.
- ★ Use interjections such as hmm, uh, wow, or expressions like that's an interesting question, let me see ...
- **Don't worry about being perfect.**
- ★ Focus on the meaning of what you're saying.
- Don't worry about making mistakes.
- Practice saying a sentence over and over again.



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**8** p. 59

### Work in pairs. Interview your partner using question tags and compliments.



9 Listen to another pair's interview. Then complete the checklist and exchange feedback with them.

They			
were fluen	t.		
had the rig	ght speed		
used inter	jections.		
used a tag	g question	1.	
used com			
		n strategy.	
were easy	to under	stand.	
-			

- 10 Reflect on your communication skills. Write your answers in your notebook.
  - 1 How do you feel more comfortable, as an interviewer or the person interviewed? Why?
  - 2 How do you make time to think about a question you were asked?
  - 3 How well can you express opinions for and against a point of view?

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### **Conversation About Likes and Dislikes**

### **Final Product**

<b>PART 1</b> 1	Now you know how to express likes and dislikes. Go to Activity 10, page 46.	Tip
2	how to participate in conversations and follow the main idea.  Go to Activity 10, page 50.	You can use a cell phone or another device to record and listen to your
3	how to write compliments and write about likes and dislikes.  Go to Activity 8, page 54.	interviews.
4	how to express likes, dislikes, and give compliments in a conversation.  Go to Activity 8, page 58.	
PART 2	Make it yours.	

- 1 Choose a classmate that you have not interviewed yet. Use the skills in the "Now you know ..." section to plan a conversation. Check the conversation for spelling and grammar. Decide who will be interviewed first.
- 2 Perform your interview in front of the class. Remember the expressions you have learned in this unit. Listen carefully to your classmates' interviews.



### PART 3 Assessment

**Achievements and Product** 

- 1 Complete the statements about your performance in this unit.

**Social Practice** 

- 2 Read the statements. Write if they are true or false for you and why in your notebook.
  - 1 Your classmates and you understood each other's ideas.
  - 2 You can improve your communication skills.
  - 3 You could learn something from listening to your classmates interviews. an Education Prohibida su descarga y venta

# Glossary

- **actor (n) –** someone who performs in plays and movies, especially as their job
- **amazing (adj)** used about something surprising that is also very impressive
- audience (n) a group of people who have come to a place to see or hear a movie, performance, speech, etc.
- awesome (adj) extremely good
- **compliment (n) –** something nice that you say to praise someone
- **costume (n) –** clothes that performers wear in a play, movie, etc.
- **curious (adj) –** someone who is curious wants to find out about something
- dish (n) an open container like a plate, but not as deep as a bowl, used for serving or cooking food
- **famous (adj)** if someone or something is famous, a lot of people know their name or have heard about them
- **fluency (n)** a clear confidet way of expressing yourself without seeming to make an effort
- **generous (adj)** giving people more of your time or money than is usual or expected
- **handsome (adj)** a handsome man or boy that has a very attractive face
- **hiking (n)** the activity of walking for long distances in the countryside
- **hobby (n)** something that you enjoy doing when you are not working
- indoor (adj) done or used inside a building
- interjection (n) a word or phrase used for expressing a strong emotion such as surprise or anger. 'Oh' and 'ouch' are interjections

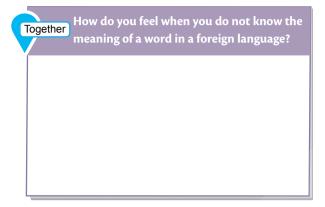
- **lead (n)** the main part for an actor in a play, movie, or television program
- **performance (n)** the act of performing a play, dance, or other form of entertainment
- **play (n) –** a piece of writing intended to be performed by actors in a theater or on television or the radio
- play (v) 1 to take part in a sport or a game, 2 to perform music or to use an instrument to make music
- **poor (adj)** having little money and few possessions
- **post (v)** to put writing or images online where other people can see them
- **skateboard (v) –** to ride or perform tricks on a skateboard
- **soccer (n)** a game in which two teams of eleven players kick a round ball and try to score goals
- **social media (n)** new technology platforms that allow people to interact on the Web or using cell phones
- **stare (v) –** to look at someone or something very directly for a long time
- **survey (n)** a set of questions that you ask a large number of people or organizations
- **techie (n) –** someone who knows a lot about technology or computers
- **travel (v)** to go on a trip or visit a number of places, especially places that are far away from where you live or work
- wash (v) to clean something, usually with soap and water
- watch (v) to look at someone or something for a period of time

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### Block 1



PART 1 Reflect on your lessons. Look back through the units and answer the questions.











PART 2 Share your work.

- Answer the questions according to your own progress on a sheet of paper and keep it in your portfolio.
- 1 How did you improve your performance during this block?
- 2 What did you learn during this block?
- 3 What should your goals be for the next block?
- 2 Have your classmates and your teacher give you feedback on a sheet of paper and keep it in your portfolio.

Congratulations! You should be proud of your achievements!



# Block 2 Places to Go

### Unit 4

### Family and Community

Social Practice: Agree with others a

travel itinerary.

Product: In this unit you are going to

make an itinerary.

You	will learn to	
	seek and consult information compare pros and cons of ideas and proposals build arguments to defend ideas and proposals listen and express pros and cons to come to an agreement	

### **Unit 6**

### Family and Community

Social Practice: Compose dialogs and interventions for a silent short movie. Product: In this unit you are going to write a script for a silent short movie.

# You will learn to ... revise silent short movies

understand general sense and main ideas
write lines and dialogs

### Unit 5

### Recreational and Literary

**Social Practice: Produce constructive** 

forecasts about others.

Product: In this unit you are going to write

forecasts.

You will learn to				
revise samples of written forecasts listen and identify ways to express future actions formulate and respond to questions to understand forecasts write sentences that express future to create forecasts				



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### Understand

1 Look at the pictures and discuss the questions.









- 1 What kinds of places are these?
- 2 Which one would you like to visit?
- Listen to the conversation and circle the sources of information Mom and Dad mention.









- 1 Where do they want to go on vacation?
- 2 Do they have airplane tickets?
- 3 Are they definitely going to go by plane?
- 4 Where do they want to stay?
- 5 Where do they see an interesting advertisement?
- 4 Work in pairs. Read the advertisements and decide which offer is the best. Circle the things you like and underline the things you do not like. Research on a vacation destination you would like to go to.

## Long family weekends in Orlando!

Flights: Intercity Jet (70 minute flight)
Departure: Every Friday from June
through August at 6 a.m.
Return: Every Tuesday 5:30 a.m.

Bus service to Hotel in Kissimmee from airport.

Accommodation: One room with two extra beds for children under 14. Includes breakfast only. Dinner \$55 dollars per person.

Shuttle to and from the amusement park every hour. Free entrance one day only.

*Price:* \$850 dollars per family of four.



# Come to Orlando for a long family weekend!

Includes flights for two adults and two children with FlyMe. Departures on Thursday evenings at 7 p.m.
Return flights on Mondays at 8 p.m.

Shuttle service to the Orlando Economy Hotel and to amusement parks.

Breakfast, dinner, and pack-lunches provided daily.

Free passes to all the amusement parks daily.

Accommodation: Two adjoining rooms.

Price \$875.00 dollars per family of four.



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### Read the sentences. Then write them in the correct column. Add another sentence to each column.

It's too expensive. Let's go to Florida for a long weekend. We could go by bus. This includes daily passes to the parks. Let's fly. This is a good deal. Why don't we go to Orlando? It doesn't include lunch.

Destination			
How to get there	Where to go	For the offer	Against the offer
Let's go to Florida for a long weekend.			

6 Look at the brochures below. Say which offer is best for your family. Discuss with a partner.



# Enjoy a week in our country's capital! • Six nights seven days at the Hotel Magnolia in the attractive Xochimilco area. • Our accommodations are cabins with kitchenettes. • Breakfast included in hotel restaurant. • A 90-minute bus ride from the town center. • Guided tours to places of interest can be scheduled (not included in price). • Free boat trips on the canal on your final night. • \$2,250 per week per family.



### 7 Read the information in Activity 6 again and circle Yes or No.

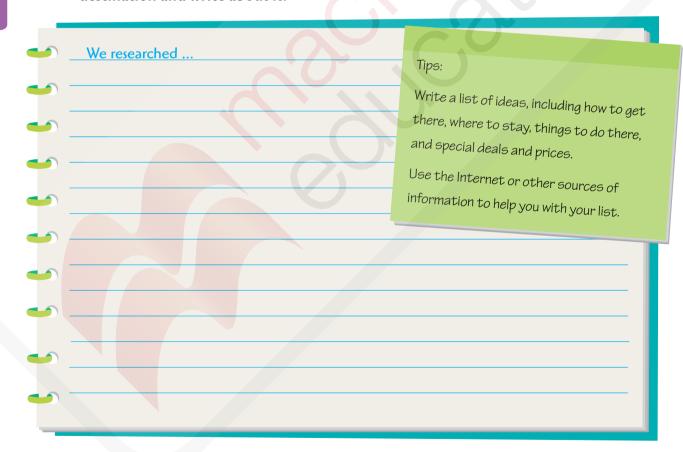
1	Hotel Anticavilla is near museums.	Yes	No
2	The offers include flights.	Yes	No
3	At Hotel Magnolia all meals are included.	Yes	No
4	The second offer includes a free boat trip.	Yes	No
5	Both hotels are in Mexico City.	Yes	No



8 Reread the advertisement for the offer you chose in Activity 6. Underline the details you like. Write a list of the advantages this vacation offers in your notebook.



Work in small groups. Research and choose information for a new vacation destination and write about it.



- 10 Reflect on finding information. Write your answers in your notebook.
  - 1 How do you know what information is important?

  - 3 Do you find it difficult to find information? Why?

2 What strategies did you use to search for information? Macmillan Education Prohibida su descarga y venta

UNIT 4 66

1 Work in pairs. Talk about a vacation you liked and one you did not like. Discuss how they were different.



2 Read the reviews about Shell Cove and complete the table. Then answer the questions about you and your family.



Good things about the vacation	Bad things about the vacation
High water slides	Crowded water slides

- 1 Where did you go during your last vacation?
- 2 Where did you stay?
- 3 What did you enjoy the most?
- 4 Talk about the things you did.



3 Read the opinions about the "Historical Adventure" vacation. Check (✓) the positive comments and put a cross (X) by the negative ones. Find websites that show reviews like the one below. How are they useful?



4 Work in pairs. Ask your partner the questions. Share opinions about the pros and cons of each activity.

1 What activities from the "Historical Adventure" vacation did you find interesting?

- 2 Which ones are boring for you?
- 3 Which ones would you like to try? Why?

I'd like to paint a tepee
because you can use
I'd like to paint a tepee
because you can use
Ucation
Prohibida su descarga y venta



### 5 Read about four families. Discuss which place would be better for each family.

- 1 The López family doesn't have any children, just two dogs and a cat. They spend most of their free time whitewater rafting. They love going hiking, rock climbing, and camping. They already know how to make a fire without matches!
- 2 Mr. and Mrs. Salle have two teenage children. Their son enjoys playing video games and surfing the Net. Their daughter loves visiting archaeological sites. Both children like team sports.
- 3 The Rodríguez family has three energetic children between the ages of 7 and 14. Mrs. Rodríguez wants to take them on vacation to a place where they can have a lot of fun. She wants a restful vacation.
- 4 Mr. and Mrs. Baez have one daughter aged 12. They like vacations where she can learn more about different cultures. She spends her time reading art history books. She has asthma and is allergic to dust.



6 Tell your partner about your family. Which of these vacation spots would be best for your family and why? Find out about the best vacation spots for your partner's family.

### **7** Read the sentences and choose the correct option.

There are amazing hot tubs, **but** no paddling pools for kids. Shell Cove has a great pool, **but** the other place has a tiny one. The snorkeling tour was great, **but** the guide wasn't. It could be dangerous, **but** I enjoyed archery.

- 1 The word **but**...
  - a) introduces a reason.
- b) introduces a contrasting idea. Brobibida su descarga vyenta

- Work in groups of four or five. Imagine your group is going on a trip. Answer the questionnaire so you can plan the best trip for everyone in your group.
  - 1 Where do you want to go?
  - 2 What do you want to do?
  - 3 What kind of food do you want to eat?
  - 4 What kind of accommodation do you like?
  - 5 How long do you want the trip to be?

Price:

9 Work in groups. Complete this advertisement for a vacation package. Include at least one disadvantage.



Exchange your information with another group. Discuss the pros and cons of your packages.

- 11 Reflect on comparing pros and cons. Write your answers in your notebook.
  - 1 How can you distinguish pros and cons of proposals?
  - 2 What graphic organizers can you use to compare ideas?
  - 3 How can you be sure when a proposal is better than another? Common Education Prohibida su descarga y venta

1 Look at the pictures. Choose one means of transportation and say why you chose it and not the others.









I don't like planes because ... I like to travel by bus because ...

Work in pairs. Look at the poster and say what you think the conversation is about. Listen to the conversation to confirm your predictions.



- 3 12 Listen again and answer the questions.
  - 1 What arguments does the mom have for going? \_\_\_\_\_
  - 2 What reservations does the father have? \_\_
  - 3 Would you like to go to the Grizzly Bear Resort? Why? Why not? \_\_\_\_\_

Macmillan Education Prohibida su descarga y venta Lakeside Resort.

Read the sentences and circle T (True) or F (Fall It's called Grizzly Bear Lakeside Resort because the I can't go hiking because of my bad leg. I can't exercise much, as the doctor told me not to the children can go without us, since the brochu	ere's a bear sanctuary o.	there.	
1 All the linking words in bold introduce a reason	n	Т	F
2 In the third and fourth sentences you could su			
with because.		Т	F
3 Because and because of can be used interchang	geably.	Т	F
4 Because and because of are both followed by a	noun and a verb.	T	F
6 Work with a partner. Check (✓) the things you' why you need some and not others.  insect repellent snacks	'Il need on your trip.  We don't need to a kayak becau	to take	
why you need some and not others.  insect repellent snacks bathing suit hiking boots sunscreen raincoat homework fishing rod maps kayak	We don't need t	to take	
why you need some and not others.  insect repellent snacks bathing suit hiking boots sunscreen raincoat homework fishing rod ways	We don't need to a kayak becau	to take	

4 Write three sentences explaining why you would or would not like to go to the Grizzly Bear



Work in pairs. Read the article and decide which places mentioned in the article you would like to go and see. Make notes for a mini itinerary.

# Travel to



**Approximate Duration:** 8 hours Contact: Puerto Madero 469 Buenos Aires, Argentina +54 3154 99 Witness the extraordinary beauty of the Iguazu Falls. With a total of 275 waterfalls, Iquazu is the largest chain of waterfalls in the world.

An elevator allows you to descend to the lower falls where the water meets the pools. Enjoy a series of walkways strategically designed for amazing views where the Iquazu and Paraná rivers meet on the Argentinean side. As you climb a little bit closer to the falls, you will feel the mist cooling your skin and see butterflies flying around the colorful rainbow created by falling water.

You can also go beyond the typical Iquazu Falls tour on a boat ride to some of the most impressive waterfalls.

See nature up close on this 8-hour journey through Iguazu National Park. Trek along three different trails through the park, enjoy views of Three Musketeers Falls and Devil's Throat, and sail to San Martin Island to see the famous waterfall. Or, if you prefer, fly over one of the Seven Wonders of Nature on a thrilling helicopter flight with an experienced guide. Learn about the region's unique flora and fauna, and get breathtaking views of the Iguazu National Park.

5	5	<b>b</b>	5	5	5	5	-5	<u> </u>	<u> </u>	5	<u> </u>	<b>b</b>	<u> </u>	<u> </u>	<u> </u>

First, I would like to ...



### Complete the conversation with words from the box.

right because of fantastic should go there looking forward to Dad: Let's go camping this summer. Mom: I don't like camping (1) \_\_\_\_\_ the insects. Are you really sure you want to go camping? Dad: We'll take our insect repellent. Look! There's a new campsite in Blueberry Woods. It sounds (2) \_\_\_\_\_\_, and it's a cheap vacation, don't you agree? I'm (3) \_\_\_\_\_ teaching the children how to fish. **Mom:** That sounds like fun but I don't want to cook the fish. Dad: Don't worry because the children will love cooking over a campfire and we already have a tent and



# Work in groups of four and follow the instructions.

Each one of you choose a different vacation destination.

sleeping bags so we (4)

Mom: You're (5)

- 2 Make notes about why everyone should go to your destination.
- Persuade your partners to join you on your vacation with reasons and strong arguments.

It's easy to get there, and the weather is great.



# 10 Reflect on building arguments. Write your answers in your notebook.

- 1 What makes an argument strong?
- 2 How can you build a proposal that will convince others?
  3 How can you consider all the factors before you make a decision? Prohibida su descarga y venta

1 Look at the illustration and read the speech bubbles. Who would you prefer to spend your vacation with? Work in pairs. Share ideas with your partner.



2 Label the pictures with the emotions from the box. How do vacations with your relatives make you feel? Find someone who agrees with you.





- 3 Listen to the conversations. Do you agree with what the children say? Why? Why not?
- 4 14 Listen to the sentences. Now work in groups of three or four and share ideas about activities for Saturday. Do you agree or disagree?



Complete the comparative table. Then give reasons for the way you feel about these activities. Exchange books with a partner.

I hate camping ... I love skateboarding ... I won't eat frogs' legs ... I like playing beach volleyball ... I don't want to go to the mall ...

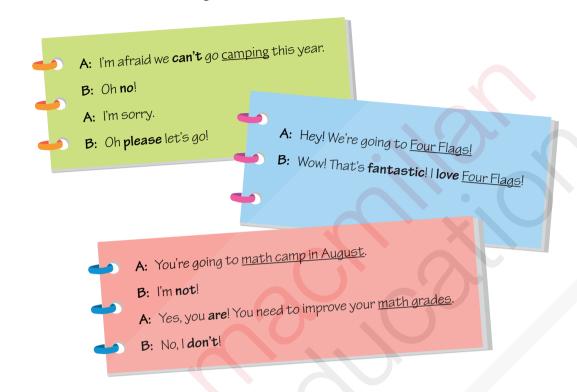
Statements that express							
positive emotions			negative emotions				
			I hate camping because I don't like sleeping in a tent.				
			Macmillan Ed				

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6 Work in pairs. Take turns acting out the mini conversations. Show emotion by stressing the words in bold. Then change the underlined words to make a new conversation.



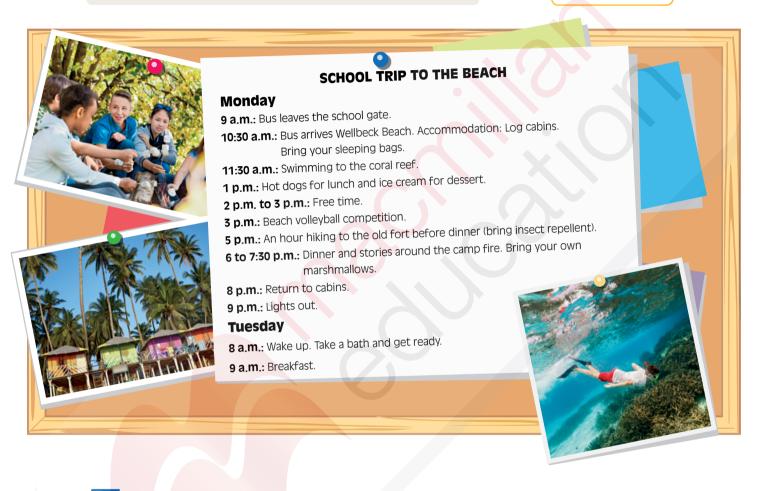


Ready!

Work in pairs. Read and discuss the travel itinerary for a school trip. Use the expressions from the box to show how you feel about the information.

I hate ... I'm really looking forward to ... It sounds fantastic. It sounds boring. I don't want to go. I love ...

I love eating hot dogs for lunch.



- Use reasons, pros and cons to reach an agreement with your partner on a good place to go on a school trip.
- 9 Reflect on how to come to an agreement. Write your answers in your notebook.
  - 1 Why is it important to consider everyone's opinion when making a decision?
  - 2 What language should be used to convince others?
  - 3 How should you react if you do not persuade everyone for your proposal?

# **Itinerary**

# Final Product

PA	RT	「 <b>1</b> 1	Now you know how to research and choose information for a vacation destination.  Go to Activity 9, page 66.
		2	how to make a list of pros and cons about a trip. Go to  Activity 10, page 70.  You can use software to improve your presentation.
		3	how to build arguments to defend your proposals. <b>Go to Activity 9, page 74.</b>
		4	how to come to an agreement with your classmates by using pros and cons.  Go to Activity 8, page 78.
P/	\R1	<b>7</b> 2	Make it yours.
	W	ork	in small groups. Choose another destination for a trip that you all agree on. se skills in the "Now you know" section to prepare a conversation about it.
2			at your vacation proposal to your classmates. Answer any question your lates may have about your proposal.
P/	\R1	<b>3</b>	Assessment
	۱chi	iever	nents and Product
1			
•	VV	ork	in small groups. Discuss the questions and give reasons for your answers.
	1	Wł	nere can yo <mark>u research inf</mark> ormation about a vacation destination?
		We	can use leaflets. They are useful because
	2	Wł	ny is it imp <mark>ortant t</mark> o <mark>make a list of</mark> pros and cons for a travel itinerary?
	3	Wł	<mark>nat can you do to</mark> d <mark>efend your idea</mark> s with solid arguments?
	4	Wł	<mark>nat strate</mark> gy can you use to come to an agreement with others?
	5	Но	w can you prepare a travel itinerary?
2	W	ere	you able to answer all the questions? Why or why not?
	-		
S	oci	al Pr	actice

3 In your notebook, write five things you need to do next time you agree with others on a

travel itinerary. You can ask your teacher for advice.

# Glossary

- **accommodation (n) –** a place to live, especially a temporary place such as a hotel room
- **adjoining (adj)** next to and connected to another building, room, area, etc.
- allergic (adj) affected by an allergy
- **amusement park (n)** a place where people pay money to go on rides and play games to win prizes
- **asthma (n)** a medical condition that makes it difficult to breathe
- **beyond (adv)** past a place or outside an area
- **breathtaking (adj) –** extremely impressive or beautiful
- **brochure (n)** a small magazine containing details and pictures of goods or services that you can buy
- **chain (n)** series of things of the same type that form a connected line
- **conveniently (n)** in a way that is easy to use, find, deal with, etc.
- **crowded (adj)** containing a lot of people, especially too many
- **departure (n)** the time when an airplane, bus, or train leaves
- elevator (n) a machine that carries people up and down between the levels of a tall building
- **flight (n)** a trip through air or space in a vehicle such as an airplane
- **guide (n) –** someone who shows you which direction to walk or travel in, especially as their job
- match (n) a small stick that produces a flame when rubbed against a rough surface, used for lighting a fire, cigarette, etc.

- **mist (n)** a mass of small drops of water in the air close to the ground
- **pool (n)** a small area of still liquid
- provide (v) to give someone something that
   they want or need
- rafting (v) the activity of traveling on a river in a small boat
- **rainbow (n)** a curved line of colors that appears in the sky when the sun shines while it is raining
- restore (v) to clean and repair something old and dirty or damaged so that it looks the same as it did originally
- rock climbing (v) the activity of climbing the side of a mountain or large rock for enjoyment, usually using ropes and other equipment
- **shuttle (v)** to travel frequently between two places, or to take people frequently between two places
- **spend (v) –** to stay somewhere or do something for a period of time
- terrific (adj) very good or interesting
- thrilling (adj) extremely exciting
- **trail (n)** a path through the countryside, especially one designed for walking for pleasure
- **trek (v)** to go on a long and difficult trip on foot. Some people go on vacation to do this
- waterfall (n) a place where water flows over the edge of a cliff, rock, or other steep place onto another level below
- water-skiing (n) a sport in which you stand on skis and ride on the surface of water while being pulled behind a boat
- white water (n) a part of a river where the water flows so fast that it looks white

# PRODUCE CONSTRUCTIVE FORECASTS ABOUT OTHERS

1 What are the devices in the pictures used for? What devices do you have? What devices would you like to own?







2 Look at the title and layout of the article and circle the correct answers.



- 1 The article is probably for ...
  - a) adults.
  - b) teenagers.
  - c) senior citizens.

- 2 It is probably about ...
  - a) new technology in the stores today.
  - b) how previous generations communicated.
  - c) the changing world of technology.
- Work in pairs. Read the article from Activity 2 and check your predictions. Discuss how you On reached your conclusions.

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- 4 Work in groups. Compare the technology your parents and grandparents had with what you have now.
- 5 Complete the text using the correct tense of the verbs.

I have a cell phone. My parents didn't have cell phones when they were my age.

		V 11 _Y 2	
\	1 4 • 11	. I _0 )	

In the past, people (1)	played (play) video games for one or two	o players. Today, some video games
(2)	_ (let) you compete with other pl <mark>ayers</mark> online. In th	ne future, game consoles will
(3)	_ (be) smaller and much more multifunctional. Do	you (4)(carry)
around a handheld video ga	me? In the past they (5)	_ (have) black and white displays.
Now, they <b>(6)</b>	(have) liq <mark>ui</mark> d-crystal displays. In the fu	iture, you will
(7)	_ (watch) movies on it, too. In the future, people w	vill (
(8)	_ (not download) games in their consoles, they wil	
(9)	_(store) them in their brains.	

6 Read the sentences and answer the questions.

Maybe we will communicate by thought transference.

Things won't be the same as they are now.

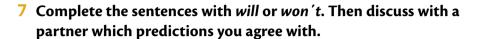
Will we have phones and tablets in the future?

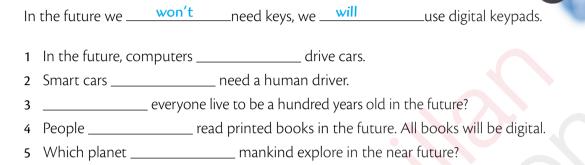
What changes will the future bring?

I believe video games **won't** be bought in stores anymore.

- 1 Do they express plans or predictions? \_\_\_\_\_
- 2 Which two words show they refer to the future? (affirmative) (negative) \_\_\_\_\_\_, (interrogative) \_\_\_\_\_







8 Complete the article with the sentences and phrases from the box. Work in pairs. Make predictions about the use of technology in the animal world in the future.

The rangers will soon have drones from these criminal bands. Why will they become extinct? technology will save the elephant. African elephants

4 Technology		THE NOTICE
Technolo	gy to the Rescue!	
	(1)rate. As things stand at the moment, many scientists pro-	in the world is decreasing edict that the African
elephant will be	e extinct in 10 years. (2)	
Two reasons: I	Loss of habitat and because poachers are killing them for	or their ivory tusks.
Only last year p	ooachers killed 27,000 elephants! But maybe (3)	
	for future generations by stopping the poachers! appen? Parks in Africa employ rangers	
	—and poachers. This will make it easier to reach	
the elephants in	time to save them (5)!	

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Make a list of situations that may change in the future. Write your prediction list in your notebook.





# 10 Work in pairs. One of you will read text a and the other will read text b. Ask your partner questions about their article and make notes.

5 5 5	Imagine jeans that you will never have to wash! It sounds like science fiction, but it isn't! Scientists say they will soon have denim which will repel liquids, even things like ketchup. The scientists claim jeans made from this material will never smell bad and stains won't stick on them either! So you won't need to wash them. Imagine the advantages! You won't waste time or water! You won't need to buy jeans so often. Sounds like heaven! When will they be in the stores? I can't wait to buy a pair!	
5	About text b	
•	Topic: Prediction:	
	Predicted advantages:	
	Any other details:	

Do you buy jeans online? Clothes you buy online often don't fit very well, but in the future that won't be a problem. Your phone camera is already 20% more accurate than a professional tailor. Your phone camera will measure you in under 30 seconds, take a picture, and send it to the online address. Computers will calculate your measurements, and your jeans will fit perfectly! This technology is currently at an experimental stage, but experts predict it will be available for us all next year!

3	

٨	ι.	L	text	а
1	hou	17	1621	а

Topic: \_\_

Prediction:

Predicted advantages: \_\_\_\_\_

Any other details:



# 11 Reflect on making predictions. Write your answers in your notebook.

- 1 How can you recognize predictions?
- 2 What kind of predictions do you usually read?
- 3 Where do you find predictions easily?

1 Look at the pictures and describe the weather in each one. Ask your partner what the weather is like today.



- 2 15 Listen to the conversation and answer the questions.
  - 1 What are the boy and his friends going to do tomorrow?
  - 2 What does the boy's mother offer to do?
  - 3 What's the weather like right now?
  - 4 What's the forecast for this evening?
  - 5 What will the weather be like tomorrow?
- Work in small groups. Find out what the weather will be like tomorrow. Negotiate what you are going to do tomorrow after school.

I'm rollerskating today.
The forecast says it'll rain tomorrow, so I'm going to watch a movie at home.
Do you want to come?



# Work in pairs. Read the weather forecast and write what day is appropriate for each activity.

# **Weather Forecast**

# **The Daily News**

15

# Here is the weather forecast for the next five days.

Monday will be hot and sunny, but that will change on Tuesday. On Tuesday, it will be cloudy and cool. On Wednesday, it will not rain, but it will be very windy. There will be thunderstorms on Wednesday night. On Thursday, it will rain all day, but it will be sunny again on Friday all day.



Brown Family Vacation Plans

- 1 Visit museums.
- 2 Go to the beach and swim.
- 3 Go to the movies.
- 4 Have a barbecue one evening.
- 5 Fly our kites.



Analyze



# Read the sentences and match them to the explanations.

- 1 We are going to work on a project.
- 2 It will be cool and cloudy this evening.
- 3 Shall I make a picnic?
- 4 Look at those clouds! It is going to rain.
- a) We use shall to make a suggestion.
- b) We use *going to* to talk about plans and intentions. \_\_\_\_\_
- c) We use going to to predict what will happen based on something we see in the present. \_\_\_\_



# 6 Complete the sentences with will, going to, or shall.

	My brother	is going to	start high school	in August.
1	I	be a pro	ofessional soccer play	ver when I grow up
2	Tomorrow it		be very windy.	
3	My mom		_ make a carrot cake	for my birthday.
4		we work	in the library?	
5	She looks very p	ale. She looks l	ike she	be sick.







7 Work in pairs. Choose the icons from the table to create your own weather forecast.
Then present your forecast to another pair.

		Type of	Weather		
			<del>4</del> <del>4</del>		
Sunny	Cloudy	Windy	Stormy	Rainy	Snowy

Friday Saturday Sunday Monday  It will be sunny or Monday.		Weather Forecast			
It will be sunny or Monday.	Friday	Saturday	Sunday	Monday	
				It will be sunny on Monday.	



The rain will stop on Thursday night and on Friday it will be sunny.

Friday it will be sunny.

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Ready

Work in pairs. Use your weather forecast to plan activities for those four days. Write them in the schedule. Tell another pair your plans.



	Activities	
Thursday	We're going to play soccer.	
Friday		
Saturday		
Sunday		
Monday		

It will be sunny on Thursday so we're going to play soccer in the park.

Work in groups of four. Read the beginning and the end of the conversation and write the middle. Then work in pairs and tell each other your scripts.

Veronica and Aldo are planning a picnic.

Veronica: Aldo, turn on the TV so we can listen to the weather forecast.

Aldo: OK [click].

Weather forecaster: Good evening everyone. Tomorrow will be ...

The following day at the park.

Aldo: I can't believe this. The forecast was so wrong. It isn't a sunny day. It's raining.

It isn't a good day for a picnic. It's a terrible day. We're getting wet.

Veronica: And it's so windy. There are gray clouds and it's really cold!

Aldo: Let's go Veronica. I'll never trust that weather presenter again.

- 10 Reflect on the future. Write your answers in your notebook.
  - 1 What language should be used for forecasts?
  - 2 Why do think forecasts are important?
  - 3 Do you usually make predictions about the weather?



### 1 Work in pairs. Ask your partner the questions.









- 1 What extracurricular activities do you do after school?
- 2 What activities do you want to do?

### 2 Read the information and the conversation. Then underline the correct sentence.



**Danny:** What class are you going to take?

Clara: I want to be an actress, so I'm probably going to take the acting class.

Danny: Look! If you take the acting class, you'll be in plays at the theater!

Clara: Will I? Wow!

Danny: Yes, it says it here.

Clara: And look! If you take extra soccer, you'll meet professional soccer players!

Danny: But I like science. If I do the science class, I'll go on field trips every month. I love field trips.

- 1 The two students are already in an extra class.
- 2 They are considering doing an extra class.

# 3 16

# Listen to the rest of the conversation. Then circle the incorrect option.

- 1 If they take the computer class ...
  - a) they'll learn how to design websites.
  - b) they'll become IT experts.
  - c) they'll improve their computer skills.
- 2 If they take the music class ...
  - a) they'll become professional musicians.
  - b) they'll perform in a concert.
  - c) they'll play an instrument.



# 4 Work in pairs. Answer the questions. Then talk about your own classes.

- 1 What will happen if they join the acting class?
- 2 What will happen if they join the soccer class?
- 3 What will happen if the students in the music class aren't good at music?
- 4 What will happen if they join the science class?
- 5 What will happen if they join the computer class?

If they join the acting class, they'll ...

Analyze

# Read the sentences and complete the rules with the words from the box.

If she takes the acting class, she'll act in plays at the theater.

**If** I do the science class, I **won't meet** professional soccer players.

What **will happen if** we take the music class?
We'll perform in a concert at the end of the year.



will / won't probable future situations the simple present

We form the first conditional with $if + $	
ğ .	infinitiua

2 We use the first conditional to talk about \_\_\_\_\_ and their results.

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- 6 Work in pairs. Read the questions and make predictions in your notebook about your partner. Then check your predictions with your partner.
  - 1 What will you do if you go to your grandparents' house on the weekend?
  - 2 What will you see if you go to the movies?
  - 3 What will happen if you don't do your homework?
  - 4 What will happen if you don't clean your room?
  - 5 What will your parents do if you don't try your best at school?
- 7 Read the story and number the pictures in the correct order.

# STAGE NEWS

Auditions for Broadway Musical
The Broadway theater invites all dancers
and singers to participate in the auditions

for its new musical comedy production.

Auditions will take place in the theater during the morning of ...

Carla West is at acting school. She's reading an advertisement in the Stage News.

It says there will be auditions for the chorus line in a Broadway musical. "What will happen if I apply?" thinks Carla. "I'll go to New York! And I can stay with my aunt in Manhattan!"

For a moment, Carla is lost in daydreams. Then, she begins to worry. "But what will happen if I go to New York for the audition? I'll miss the acting school production and I have a leading part! The director will be furious. I'll lose my scholarship. It'll be wonderful if I get the part in New York, but what if I don't? Oh dear! I wonder what's the best thing to do."









8 Work in pairs. Ask What will happen if ... questions using the text from Activity 7.

What will happen if Carla applies for the part?

She'll go to New York for the audition.

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Add a question to each conversation. Ask a classmate the question and write down the answers. Talk with a different classmate for each conversation.

	Co	nversation 1
	A:	What are you going to do this weekend?
	B:	We aren't sure. If the weather is good, we (1)
		If the weather is bad, we (2)
	A:	What if
	B:	
5	A: W B: If	Presation 2  /hat are you going to do after school?  I'm tired, I (3)  I have the energy, I (4)
<b>S</b>	A: _	
	B: _	
	Con	versation 3
0		Where are you going to have lunch today?
0	B:	If I'm in a hurry, I <b>(5)</b>
0		If I have some time, I (6)
	A:	

# 10 Reflect on talking about plans. Write your answers in your notebook.

- 1 Why is it important to plan your activities?
- 2 How far in the future do you plan your activities?
- 3 What language do you use to talk about the future?

- 1 Do you know any predictions that scientists have made about polar bears?
- 2 What evidence do they give for their predictions?
- 3 Do you think their predictions are right? Why?
- 2 Read the article and discuss its topic.



# A Warming World

Cientists say that temperatures on the Earth are getting warmer every year. What will happen if we do not stop this "global warming"? If temperatures continue to rise, glaciers will melt completely. Most of the ice at the north and south poles will melt, too. As a result, sea levels will rise. As a consequence, coastal cities like New York and London will disappear under the water. Whole islands will sink under the waves. Where will all the displaced people live?

Deserts will expand. Therefore farmland will disappear. Farmers will need to find new land to grow their crops on. They will cut down trees, so there will be more carbon dioxide and less oxygen. Global warming will get worse. People will go hungry because of food shortages. And animals will suffer, too. Many species will be in danger of extinction.



3 Use the words in the box to write sentences to predict the future.

rise melt farmland glaciers sea level food disappear coastal cities people

If sea levels rise, coastal cities will disappear under the water. 2 Prohibida su descarga v venta

# Read the sentences and circle T (True) or F (False). Correct the false statement and rewrite it.

Most of the ice at the north and south poles will melt. **As a result**, sea levels will rise. **As a consequence**, coastal cities like New York and London will disappear under the water. Deserts will expand. **Therefore**, farmland will disappear.

Farmers will cut down trees, so there will be more carbon dioxide and less oxygen.

1 The words and phrases in bold link sentences to give a reason.

2 They all start a new sentence.

3 They all mean the same, but so is not as formal as the others.

4

# 5 Rewrite the sentences using the connectors from Activity 4.

- 1 The glaciers will melt. Polar bears will become extinct.
  The glaciers will melt. As a result, polar bears will become extinct.
- 2 Carbon dioxide causes air pollution. We need to reduce carbon dioxide emissions.
- 3 The weather will become more extreme. There will be water shortages and floods.
- 4 Sea levels will rise. Coastal areas will disappear.
- 5 Farmland will disappear. People will go hungry.





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1	Is global	warming	going t	to affect	your area? How?

- 2 What will happen to the animals that live there?
- 3 What will it do to the people?
- 4 How will it change the countryside?

# Write three sentences about what global warming will do to your area.

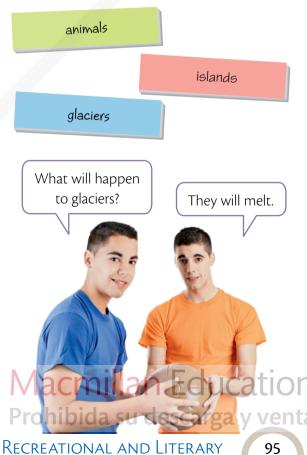
# 8 Work in groups. Read the article from Activity 2 again. Then follow the instructions to play **Prediction Hot Potato.**

### **Prediction Hot Potato**

### Instructions:

- Pick a word and ask a question using the word.
- Throw a ball for your partner to answer a question.
- If you catch the ball, make a prediction to answer the question.
- Then pick a word and continue playing.







9 p. 97

Write sentences with words and phrases from Activity 8. Use a connector. Check your sentences with a classmate.

Farmers will cut down trees	s. As a result, global warming will get worse.
1	
2	
3	
4	
5	
J	







# 10 Reflect on your future. Write your answers in your notebook.

- 1 How often do you think about the future?
- 2 How can you help make your world better?
- 3 How is your education important for the future?

# Now you know ... 1 how to make a list of situations that may change in the future. Go to Activity 9, page 83. 2 how to identify ways to express the future. Go to Activity 5, page 86. 3 how to ask and answer questions about forecasts. Go to Activity 9, page 92. 4 how to write sentences to make predictions. Go to Activity 9, page 96.

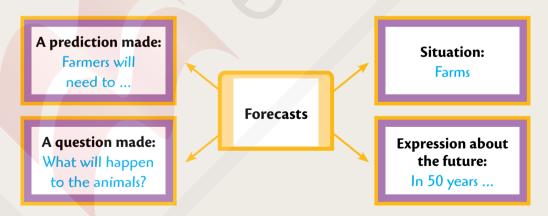
### PART 2 Make it yours.

- 1 Work in pairs. Prepare a presentation with forecasts. Use the skills in the "Now you know ..." section to prepare your predictions about the future.
- 2 Present your predictions to your classmates and listen to their presentations. When everyone has finished presenting their predictions, discuss as a class how similar or different your predictions are.

### **PART 3** Assessment

**Achievements and Product** 

1 Work with a classmate who made a presentation about a different topic. Help each other analyze your presentations by filling in a graphic organizer like the one below.



**Social Practice** 

- 2 Discuss the questions with your partner. Then write your answers in your notebook.
  - 1 Which elements in the organizer were clear and well-done in your presentation?
  - 2 Which elements need to improve the next time you make a constructive forecast? Why? ICation Prohibida su descarga y venta

# Glossary

- accurate (adj) correct or true in every detail
- **advantage (n) –** a good feature or quality that something has
- **advertisement (n)** an announcement of a concert, sports event, etc. that is going to take place
- **audition (n)** a short performance in which you sing, dance, or act so that someone can decide if you are good enough to perform in a particular play, concert, etc.
- **blink (v)** to close your eyes for a very short time and quickly open them again
- **crop (n) –** a plant grown for food, usually on a farm
- **daydream (n)** thoughts about something pleasant that you have when you should be doing something more serious
- **denim (n)** thick cotton cloth that is usually blue and is used especially to make jeans
- **displaced person (n)** someone who has been forced to leave their own country and live somewhere else
- forecast (n) a statement about what is likely to happen, based on available information and usually relating to the weather, business, or the economy
- **glacier (n) –** a very large mass of ice that moves very slowly
- handheld (adj) small enough to hold in your hands
- **herd (n)** a large group of animals of the same type that live and move around together
- **ivory (n)** the yellowish-white bone that elephant's tusks are made of
- **landline (n) –** a cable that carries telephone signals under or over the ground

- **measure (v) –** to find the exact size, amount, speed, etc. of something using a special tool or special equipment
- melt (v) to change a solid substance into a liquid
- **poacher (n) –** someone who illegally catches or kills animals, birds, or fish on someone else's property
- ranger (n) someone whose job is to take care of a forest, national park, or state park
- rate (n) the speed at which something happens within a particular period of time
- **scholarship (n)** an amount of money that an organization gives to someone so that they can study at a particular school or university
- **shortage (n) –** a lack of something that you need or want
- **sink (v)** to disappear below the surface of the water
- **stain (n)** a mark left accidentally on clothes or surfaces
- tailor (n) a person whose job is to make and repair clothes, or to change them to fit individual customers
- **token (n) –** a small flat round piece of metal or plastic
- **tusk (n)** one of the two very long pointed teeth on an animal such as an elephant or a walrus
- wonder (v) to think about something because you want to know more facts or details about it
- workshop (n) an occasion when a group of people meet to learn about a particular subject, especially by taking part in discussions or activities

# Unit 6 **Understand**

COMPOSE DIALOGS AND INTERVENTIONS FOR A SILENT SHORT MOVIE

1 Work in pairs. Discuss what you know about silent movies.

> I think they are in black and white.





2 Look at the scenes from a silent movie and answer the questions.

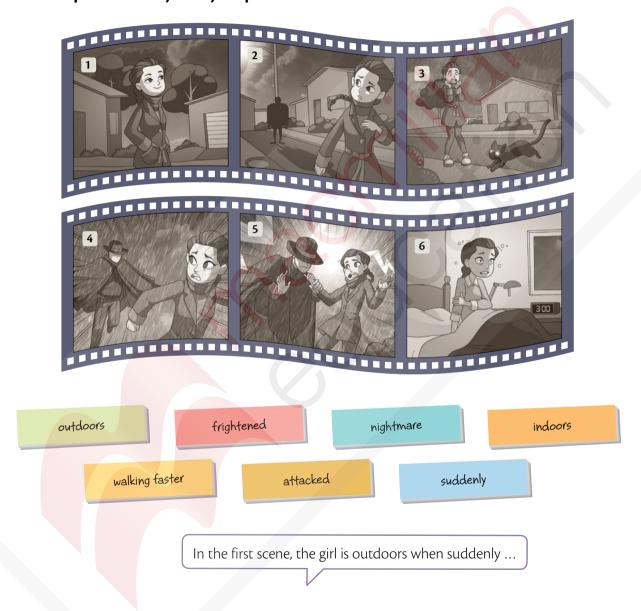


- 1 What is the movie about?
- 2 Who is the movie for?
- 3 Where are the characters?
- 3 Work in pairs. Look at the scenes again and discuss the questions.
  - 1 What happens in each scene?
  - 2 Who are the main characters?
  - **3** What is the setting?





- Work in pairs. Listen to the sound effects with your books closed and predict what the story is about.
- Open your books. Listen to the sound effects again while you follow the images. Explain the story with your partner. You can use the words below.



# 6 Work in pairs. Discuss with you partner.

- 1 Do you like scary movies? Why or why not?
- 2 Do you think sound effects are important? Why or why not?
- 3 What movie do you remember well because of its sound effects? millan Education Prohibida su descarga y venta



setting characters audience sound effects

(1)	in movies help you	ı understand the actions. The (2)	
is where the action I	nappens. The (3)	are the people in the story. The target	
(4)	is the people the	movie is made for.	

8 Work in pairs. Look at the illustrations. Discuss what you think the teens are miming in each situation. Then think of other situations to mime for your classmates to guess.



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### Read the article and circle Yes or No.



1	Charlie Chaplin's movies are well-known all over the world.	Yes	No
2	They are movies with dialogs.	Yes	No
3	His movies are about the social conditions of his time.	Yes	No
4	His movies are horror movies.	Yes	No
5	Music in his movies adds emotion.	Yes	No

Work in small groups. Choose a situation for the script of your silent movie. You can get ideas from Activity 8 and Activity 9.

### 11 Reflect on silent movies. Write your answers in your notebook.

- 1 What kind of silent movies would you like to see?

What might be difficult / easy about understanding silent movies?
What can vou do to understand movies better? Prohibida su descarga y venta

UNIT 6 102 Revise silent short movies.



- 1 This is a scene from a romantic movie / a western.
- 2 This scene is in a desert in the Wild West I on a beach.
- Work in pairs. Look at the images from a silent movie, discuss the questions, and write your answers in your notebook.



- 1 Why is the sheriff chasing the robber?
- 2 What is the robber's intention? How do you know?
- 3 What happened to the robber?
- 4 What did the sheriff do next?
- 5 How do you know one of the characters is a sheriff?





Work in pairs. Read and listen to the movie scenes. Discuss who the characters are, what the setting is, and what the genre of each movie is. Use words from the box.

thriller western science fiction action comedy adventure

**1** Lord Denning: What's the matter?

Maid: It's Lady Denning, sir.

Lord Denning: What has Lady Denning

done now?

Maid: She's in the library. She's

dead, sir. Someone shot her!





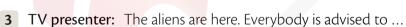


between her and my dog.

Friend: How horrible!

Man: Since then the dog and I have been

very happy together!



Wife: What's the matter with the television? Husband: I don't know! The picture disappeared.

Wife: Ah! Here it is again.

Alien: We – are – here! We – are – here! This is the

end of your civilization. We - are - here!



This scene happens inside a house.



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- 4 Work in groups of three. Choose a movie you all like in a genre you like. It could be science fiction, a thriller, a comedy, or another genre. Discuss the movie with your group members. Then tell the class about the movie.
  - 1 What is the genre of the movie?

It's a comedy.

2 Where and when is it set?

It's set in New York City in the 1980s.

3 Who are the characters?

The three main characters are scientists.

What is it about?

The movie is about three men who hunt ghosts in New York City and the trouble they get into trying to fight some ghosts that invade the city.

- 18 Listen to the movie scenes again and match the columns to complete the sentences.
  - 1 In scene 1 the maid speaks
  - 2 In scene 2 the man is talking
  - 3 In scene 3 the alien is talking very
- a) loudly.
- b) sadly.
- c) happily.
- 6 Complete the sentences with words from the box.

feelings comedy adverbs science fiction

- 1 When describing how someone does something, we use \_ like quickly.
- The way actors say their lines helps us understand the character's
- 3 Movies have different genres like thriller, \_\_\_\_\_ action, and \_\_\_\_



Work in pairs. Take turns reading the mini-scripts out loud in different ways, like the ones in the box. Discuss how meaning changes with different intonation.

eagerly confidently painfully









Boy: [\_\_\_\_\_] I'm pretty good at math. If you want, I think I could help you.

Man: [\_\_\_\_\_\_] I don't know anything about computers. That's why I'm here. I want to learn.

Girl: [\_\_\_\_\_\_] Ouch ...
It hurts so much. I just had to come.

- 8 Discuss with your partner: What is the main idea of each mini-script? Choose the best way to say each one from your options in Activity 7 and write it in the brackets above.
- 9 Work in groups. Discuss the questions.
  - 1 What movies from English speaking countries have you seen?
  - 2 What is your favorite movie from an English speaking country?
  - 3 Why do you like it?
  - 4 What is it about and what happens?
  - 5 What values does the movie show? Honesty? Helping others? Courage?



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Work with your group. Decide on a genre (comedy, thriller, western, etc.) and the main idea for your silent movie. Write it in your notebook.

- 11 Reflect on understanding the general sense. Write your answers in your notebook.
  - 1 How easy or difficult is it for you to understand the main ideas when you listen to movie scenes?
  - 2 What elements in the audios can help you understand better?
  - 3 What can you do to practice your listening skills more?

1 Look at the illustration and answer the questions.



- 1 Where do you think the people in the illustration are?
- 2 What do you think they are talking about? \_
- 2 Number the scenes in the correct order. Then write lines for the scenes. Work in pairs and deliver your lines to your partner. Comment on your partner's intonation: Is it appropriate?



- 1 \_\_\_ I was making dinner when ...
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## 3 Complete the dialog with sentences from the box.

First, I took it off and put it on my dressing table.

I was wearing it last night at the opera!

Next, I put the diamond necklace carefully into its box.

Then, I got ready for bed.

Claudette: Frederick! I can't find my diamond necklace!

Frederick: When did you last wear it?

Claudette: (1) \_\_\_\_\_

Frederick: Well, what did you do with it when you came home?

Claudette: (2)

Frederick: And then?

Claudette: (3) \_\_\_\_\_

Frederick: What did you do next?

Claudette: (4) \_\_\_\_\_

And finally, I put the box into the safe. But it isn't there now.

Frederick: Let's call the police then.

- 4 Compare your answers with a partner. Justify your choices.
- 5 Complete the police notes with details from the dialog in Activity 3.



## **6** Read and circle the correct option.

First, I took it off.

**Next**, I put it in its box.

**Then**, I got ready for bed.

Finally, I put the box into the safe.

- 1 The words in bold are used to express cause and effect / sequence.
- 2 The words in bold are at the beginning / end of the sentence.
- 7 Look at the illustration of a movie scene. Write sentences to complete the dialog.
  Use expressions from Activity 6. You can also use the words in the box.

break into the safe drive to the bank get out quickly put on our masks climb in carefully

- A: So, what's the plan for the bank robbery tonight?
- B: (1) First, we drive to the bank ..
- **A:** And then?
- B: (2)
- A: Next?
- B: (3)

I've checked it out. (4)

- A: And then?
- B: (5)\_\_\_\_\_





Work with your group. Choose a topic to write a scene about. You can use the topic you chose in Lesson 2. You can also choose one of the topics below. Write the names of your characters, plot summary, and where the scene will take place.

bike disappeared (mystery) made a new friend (comedy) found a lost pet in the street (dramatic)

went on a strange trip (adventure)

Characters	Setting	Plot
A detective	A park	A bike has disappeared, so

9 P. 115 Write five dialogs for your characters with your group. Remember to include adverbs to show how the plot progresses.



- 10 Exchange your dialogs with another group. How well did they understand the scene? How can your scene be better? Help each other by sharing your opinions.
- 11 Reflect on writing dialogs. Write your answers in your notebook.
  - 1 What strategies helped make your script more interesting for your audience?
  - 2 How can you know if the dialogs are appropriate for each character?
  - 3 How can you improve your dialogs?



## 1 Work with a partner and discuss.



- 1 What makes you like a movie (e.g. the story, the lines, the actors, the special effects)?
- 2 What are some lines you remember from your favorite movies?

My favorite line from a movie is...

## 2 Work in pairs. Discuss the kids' ambitions and motivations. What are your own ambitions and motivations?

Both my parents are movie actors. I love movies. I want to be an actress, too.

I love drawing cartoons and I love all of the cartoons on TV. So I might be a movie animator when I'm older.

I think I'm good at writing. My real ambition is to write scripts for TV. I think I might be good at that.







I'm not sure. I may go to journalism school. I really want to be a journalist. It Do you want to sounds interesting. I like go to university? meeting people. I may work as a correspondent on TV. Who knows?



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## 3 Look at the picture, answer the questions, and write lines for this movie character.

- 1 Who is he talking to? \_\_\_\_\_
- 2 Where are they? \_\_\_\_\_
- 3 How does the other character answer?



## 19 Listen and circle T (True) or F (False).

- 1 Guy Salini is an actor in romantic movies.
- 2 He can ride a horse.
- 3 His ambition is to direct movies.
- 4 He is directing a romantic movie right now.
- 5 He is definitely going to act again.



## 5 Read, look at the examples, and underline the correct option.

T Т

T

Т

Might and may can be used to talk about the future.

The actor wants a change, so he **might** direct a romantic movie next.

He is tired of acting, so we may never see him again.

The script of this movie is so good that the scriptwriter **might** win an award.

It is a very basic movie. The critics may not like it.

- 1 Might and may express certainty / possibility.
- 2 Might and may have the same / different meaning and can be used interchangeably.

## 6 Write sentences about your ambitions for the future.

I might go to a different state.

- 1 When I finish school I might \_\_\_\_\_
- 2 I want to be a \_\_\_\_\_\_, so I may \_
- 3 I may \_\_\_\_\_ 4 In five years from now, I might \_\_\_\_\_

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UNIT 6



## 7 Read the movie script. What's the problem? What might Alex do?

Alex: [sounds worried]Hi, Mom. What's wrong?

Why are you crying?

Mom: [crying] It's nothing. I guess I'm tired.

Alex: [angry] I'm very angry that you have to work so hard in that factory. [crosses his arms]

Mom: [sad and worried] It's not the work at the factory. It's my boss ... [puts her hand on her face]

Alex: [yelling] What did he do to you now?

**Mom:** He doesn't like me ... and he didn't pay me this month ... [*Alex runs to the door*] Where are you going?

Alex: I'm going to see your boss. I may be some

time. [leaves]

Mom: [shouting] Alex! Come back!



8 Work in pairs. Write the scene between Alex and his mom's boss. Use a script format: write the names of the characters before each line and add instructions, such as [yelling] or [waving arms].

Alex:	
Boss:	
Alex:	
Boss:	
DOSS:	

Work with your partner. Read the dialog for the class and act out the instructions in brackets. Watch the scenes respectfully and provide feedback.

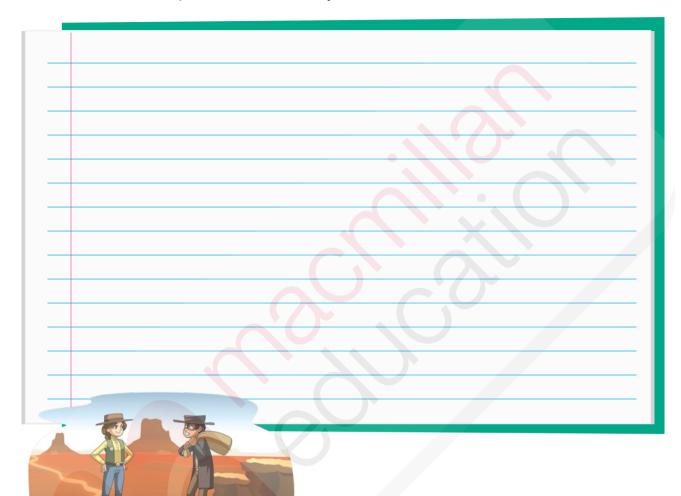
The main idea was not very clear because ...

The speech was clear.
Understood the main idea.
It had a logical structure.  The body language was appropriate.



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Work with your group. Go back to the sentences you wrote for your movie scene in Lesson 3, Activity 9. Write them in script format and add instructions in brackets.



- 11 Reflect on the use of interventions.

  Write your answers in your notebook.
  - 1 What gestures helped make your script more interesting for your audience?
  - 2 When is body language just as important as dialogs?
  - 3 How can you use interventions and dialogs to improve your script?



## Script for a Silent Short Movie

## **Final Product**

PART 1 Now you know  1 how to revise silent movies and choose a topic for one. Go to Activity 10, page 102.	You can use a camera to
2 how to understand the main idea of a scene and decide the genre. <b>Go to Activity 10, page 106.</b>	record or take pictures of each movie you make.
3 how to write sentences for a dialog. <b>Go to Activity 9, page 110.</b>	
4 how to write a dialog in a script format. <b>Go to Activity 10, page</b>	110.

#### PART 2 Make it yours.

- 1 Work with your group. Use the skills in the "Now you know ..." section to prepare your own script for a silent short film. Remember to check for mistakes and rehearse it.
- 2 Present your scripts to the class and check out your classmates' scripts. Provide feedback about them.

#### **PART 3** Assessment

**Achievements and Product** 

1 Work with your group. Discuss how successful you were in each step. Follow the key to score each aspect. Finally, write the reason for your answer.

Step	Score	Reason
1 Choose a topic for a silent movie script.		
2 Decide a genre for the script.		
3 Write sentences for the dialog.		
4 Write the dialog in script format.		
5 Present the script to the class.		

**Key:** 1: unsuccessful 2: successful 3: very successful

**Social Practice** 

2 In your notebook, write two aspects you consider you have learned well about composing dialogs and interventions. Then write two things you need to improve and how you plan to do it. Ask your teacher for advice.

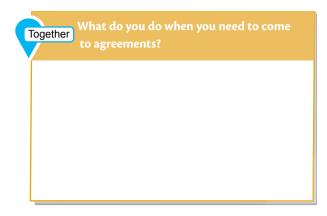
## Glossary

- **ambition (n) –** something that you very much want to do, usually something that is difficult to achieve
- **animator (n) –** someone who makes animated movies or cartoons
- **argue (v)** if people argue, they speak to each other in an angry way because they disagree
- **break in (v) –** to enter a building by force, especially in order to steal things
- **cabin (n) –** a small simple wooden house usually in the mountains or in the forest
- **chase (v) –** to follow someone or something quickly in order to catch them
- cloak (n) a long thick loose coat without sleeves, that fastens around your neck
- confidently (adv) someone who acts confidently believes in their own abilities and so does not feel nervous or frightened
- **convey (v)** to communicate ideas or feelings indirectly
- correspondent (n) a newspaper or television reporter, especially one who deals with a particular subject
- eagerly (adv) very enthusiastic about doing something or enthusiastic about something that will happen
- frightened (adj) feeling or showing fear
- **genre (n)** a particular style used in cinema, writing, or art which can be recognized by certain features
- **hail (n)** if it hails, small balls of ice fall from the sky like rain
- **journalism (n)** the activity of reporting the news for a newspaper, magazine, radio program, or television program
- lid (n) a cover for a container

- **newspaper (n) –** a set of large printed sheets of folded paper containing news, articles, and other information, usually published every day
- **orphanage (n) –** a building where orphans live and are taken care of
- outdoors (adj) not in a building
- quickly (adv) at a fast speed
- **romantic (adj)** used about books, plays, and movies about love
- scene (n) a part of a play, book, movie, etc. in which events happen in the same place or period of time
- science fiction (n) books and movies about imaginary future events and characters, often dealing with space travel and life on other planets
- **script (n)** the written words of a play, movie, television program, speech, etc.
- skylight (n) a window in a roof or ceiling
- **speech (n) –** the words that someone speaks to an audience
- storage (n) a place where things can be stored
- **suddenly (adv) –** quickly and without any warning
- **thriller (n)** a book, play, or movie that tells an exciting story, especially about something dangerous like a crime
- **tragic (adj)** causing or involving great sadness, because someone suffers or dies
- **tremendous (adj)** something that is tremendous is extremely good
- western (n) a movie about the United States in the 1800s, usually with cowboys
- yell (v) to say something in a loud voice, or to make a loud noise because you are angry, afraid, excited, or in pain

PART 1 Reflect on your lessons.

Look back through the units and answer the questions.











PART 2 Share your work.

- Answer the questions according to your own progress on a sheet of paper and keep it in your portfolio.
- 1 How did you improve your performance during this block?
- 2 What did you learn during this block?
- 3 What should your goals be for the next block?
- 2 Have your classmates and your teacher give you feedback on a sheet of paper and keep it in your portfolio.

Congratulations! You should be proud of your achievements!



# Block 3 School Time

## Unit 7

## **Recreational and Literary**

Social Practice: Read comics to discuss cultural expressions.

Product: In this unit you are going to have a discussion.

You will learn to	
select and revise comic strips in English interpret content in comic strips exchange opinions about cultural expression in a discussion	ons

#### Unit 8

## Recreational and Literary

Social Practice: Read classic tales.

Product: In this unit you are going to make a big book.

You will learn to	
select and revise classic tales understand general sense and main i compare variants of pronunciation a express key events orally rewrite key events	

## Unit 9

## **Academic and Educational**

Social Practice: Write notes to elaborate human body diagrams.

Product: In this unit you are going to write notes for a human body system diagram.

You	will learn to
	revise and understand information about systems of the human body
	propose and answer questions about the human body systems
	edit diagrams in teams and with the guidance of the teacher
	write notes to describe human body systems

## Unit 10

#### **Academic and Educational**

Social Practice: Present information

about linguistic diversity.

Product: In this unit you are going to make an oral presentation.

You will learn to ...

select information
read information
rehearse giving a presentation
give a presentation

## 1 Work in pairs. Discuss the questions.

1 Do you like comics? Why?

- 2 What kind of comics do you read?
- 2 Read the comic strip and underline the correct answer.



- 1 The story is about ...
  - a) a police officer stopping a crime.
- 2 People read comics ...
  - a) for fun.

b) to find the meaning of new words.

a superhero in action.

c) a successful crime.

c) to find a recipe.

- 3 This comic is for ...
  - a) young children.
- b) adults.

c) teenagers.

- 4 This comic strip has ...
  - a) 3 frames.

- b) 4 frames.
- 5 The author of this comic strip is ...
  - a) Butterfly Girl.
- **b**) Des Lion.

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## 3 Label the comic strip with the information from the box.

sound effect illustration time sequence caption speech bubbles

1

2





Butterfly girl had come to the rescue again!

4

5

## 4 Look back at the comic strip in Activity 3. Match the words to their descriptions.

- 1 illustrations
- frames
- 3 speech bubbles
- sound effects
- 5 caption

- a) It is the part of the comic strip that tells the story or the narrative.
- b) We use them to know what the character is saying.
- c) Thwack! is an example of one.
- d) A comic strip tells a story with this important element.
- e) A comic strip uses them to differentiate between scenes.



5 Complete the comic strip with the appropriate sound effects from the box.

Thump Sniff Sniff Whoosh





Thank you ... Help! Jump on my back.

- 7 Answer the questions.
  - 1 What's special about Duggie Dan?
  - 2 What powers does Dynamo Dog have?



8 Work in pairs. Write a story about a person with super powers. Include captions, speech bubbles, and sound effects. Draw simple illustrations.

One day		
	7, 7,	

Work in small groups. Choose two popular comic strips for teens and complete the cards.

Comic:	Comic:
Author(s):	Author(s):
Characters:	Characters:
Why is it popular?	Why is it popular?

- 10 Reflect on your teamwork. Write your answers in your notebook.
  - 1 What criteria did you need to choose a comic for your group?

  - How can you and your group make decisions that benefit you all?
    When will you need to come to agreements in the future? Prohibida su descarga y venta





## 3 Read Hornet Boy and the Bullies again and answer the questions.

- 1 What was Harold doing at the beginning of the story? \_\_\_\_\_\_
- 2 Who did he see in the hallway? \_\_\_\_\_
- What were they doing? \_\_\_\_\_
- Why were the bullies picking on this boy? \_\_\_\_\_
- 5 How did Hornet Boy defeat the bullies? \_\_\_\_\_

## 4 Work in pairs. Discuss the questions.

- 1 What is the message in this comic strip?
- 2 What do you think about bullies?
- 3 Have you ever been in a situation like this?
- 4 If so, how did you feel?
- 5 If you are not a superhero, how can you stop bullying?



I think ...

Yes, I remember a time ...

No, I've never ...

I would ...

We can all ...

## 5 Complete the sentences with words from the box.

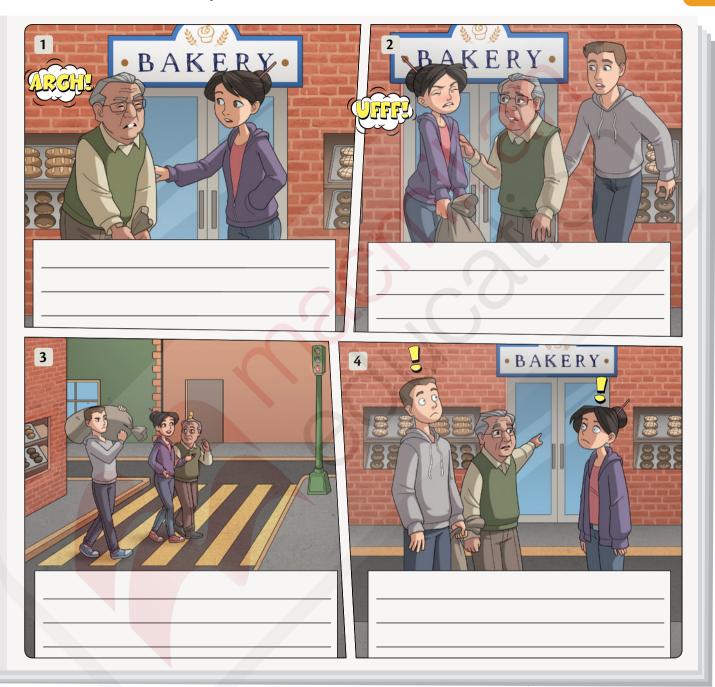
implicit implied explained explicit

- information is clearly stated in the text.
- information is suggested (or understood) but not directly stated in the text.
- 3 In Hornet Boy and the Bullies, the information in frames 2 and 3 is \_\_\_\_
- 4 Hornet Boy stings the bullies with his stings in frame 4. This information is in the picture.

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6 Work in pairs. Look at the comic strip and discuss the problem. Then write narrative captions.



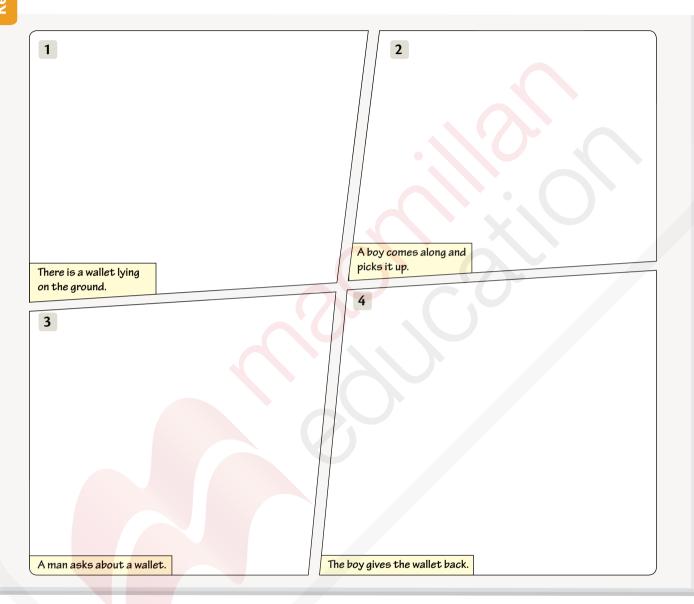
## 7 Work in pairs. Discuss the questions.

- 1 What is the social value in the comic?
- 2 Do you agree with this social value?
- 3 What would you do in that situation?





8 Read the comic strip and illustrate it. Add sound effects and speech bubbles. Work in pairs and describe the social value in your comic.



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Work in small groups. Discuss the social situation represented in one of the comic strips you chose for Lesson 1. Do you agree with those values? What would you do in that situation?

I agree because ...

- 10 Reflect on your progress. Write your answers in your notebook.
  - 1 What elements do you need to understand when you read a comic?
  - 2 Are those elements useful to understand other texts in English? Which ones? \[ \begin{align\*} \begin{align\*}
  - 3 What can you read to practice what you have learned? Prohibida su descarga y venta

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

- 1 Which are typical boys' toys?
- 2 Which are typical girls' toys?
- 3 Which are typically for boys and girls?

Typically, boys play with ..



Read the article and answer the questions in your notebook.



- 1 Do boys and girls play with the same toys?
- 2 Why do they play with different toys?
- 3 What part do toys play in training children to become adults?
- 4 What part do toy companies play in deciding which toys boys and girls play with?
- 5 How does tradition dictate the color of clothes?
- 6 What is the opinion of the writer about this subject?

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## 20 Read and listen to the conversation. Then circle T (True) or F (False).

Silvia: Look! I bought this teddy bear for my little brother.

Tom: For your brother? Why did you buy it in pink?

Silvia: What's the matter with pink?

Tom: Don't you think that it should be blue?

Silvia: Why?

**Tom:** Because he's a boy! It's blue for boys! **Silvia:** Really? I think pink is a lovely color.

Tom: Well, your brother won't like it!

Silvia: Why do you say that?

Tom: Everyone knows boys don't like pink!

Silvia: Well, I don't know that! He loves my pink crocodile.

And anyway, he's only nine months old!

1 The topic of the conversation is a new toy.

2 Silvia thinks it should be blue.

3 Tom thinks pink is OK for boys.

4 Tom thinks Silvia's brother will hate the toy.

5 Silvia's brother likes pink.

-

T F

T F

ΓF

-



nalyze

## 4 Read the sentences and underline the correct answer.

Why do you say that? Really?

Don't you think that ...?

- 1 These phrases are useful when ...
  - a) discussing opinions.
  - b) comparing appearance.

<del>op</del>

## 5 Complete the conversation using sentences from Activity 4.

A: Girls are born wanting to play with dolls!

B: (1) \_\_\_\_\_ There's no evidence of that!

A: Well, I think girls don't like playing with toy trucks!

B: (2) \_\_\_\_\_\_ I'm not sure about that. As a child, I loved playing with my brother's cars. (3) \_\_\_\_\_\_ very young boys like playing with dolls, too?

A: Maybe, but then they prefer playing with action men.

6 Work in pairs. Complete the conversation with words from the box.

shirts agree dad Why do Don't you Really dishes Girl: What do you think of this? "Girls should help in the home. Boys shouldn't." Boy: I (1) with that! Girls should do all the housework. Girl: (2) \_\_\_\_\_\_ you say that? Boy: My mom does all the chores. She washes the (3) \_\_\_\_\_, she makes the beds, and she washes the clothes. My sister helps her. My (4) \_\_\_\_\_\_ and I don't! Girl: Well, my brother and I both help at home. Dad helps in the house too. He presses his (5) \_\_\_\_\_every week. Boy: (6)\_\_\_\_\_ Girl: (7) \_\_\_\_\_\_ think it's important to share the household chores? Women also go out

to work so why can't men help in the house?





7 Work in pairs. Discuss the examples and facts the children in Activity 6 used to support their arguments.



8 Compare your answers with another pair. Discuss whether you agree with the boy or the girl.



## Work in groups of four. Choose one of the statements and follow the instructions.

Women shouldn't fight against crime.

Girls don't need an education.

Superheroes make better heroes than superheroines.

## Instructions:

- I Two of you make notes to argue in agreement and two of you make notes to argue in disagreement.
- 2 Be ready to support your arguments with facts and examples.

I don't agree that women ...





An argument is valid if

it is based on a fact or a law, e.g. All women

have the right to study.

p. 135 Work in small groups. Analyze some of the ideas presented in the other comic strip you chose for Lesson 1. Write some valid arguments to give your opinion about them in your notebook. Remember to support your arguments with facts and examples.

11 Reflect on your learning. Write your answers in your notebook.

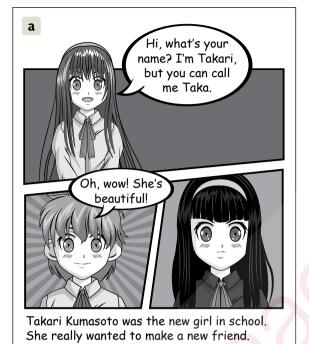
1 How easy is it for you to give valid arguments?

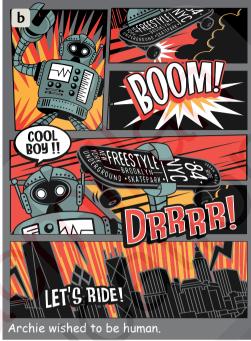
2 When is it important to support your opinion with valid arguments? Howwill you support your opinions part time? 3 How will you support your opinions next time?

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## 1 Look at the pictures and discuss the questions.







- 1 Do you think the pictures are works of art?
- 2 Do you like to draw?
- 3 Do you like comic books or comic strips?

I like to draw animals.

## 2 21

## Listen to the conversation and answer the questions.

1	Which comic	strip does I	Ben like?	

2 Why does he like it? \_\_\_

3 Which comic strip does Amanda like? \_\_\_\_\_

4 Why does she like it? \_\_\_\_

# 3 Read the conversation and look at the comic strips on page 132. Which comic strip do Becky and Lenny agree is the best in the end? Which do you prefer? Why?

**Lenny:** I love this sci-fi comic. What do you think?

**Becky:** Well, yes it's OK, but I think I prefer this romantic comic. In my opinion, the illustrations are better. For instance, look at the last picture. That ring really shines.

Lenny: Oh, Becky! Look at this picture of the sea creature. Is it a sea creature? It might be an alien? I mean ... I like a picture where you have to guess what it is. I think that's

much more interesting than the romantic comic.

Becky: Well, I guess you're right. And ... anyway ... the story in the sci-fi comic is much UCation more exciting.

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## 4 Look back at the conversation in Activity 3 and follow the instructions.

- Circle the expression that asks for an opinion.
- 2 Underline the expression that gives an opinion.

Highlight the expressions that clarify meaning / giving detail. III Education Prohibida su descarga y venta



## 5 Complete the chart with expressions from the box.

What I mean is ... Let me show you ... What about you? We'd love to have your opinion. That's what I think. I think ... In my opinion ... For instance ... What do you think?

Asking opinions	Giving opinions	Clarifying meanings
What about you?		

## 6 Complete the conversation with words from the box.

Freddy: What do you (1) \_\_\_\_\_\_ of these pictures?

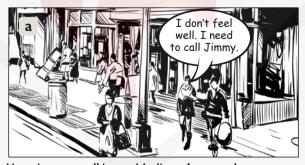
Carol: I like them. They're nice scenes with lots of details.

Freddy: (2) \_\_\_\_\_ kind of details, exactly?

Carol: Well, it's a New York street from different perspectives. For (3) \_\_\_\_\_, in this one I can see a woman trying to cross the street. There are a few people walking on the sidewalk. They are doing their activities, not looking at each other. In the other picture, we can see a busy street with lots of cars. There is a fancy bus. And the perspective is amazing!

That's what I think. What (4) \_\_\_\_\_ you?

Freddy: In my opinion, they're a bit boring. I (5) \_\_\_\_\_ abstract art. It's more exciting.



Veronica was walking on Madison Avenue when suddenly she felt something was wrong.



It's been years since the last time Charlotte visited Auntie Franny.

7 Work in pairs. Discuss what else you can see in the comic strips and give your opinion. at 101



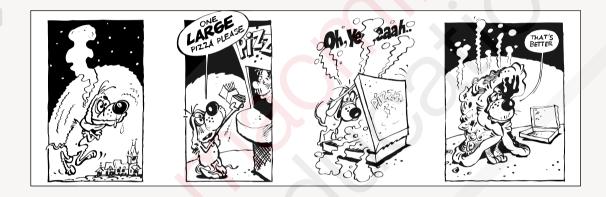
Ready

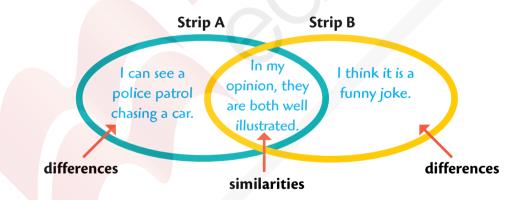
8 Work in groups of three. Look at the comic strips and draw a Venn diagram in your notebook to write what you can see and your opinions. Follow the example.





b





- 9 p. 135
- Draw another Venn diagram in your notebook. Choose two comic strips. Describe what you can see and your opinions about the comic strips you chose to discuss.
- 10 Reflect on your opinions. Write your answers in your notebook.
  - 1 Why is it important to analyze and express opinions about the texts you read?
  - 2 What texts have you read recently? What's your opinion of them?
  - 3 What phrases can you use next time you are discussing opinions? millan Education Prohibida su descarga y venta

PAR	T 1	Now you know		
	1	how to select and analyze comic strips. <b>Go to Activity 9, page 122.</b>		
	2	how to interpret content in comic strips. Go to Activity 9, page 126.		
	3	how to identify and make notes about the ideas and beliefs in different comic strips. <b>Go to Activity 10, page 130.</b> You can use an online		
	4	how to compare two comic strips in a Venn Diagram. Go to Activity 9, page 134.  encyclopedia to research more about the comic strip you chose.		
PAR	T 2	Make it yours.		
1 W	/ork	with your group. Use the skills in the "Now you know …" section. Discuss ompare the two comics you chose. Remember to give valid arguments.		
	2 Present your conclusions to your classmates. Listen to their conclusions and find out what situations and values popular comics have in common.			
PAR	Т3	Assessment		
Acł	nieve	ments and Product		
		in your product groups again. Discuss the sentences and come to		
	_	reement as a team. Give a reason as to why you chose that person uch sentence.		
۷\ 1		someone who n select and analyze comic strips:		
2		n interpret content:		
3		n exchange opinions about comic strips:		
4		n discuss their opinions:		
5	pai	rticipated actively in a discussion:		
		pected others' opinions:		
6	:-1.0			
200	iai Pi	ractice		
		er the qu <mark>est</mark> ions in your notebook and discuss the answers with		
y	our	group.		

1 How can your classmates improve their skills?

3 How can reading comic strips help you learn English?

2 How can you improve on discussing cultural expressions in the future?

## Glossary

- **antenna (n)** one of the two long thin parts on an insect's head that it uses to feel things with
- **base (n)** a place from which an activity can be planned, started, or carried out
- **belong (v)** to feel happy and comfortable in a particular place or with a particular group of people
- **bully (n) –** someone who frightens or hurts someone who is smaller or weaker than they are
- **chase (v)** to follow someone or something quickly in order to catch them
- **chore (n) –** an ordinary job that must be done regularly
- **dart (v)** to make a sudden quick movement somewhere
- dive (v) to move very quickly in a particular direction or into a particular position, especially to avoid something
- **dynamo (n)** someone with a lot of energy and determination
- **enough is enough (phrase)** used for saying that something must stop
- expect (v) to be waiting for someone or something to arrive
- **flash (n)** a bright light appears for a very short time
- **hallway (n)** a long narrow passage inside a building with doors along it leading to rooms
- **hornet (n)** a black and yellow flying insect that can sting you
- **janitor (n) –** someone whose job is to take care of a public building such as a hospital or school
- **leap (n) –** to jump into the air or over a long distance

- **lightning (n) –** the bright flashes of light that you see in the sky during a storm
- marketing (n) the ways in which a company encourages people to buy its products by deciding on price, type of customer, and advertising policy
- mighty (adj) very large, powerful, or impressive
- **pot (n) –** a deep round metal container used for cooking food in on a stove
- reveal (v) to let something become known, for example a secret or information that was previously not known
- robbery (n) the crime of taking money or property illegally, often by using threats or violence
- set (n) a group of different objects that are used together for a particular purpose
- **stereotype (n)** a very firm and simple idea about what a particular type of person or thing is like
- **spacecraft (n) –** a vehicle that can travel in space
- **stove (n)** a machine or a piece of equipment that provides heat for cooking or heating a room
- **threaten (v)** to tell someone that you might or you will cause them harm, especially in order to make them do something
- **thump (v)** to hit against something with a low loud sound
- wallet (n) a small falt case that people keep money, bank cards, and small documents in and usually carry in their pocket or bag
- watch out (v) to be careful

# Unit 8 Understand

READ CLASSIC TALES

1 Work in pairs. Match the titles to the illustrations. Say what each story is about and name other classic tales you know.

I've read Cinderella ...

1 The Three Little Pigs



2 Little Red Riding Hood



- 2 Look at the book cover and answer the questions.
  - 1 What is the story about?

    The story is probably about a man who ...
  - 2 What type of story is it?
  - 3 Who is Kelly Black?
  - 4 Who is this story for?



3 Read the beginning of the story and check (✓) the correct illustration.

Once upon a time, a man was walking along a road. He saw a tiger in a cage and he opened the cage to let him out.

"Tell me why I shouldn't eat you," the tiger said. "Ask the first three things you see and they will tell you not to eat me," the man replied.







#### 4 Read the text and number the illustrations in the correct order.

As the tiger was looking around, he saw a tree standing by the side of the road. The tiger asked the tree, "Should I eat this person?"

"People are only nice to me when they want to use me for shade, but they take my branches without saying please or thank you," the tree replied. "Go ahead and eat him."

A cow was walking along the road so the tiger asked the cow, "Should I eat this person?"

"People are only nice to me when they want to use me for milk, but they take it without saying please or thank you," the cow replied. "Go ahead and eat him".

Then, the tiger looked around and he

saw a road. The tiger decided to ask the road, "Should I eat this person?"

"People are only nice to me when they want to use me to go somewhere, but they trample and stomp on me without saying please or thank you," the road replied. "Go ahead and eat him."

The tiger wanted his lunch. He was preparing to eat the man when a jackal came walking along the road. "Please save me!" said the man. "I let this tiger out of the cage and now he wants to eat me."

"Hmm. Tell me what happened here," said the jackal.









## 5 Read the texts in Activities 3 and 4 again. Then circle T (True) or F (False).

- 1 First, the man released the tiger from the cage.
- 2 The story happens inside a house on a rainy day.
- 3 The main characters are a tiger, a man, and a jackal.
- 4 Secondary characters are a tree, a cow, and a road.

T F

T F



## 6 Read and answer the questions.

In a story the plot refers to the events that happen.

The characters are the people or animals in the story.

The setting refers to the places where things happen.

- 1 What is the plot in "The Tiger, the Man, and the Jackal"?
- 2 What are the main characters in the story? \_\_\_\_\_
- 3 What is the setting of the story? \_\_\_\_\_

# 7 22

Read and then listen to the final part of the story. Write your response to the story. Work in groups of three or four. Compare your responses.

"I was walking along the road when I saw this tiger in a cage," the man started to explain.

"Who was in the cage? Were you in the cage?" the jackal asked the man.

"No, no, the tiger was in the cage. And then, I opened the cage to let him out," the man explained.

"OK, so you were in the cage and the tiger let you out."

"No, no, no!" interrupted the tiger. "I was in the cage."

"Well, how did that happen?" asked the jackal. "I am very confused," the jackal said.

"In the usual way!" yelled the tiger, getting very frustrated.

"What way was that?" asked the jackal.





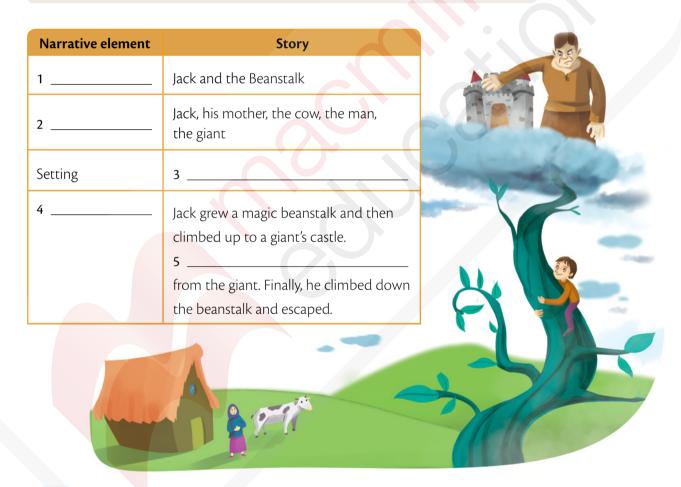


8 Work in pairs. Close your books and retell the story on your own words.

At the beginning, the man ... Then the tiger ... Finally, the jackal ...

9 Look at the illustration and complete the chart with words and phrases from the box.

Plot He stole a golden goose Characters Jack's house, the giant's castle Title





Work in groups. Choose a classic story you know and write down its elements. Then share it with another group and explain why you chose the story.

- Reflect on selecting classic tales. Write your answers in your notebook.
  - 1 How easy was it to choose a story you and your classmates liked?
  - 2 What criteria do you need to make a decision like that one? a Company Education
  - 3 What will you do next time you make a decision with a classmate? da su descarga y venta

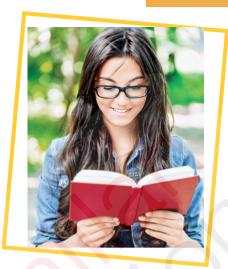
## 1 Work in groups. Discuss the questions.

- 1 Do you like reading?
- 2 What's your favorite story?

I like reading short stories



My favorite story is Snow White ...





2 Look at the illustrations. Predict what the story is about.









I think the story is about a goat that a Comillan Education

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## 3 Read the text and answer the questions about the story.

## The Three Billy Goats Gruff

## adapted from the original by Peter Christen Asbjørnsen

nce upon a time, there were three billy goats. They were brothers and their last name was Gruff. The youngest goat was small and delicate. The middle goat was smart and agile. The oldest goat was big and strong. One day their master sent them to a field on a hill to eat delicious green grass. The goats were walking along the road when they came to a bridge. They decided to send the little goat across first. Trip, trap, trip, trap, went the delicate little goat over the bridge. But a mean, angry, ugly troll lived under the bridge. The troll liked to eat goats. When the little goat was crossing the bridge, the troll climbed up to eat him. When the little goat saw the troll, he said, "Wait for my brother! He is bigger and more delicious than me." And so, the troll let the little goat cross.

5 What did the big goat do? \_\_\_

Next, it was the middle goat's turn to cross the bridge. Clip, clop, clip, clop, he went. When the middle goat was crossing the bridge, the troll climbed up to eat him. When the middle goat saw the troll, he said, "Wait for my brother! He is bigger and more delicious than me." The troll was very hungry and greedy, and so he let the middle goat cross.

Finally, the biggest goat was crossing the bridge. Stamp, stomp, stamp, stomp, he went. As he was crossing, the troll climbed up and tried to eat him. The biggest billy goat put his head down and butted the troll. The troll flew back over the bridge and landed in the river.



(	*
D.	154

1	What was the relationship between the goats?
2	Where did they want to go?
3	What was stopping them?
4	How did the little and middle goats solve the problem?
	8

- Work in pai<mark>rs. Ma</mark>ke notes of the most important events in the story you have just read. Then retell the story in your own words.
  - Three goats went to the field ...

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## 5 Talk in pairs. Do you know other stories about animals? Do they have messages?

I read a story about a ...

6 Complete the sentences with the words from the box.

graphic clues questions reread plot

## Strategies to improve your reading comprehension:

- 1 Stop and \_\_\_\_\_\_ as you go along to gain comprehension.
- 2 Ask yourself \_\_\_\_\_\_ as you read.
- 3 Use context \_\_\_\_\_\_ to get the meaning of an unfamiliar word.
- 4 Summarize the story: characters, setting, and \_\_\_\_\_\_.
- 5 Use \_\_\_\_\_\_ organizers



7 Work in pairs. Read the story and discuss what it is about.

# The City Mouse and the Country Mouse

adapted from the original by Aesop

This story is about a little mouse that lived in the country. One day, he invited his friend from the city and offered him barley and grains from the barn for lunch. The City Mouse said that the food in the city was much better and invited him to pay a visit. The Country Mouse went to visit his friend and the City Mouse first took him to the cupboard. There they found the most delicious bag of sugar. They ate the sugar, when the door banged open. The cook wanted some flour. They had to escape but the City Mouse then took him to the top shelf. Here they found prunes. Once again, the Country Mouse began to enjoy his prune, when a cat came in and they had

to run for their lives! The Country Mouse did not want to go to the cupboard again, so the City Mouse took him to the cellar. There was a real treasure for them there. They ran along the shelves trying to decide where to start. Sausages, spicy apples, butter, and an especially delicious smelling cheese were in the corner. The Country Mouse was about to eat it, when the City Mouse velled, "Stop! It's a trap." The City Mouse explained how dangerous the traps were and how they killed little mice. At that moment the Country Mouse decided to go back to the country where life was safe, even if he only had barley and grains from the barn. He returned

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and he stayed there

for the rest of his life.



8 Work in pairs. Complete the paragraphs according to the events in the story in Activity 7. Then answer the questions.

The	e Country Mouse offered	Here they found	There was
1	Who are the main characters?		
2 '	What is the setting?		
3	What was the fi <mark>rst event?</mark>		
4	What is the se <mark>cond event?</mark>		
5 '	What is the third event?	V)	

9 Write an alternative ending for *The City Mouse and the Country Mouse* in your notebook. Then share it with a classmate.



The City Mouse explained how dangerous the traps were and how they killed little



mice. At that moment, ...

- Work with your groups. Think of a story you like and write the main events. You can use the story you chose from Lesson 1.
- 11 Reflect on your reading. Write your answers in your notebook.
  - 1 How often do you read stories and what kinds of stories?
  - 2 Why is it important to read stories?
  - 3 What can be fun about reading stories?



#### 1 Look at the flags and answer the questions.









- 1 What language do people speak in these countries? \_
- 2 Does it sound similar to English? \_\_
- 3 Are the words pronounced the same way they are written?
- Does the language spoken in these countries sound the same?

#### 2 Work in pairs. Number the illustrations in the order you think is correct.



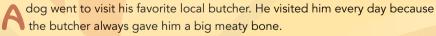






Read and listen to the fable. Check your predictions.

# The Dog and the Shadow adapted from the original by Aesop



One day he was walking home in a very good mood because the bone was even bigger than usual. It was so delicious that he stopped at the center of the bridge and started his feast.

Suddenly, he looked down into the water and saw another dog with an even bigger bone in its mouth. This other dog was looking up at him with angry eyes. The greedy dog thought, "I want my bone and that bone too." So he opened his mouth to bark at the dog in the water and his bone fell with a splash into the stream. He jumped into the stream, but of course, there was no dog in the water and no bone either. In fact, the dog now had no bone. His bone was at the bottom of the stream and the other bone was nothing but a reflection!





## 4 23 Read and listen to the story from Activity 3 again and answer the questions.

- 1 Why did the dog drop the bone?

  The dog dropped the bone because he wanted ...
- 2 What is the moral of this story?
- 3 Do you think an American person or a British person is reading the story?

# Listen to the extracts from the story and check (1) the flag that matches the accent.



- 1 A dog went to visit his favorite local butcher.
- 2 The greedy dog thought, "I want my bone and that bone too."
- 3 One day he was walking home in a very good mood because the bone was even bigger than usual.
- 4 So he opened his mouth to bark at the dog in the water and his bone fell with a splash into the stream.
- 5 It was so delicious that he stopped at the center of the bridge and started his feast.

Spelling Differences				
American	British			
color	colour			
favorite	favourite			
labor	labour			
center	centre			
theater	theatre			
kilometer	kilometre			

6 Complete the chart with the words from the box that have similar pronunciation. Then write two more words in each category.

meat south teach path watch feast



stream butcher mouth
pleased

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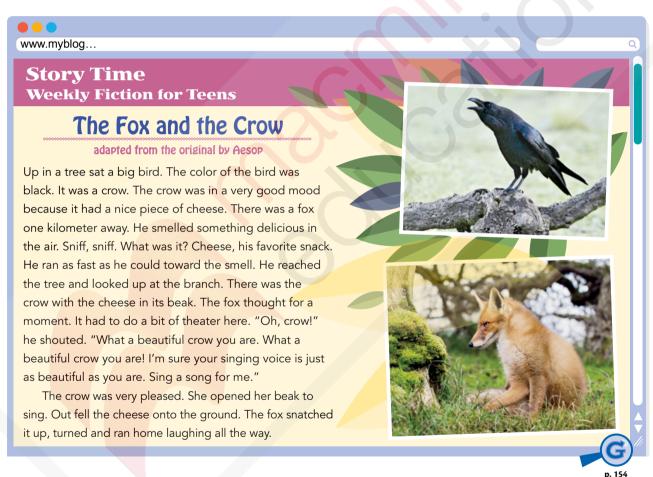
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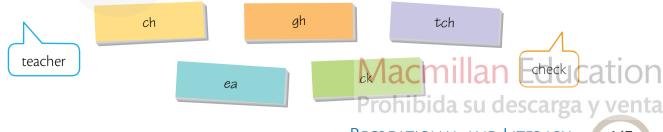
## **7** Read and answer the questions.

English language variants have different spelling and sounds.

- 1 An example of a spelling difference between British and American English is *bigger-biggest / color-colour*.
- 2 In English, sometimes two or three letters make one sound / two sounds (like -tch).
- 8 Read the story. Decide if it is written in British or American English. Circle the words that give you the answer.



9 Work in pairs. Look at the letter clusters below. Think of words that use these letter clusters. Use the words in "The Fox and the Crow" as examples.





10 25 Listen to the poem. Decide if the accent is British or American.

The English speak English.

The Americans do too.

But language sounds different and looks different.

Here's a clue or two ...

The British write theatre.

They end it in —re.

The Americans write theater.

They end it in —er.

What's the difference? Look and see.

It's color in the States and colour across the sea.

Now spot that difference and when you do, tell it to me.

The Americans say "Hi, guys!" The British say "How do you do?"

But it really doesn't matter if you understand the two.







- Work with your group. Check the spelling and punctuation of the key events of your story. Use only one variant of English.
- 12 Reflect on variants of English. Write your answers in your notebook.
  - 1 What is easier for you, reading, or listening to stories?
  - 2 Which pronunciation is easier for you to understand, British or American?

Which pronunciation is easier for you to acceptance.

What do you think would help you to identify other variants of English?

The seasier for you are acceptance.

What do you think would help you to identify other variants of English?

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1 Work in pairs. Check (✓) the fairy tales you know. Then choose one tale and write what you remember about it.









It is about ...

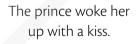
2 Work in pairs. Say sentences about stories you know using these words.

prince princess frog lily pad castle pond kiss

















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3 Look at the picture. Close your books. Talk about the story the picture reminds you of.

# The Princess and the Frog

It was early evening. Princess Perdita had been sitting in her room in the castle for hours. She was very sad. All her sisters were married but she was not. Where could she find a handsome prince? Then, she remembered something. She remembered what all real princesses know, when you kiss a frog it turns into a handsome prince. She jumped up, left the castle and ran down to the pond.

A frog was sitting on a lily pad. He was hungry. He had been waiting for flies to come along. Princess Perdita snatched him up and kissed him on his ugly lips. The frog struggled out of her hands, jumped into the water, and swam away. "Where are you going?" shouted Princess Perdita. Then, she realized not every frog is a handsome prince. She went back to the castle and cried all night.

The next day she went back to the pond. What was that sitting on another lily pad? It was a good-looking frog. Princess Perdita stretched out over the water but before she could catch the frog and kiss it, it jumped off the lily pad and swam away. Splash! Princess Perdita lost her balance and fell into the water.

"Don't worry," said a voice as strong arms lifted her out of the water. Princess Perdita looked up into the most beautiful face she had ever seen. Her handsome prince was here at last.



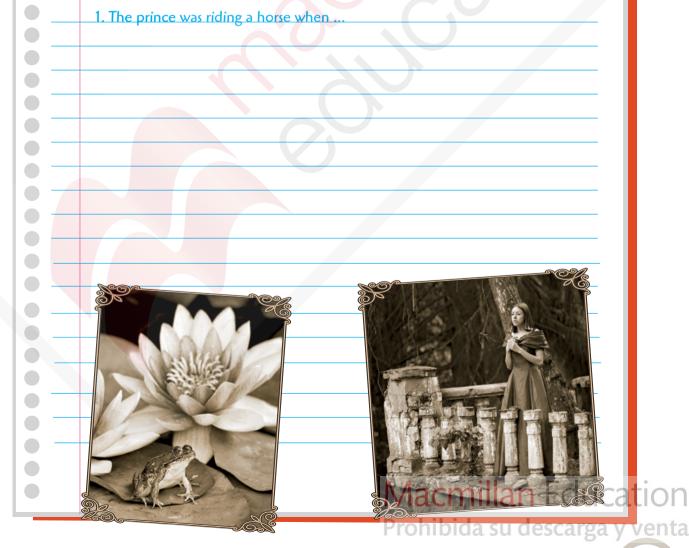
- Read and listen to the story. Work in small groups. Write three key events in the story in your notebook. Then talk about how this version of the story is different from the one you know.
- 5 Work in groups. Discuss ideas for a different ending to "The Princess and the Frog." Choose the best idea and write your ending.

Maybe the princess can ...



## **6** Read the sentences and match them to the correct description.

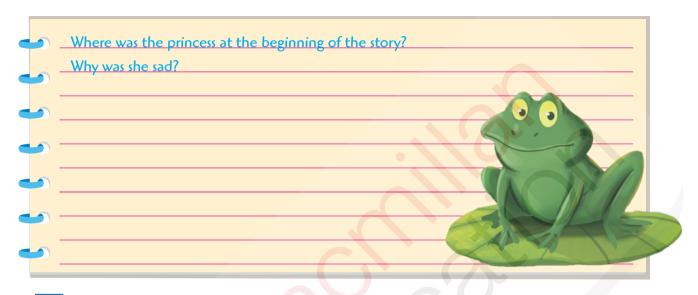
- 1 The princess **left** the castle and **ran** down to the pond.
- 2 The frog was sitting on a lily pad when the princess came.
- 3 Princess Perdita had been sitting in her room in the castle for hours.
- a) an event that happened for a long time before another event occurred
- b) an event that started and ended in the past
- c) an event that started in the past and was interrupted by another event
- 7 Work in pairs. Write five sentences about the events in the story "The Princess and the Frog" from the point of view of the prince. Use the language in Activity 6.







8 Write Wh- questions to ask about the story from Activity 3. Think about characters, setting, and plot.



Work in pairs. Write three key events of a classic story you know. Rewrite a different ending for the story you chose. You can use the story you chose from previous lessons.



- 10 Reflect on writing strategies. Write your answers in your notebook.
  - 1 How do you identify key events in a story?

  - 2 Do you find it difficult to rewrite events in your own words?
    3 Do you find it easier to retell stories orally or in writing? Prohibida su descarga y venta

## **Big Book**

## Final Product

	Now you know how to select and revise classic tales your preferences. Go to Activity 10 how to list the key events of a story main ideas. Go to Activity 10, page how to check spelling to make sure English. Go to Activity 11, page 14 how to rewrite key events in a story.  Make it yours.	to show you to show you to show you ge 144.  you use only 188.  Go to Acti	u understand y one variant vity 9, page	the of <b>152.</b>	You can use o encyclopedias to find more ve your favorite st	Or librania		
	c in small groups. Use the skills in the ' de drawings and the name of the auth	•	now" sectio	n to create	a Big Book.			
	ent your Big Book to your classmates. I chose to retell. Can you identify in the							
Achieve 1 Reac Mak that	Assessment  ements and Product  I the list of sentences to assess your e your own key to assess these crite corresponds with your performan  A: B: C:	eria. Then o	theck the bo	x in the tab	le			
	Achievements	A	В	С	D	E		
1	1 I can select and review classic tales.							
2 I can identify key events in a story.								
	can identify variants of English.							
4	can rewrite events in a story.							
5	can retell a story.							
6	can crea <mark>te and i</mark> llustrate a big book.	1						

#### **Social Practice**

- 2 Complete the sentences in your notebook.
  - 1 I believe my reading skills are ...
  - 2 I still need to work on reading classic tales because ...

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# Glossary

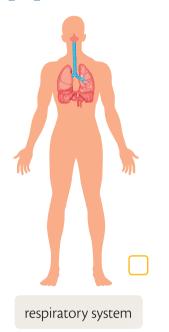
- **bark (v)** to make the short loud sound that a dog makes
- **barley (n)** a plant that produces grain used for making food, beer, and whiskey
- **beak (n)** the hard curved or pointed part of a bird's mouth
- **bone (n)** one of the hard parts that form a frame inside the body of a human or animal
- **bridge (n)** a road, railroad, or path that goes over a river, over another road, etc., and the structure that supports it
- **butcher (n) –** someone whose job is to sell meat and sometimes also to kill animals for meat
- **butt (v)** if a person or animal such as a goat butts someone or something, they hit them with the top of their head
- **cellar (n)** a room under a building, below the level of the ground, usually used for storing things
- **cupboard (n) –** a tall piece of furniture, usually attached to a wall and used for storing things, with shelves inside and one or two doors at the front
- feast (n) a large meal
- **field (n)** an area of land used for keeping animals or growing food
- goat (n) an animal similar to a sheep but with longer legs and a thinner coat. The male goat is called a billy goat and the female is called a nanny goat
- **grain (n)** the seeds from crops such as wheat, rice, or corn that are used for food
- **greedy (adj)** wanting to eat or drink more food than you need
- **hill (n)** an area of land that is higher than the land surrounding it but smaller and lower than a mountain

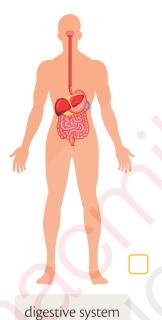
- **jackal (n) –** a wild animal like a dog that lives in Asia and Africa
- **master (n)** a person who has control over something
- pleased (adj) happy and satisfied
- **plot (n)** a series of related events that make up the main story in a book, movie, etc.
- prune (n) a dried plum
- sausage (n) a food that consists of a tube of skin containing very small pieces of meat mixed with spices
- **shelf (n)** a flat piece of wood, plastic, or glass that is attached to the wall or is part of a piece of furniture, used for putting things on
- snack (n) a small amount of food that you eat between meals
- **snatch (v)** to pull or take something away quickly
- **splash (n)** the sound of liquid hitting something, or the sound of something falling into a liquid
- **stomp (v) –** to walk making a lot of noise, usually because you are angry
- **summarize (v)** to provide a short account of the most important facts or features of something
- **toward (prep) –** used for saying in which direction someone or something is going, facing, or looking
- **trample (v) –** to put your feet down on someone or something in a heavy way that causes injury or damage
- **trap (n)** a piece of equipment used for catching animals

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# Unit 9 **Understand**

- 1 Name as many organs in the human body as you can.
- Listen and number the body systems in the order you hear them.





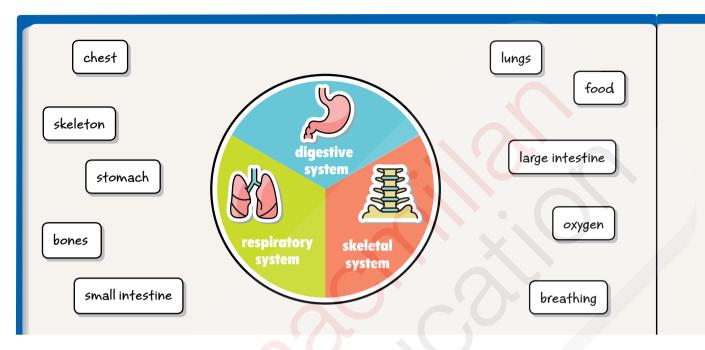


skeletal system

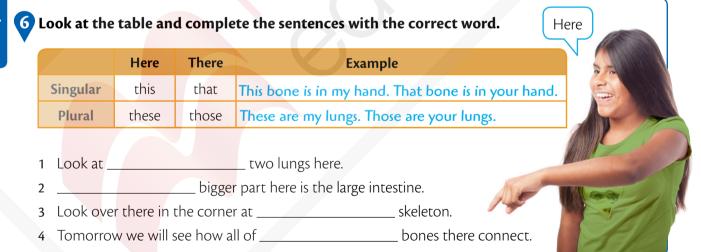
- Listen again and answer the questions.
  - 1 Who is giving the lecture?
  - What is the lecture about?
  - Who is listening?
  - Where are they?



4 27 Listen again and match the words to the systems.



5 Look back at Activity 4 again and circle the words that are similar in your language.





Analyze



#### 7 Complete the description with this, that, these, or those. You can use a word more than once.

Teacher: Let's look more closely at the digestive system. Its purpose is to turn food into nutrients. This is the mouth, (1) \_\_\_\_\_\_ are the teeth and this is the tongue. The digestive process begins in the mouth. You grind the food and it mixes with saliva. After chewing your food, and you swallow, it goes down your throat. Then it slides, into (2) \_\_\_\_\_ tube here called the esophagus and then into



the stomach. The stomach is the shape of a letter *J*. Here the food mixes with acid. Then, it goes into the small intestine where the body absorbs the nutrients. The average human's small intestine is six meters long. (3) \_\_\_\_\_\_ long, narrow tubes are the small intestine. This bigger, shorter tube is the large intestine.

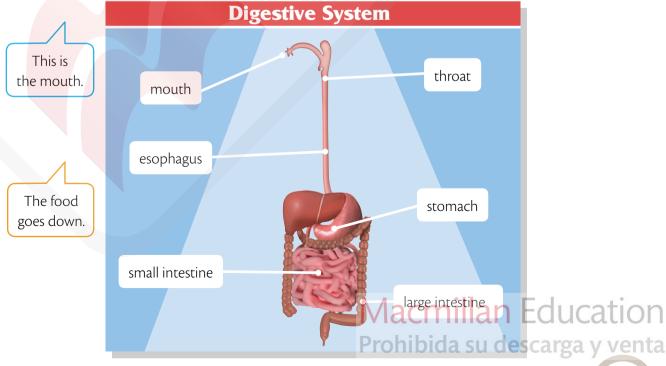
Pablo: What's (4) \_\_\_\_\_\_over there?

Teacher: It's a model of a cow's digestive system. Can you see (5) \_\_\_\_\_ four sacks?

The cow's digestive system is similar to ours, only cows have four stomachs!

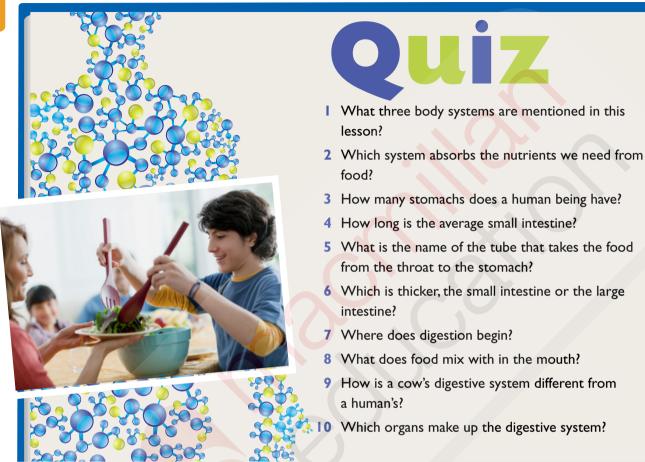


Work in pairs. Read the description in Activity 7 again and make notes. Then use the diagram to talk about the digestive system.





Work in groups. Answer the quiz and compare your results.



10 Work in pairs. Talk about the body systems you know. Discuss your opinion on the most important one.

I think the respiratory system is very important because it removes carbon dioxide from our bodies!





In my opinion the digestive system is the most important one because without nutrients our body can't work properly.

- 11 Reflect on your learning. Write your answers in your notebook.
  - 1 What did you do to understand difficult words related to the human body? Education
  - 2 How can you use those strategies for words you do not understand about a different topic?

#### 1 Look at the picture and discuss the questions.

- 1 What can you see in the picture?
- 2 Why is this person wearing a mask?
- 3 Which of the body systems is most affected?





He's probably feeling ...

2 Read the article and circle T (True) or F (False).

# **Respiratory System**

What is your respiratory system's job? It is to bring oxygen into your body and remove the carbon dioxide from it. Your body needs oxygen to survive. You get oxygen from the air around you.

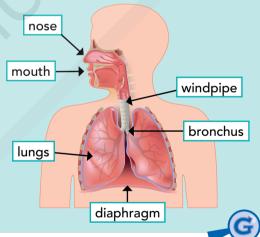
Your lungs are the most important organs of the respiratory system. They are situated in the chest cavity. They sit on the diaphragm. When we breathe, air is taken in through the mouth and nose and travels down the throat into the windpipe. Air is then taken into the lungs through two large tubes called bronchi. One bronchus is connected to the left lung and one is connected to the right lung. The left lung is smaller to make room

When oxygen-rich air reaches your lungs, oxygen is absorbed into your blood through tiny blood vessels. Then, the oxygen is taken to different parts of your body along the circulatory system.

Carbon dioxide, which we do not need, is expelled. It exits your body in the air you exhale through your nose and mouth.

for the heart.



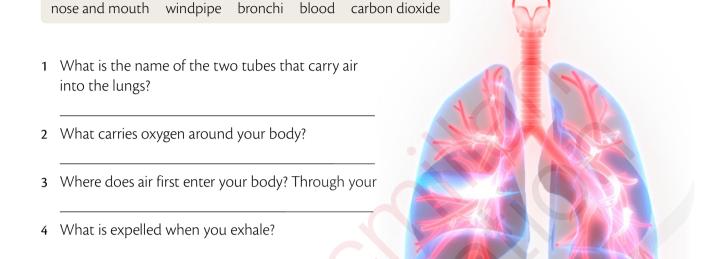


1	The lungs are situated in the top half of your body.	T	F
2	The heart is part of the respiratory system.	T	F
3	The left and right lung are the same size.	Т	F
4	Carbon dioxide is breathed in and oxygen is breathed out.	Т	F
5	Human beings need oxygen to survive.	T	F

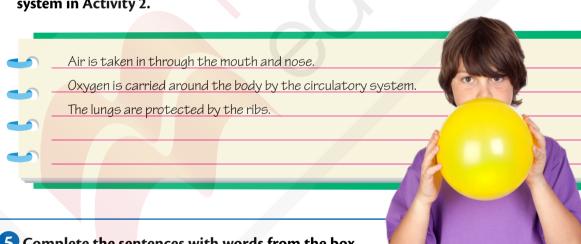
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#### 3 Answer the questions with words from the box.



4 Look at the sentences. Find and underline similar sentences in the text on the respiratory system in Activity 2.



**5** Complete the sentences with words from the box.

5 What is the name of the air passage that connects

your throat to the bronchi?

action	by	passive	who		
The (1) _				voice is used when the (2)	is more
importar	nt tha	ın (3)		or what does the action. When we	need to
mention	who	or what o	did the	action, we use the word (4)	·

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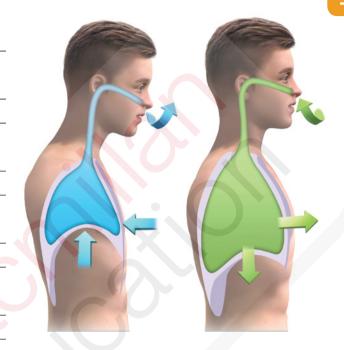


#### 6 Circle the important words. Look at the example and rewrite the sentences.

- 1 (Tiny blood vessels absorb the oxygen.)

  The oxygen is absorbed by tiny blood vessels.
- 2 The respiratory system expels carbon dioxide.

  Carbon dioxide
- 3 All our muscles need oxygen.
- 4 The diaphragm supports the lungs.
- 5 Blood carries oxygen around the body.



#### 7 Use the words to write questions.

- 1 important / Which organs / most / are / the / in the respiratory system /?
  Which organs are the most important in the respiratory system?
- 2 body system / enables us to breathe / Which /?
- 3 smaller than / Why / the right lung / the left lung / is /?
- 4 How / from the lungs / to the rest of the body / is oxygen carried /?
- 5 expelled / is / What / by / respiratory / the / system / ?

8 Work in pairs. Use the questions in Activity 7 to test your partner's knowledge of the respiratory system.

I think the most important organs are ...





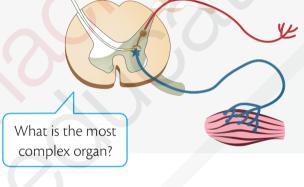
Work in pairs. Read the text and look at the diagram. Then write five questions about this body system in your notebook.

# **Nervous System**

Your brain is the most complex organ in your body. It controls just about everything you do, even when you are asleep. Not bad for something that looks like a big, wrinkly, gray sponge!

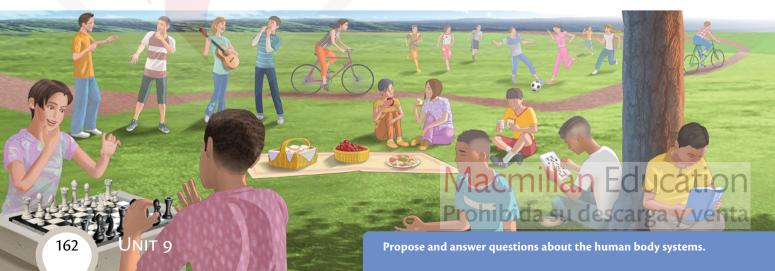
The nervous system is like a highway where messages travel to and from your brain, which is like a central computer. The messages race to the brain along the spinal cord and millions of nerves all over your body. The brain sends orders back to the body along the same route, telling it what to do.

The nervous system controls all of your senses (taste, sight, touch, smell, and hearing), your imagination, your thoughts, your ability to learn, your heartbeat, your breathing, your memory—the list goes on and on!

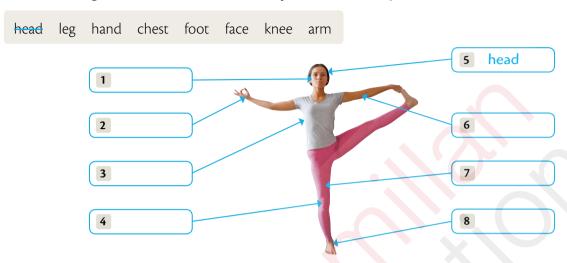




- O p. 171
- Work with another pair. Ask and answer each other's questions. Make notes of your answers.
- 11 Reflect on your learning. Write your answers in your notebook.
  - 1 What information about your body have you learned?
  - 2 What other kind of information can you learn by reading in English?
  - 3 What else can you read in English to find out more information about the human body?



#### 1 Label the diagram with the names of the parts of the body.



2 Read the article and circle the sentence that best describes what it is about.

## **Skeletal System**



Your skeleton is formed of all the bones in your body. Without bones you could not move and your body would wobble around like gelatin. You have 206 bones in your body. Bones, like those in your legs and arms, help you to move around. For example, 46 bones in your hand allow you to hold things, write, and put food in your mouth.

The vital organs of your body are protected by your skeleton. For example, your heart and lungs are protected by your rib cage. Your spinal cord is protected by the vertebrae that make up your backbone.

But how are your bones joined together to make your skeleton work? By tendons and ligaments. Tendons attach

your bones to muscles so you can move around. Ligaments attach your bones to other bones.

Inside your bones there is bone marrow, which is where red and white blood cells are produced for the circulatory system to use.

Your knees and elbows are joints. Your joints allow your arms and legs to bend, and your fingers and toes, for example.

The bones in your skeleton come in many different sizes. The smallest bone is in your ear and the longest bone is the femur in your leg. Did you know that the skull is made up of 28 different bones? The skull is very important because it protects the brain.

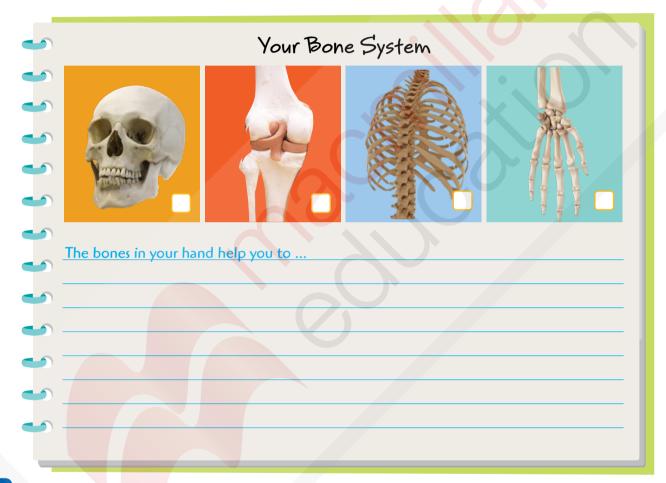
- р. 172
- 1 The human skeleton is important because it holds you together and stops you from wobbling like gelatin.
- 2 Reasons why the skeletal system is important to your body acmillan Education
- 3 The bones in your skeletal system.



3 Read the definition and circle the compound nouns in the article in Activity 2.

A compound noun is a noun made up of two or more existing words, for example: dog food, apple pie, classroom, white board.

4 Number the body parts as they appear in the text in Activity 2. Label them and write the most relevant information.



Inalyze

- **5** Read the sentences and circle the correct option.
  - 1 Use / Don't use **the** when a singular noun is used to express a whole class: **The skull** is made up of 28 different bones. (This means all skulls as a group.)
  - 2 Use / Don't use **the** with plural nouns when talking in general: Bone marrow is found inside **bones**.
  - 3 Use / Don't use **the** with plural nouns when talking about something specific: **The bones** in your fingers help you write. (You can answer the question "Which bones?") UCat On

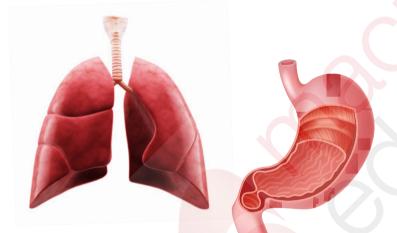
#### 6 Complete the sentences with the when necessary.

- 1 blood cells are either red or white.
- 2 \_\_\_\_\_ red blood cells in this blood sample aren't healthy.
- 3 \_\_\_\_\_\_ spinal cord is protected by the backbone.
- 4 \_\_\_\_\_\_ bones in your hands perform important functions.
- 5 \_\_\_\_\_ligaments attach bones to other bones.



7 Read the definitions and classify the words from the box in your notebook. Write Countable and Uncountable as titles for each column.

blood bone marrow skull acid stomach heart lung oxygen carbon dioxide cartilage



#### Countable noun

A **countable noun** is a thing you can count (and talk about in the plural), e.g. one eye, two eyes.

#### Uncountable noun

An **uncountable** noun does not have a plural form, e.g. skin, hair.



8 Complete the table with information you learned in the lesson.

	Term	Description
1	skeleton	It protects all the
2	skull	•
3		Connects your bones to muscles.
4	bone and marrow	•
5		Protects your heart and lungs.

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9 Use the keywords to write sentences that summarize the information about the skeletal system. Exchange your summary and check your partner's sentences.

skeleton / 206 bo	tendons / bones / muscles	skeleton/move
	vital organs / protect / skeleton	ligaments / bones / bones
Your ske	leton is formed of 206 bones.	
•		
•		

Work in pairs. Use the sentences in Activity 9 as a draft to write notes about the article from Activity 2.



- 11 Reflect on your writing skills. Write your answers in your notebook.
  - 1 What did you do well when writing your notes?
  - 2 What can you do to make them clearer?

3 What piece of advice would you give your classmates about their notes?

1 Read and follow the instructions. Compare your results with your classmates.

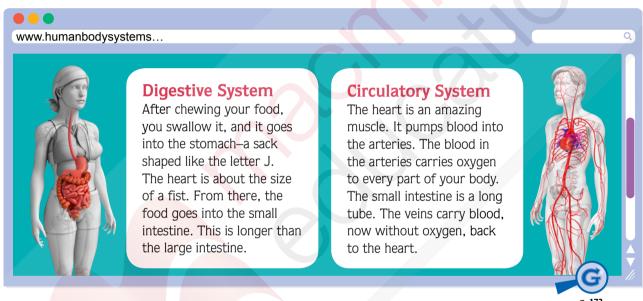


- · Count your pulse for 15 seconds. Multiply by four. How
- many times does your heart beat in one minute?
- Now run on the spot for one minute. Do not stop. Take your pulse again. What's your pulse rate after exercising?





2 Read the blog and underline the sentence that does not belong in each note.



3 Work in pairs. Label the diagrams with words from the box.

small intestine large intestine stomach veins arteries 4 2 3 venta





4 Complete the text with a sentence from the box.

Arteries have very thick walls. The blood in your veins carries carbon dioxide. It beats 72 times per minute.

5 Work in pairs. Circle the mistakes in the sentences. Then write the correct sentences in your notebook.

#### digestive system

- 1 The circulatory system allows your body to get the nutrients and energy it needs from the food you eat.
- 2 Arteries transport carbon dioxide to the body's cells.
- 3 Food travels from our mouths directly to the small intestine.
- 4 The large intestine is longer than the small intestine.
- 5 We have 190 bones in our bodies.



There are muscles in your arms, in your legs, in your neck, and in your back.

Blood carries oxygen and food to the body's organs. What does the heart do?

- 1 Use a period at the end of sentences and use a capital letter at the beginning of sentences.
- 2 Use a question mark at the end of questions.
- 3 Use commas to separate words and word groups in a simple series of three or more items. The comma before the "and" is optional when listing three or more words.



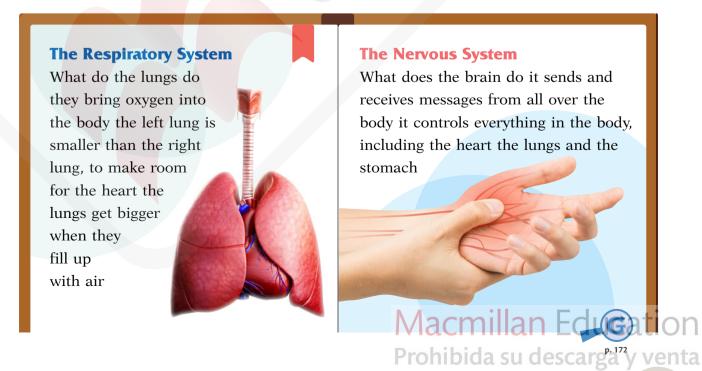
#### 7 Label the diagrams with words from the box.

3

windpipe brain spinal cord bronchi nerves lung

1

8 Work in pairs. Write the correct punctuation in the texts. Have a classmate give you feedback.



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Work in small groups. Read the text and write notes to explain the diagram. Edit your notes with your teacher's help.

#### The Brain

The biggest part of the brain is the cerebrum. It makes up about 85% of the brain's weight. It controls your thinking. For example, you need it when you solve a math problem! It also controls your voluntary muscles. You can't dance or run without your cerebrum!

The cerebellum is at the back of the brain, below the cerebrum. It's much smaller than the cerebrum. It controls your balance, movement, and coordination.

The brainstem sits below the cerebrum, in front of the cerebellum. It connects the brain to the spinal cord. What does it do? It controls things like your breathing, digestion, and blood circulation.

G

p. 17

	Name: Cerebrum	3
	Description: It controls	
Name:		Name:
Description:		Description:
	Major Parts of the Brain	
		/

10 Reflect on your work. Write your answers in your notebook.

2

- 1 How did your classmates and your teacher help you when editing your notes? Education
- 2 How can you help others respectfully?

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## Notes for a Human Body System Diagram

## Final Product

Now you know  1 how to revise and understand information about human body systems. Go to Activity 8, page 157.  2 how to ask and answer questions about human body systems. Go to Activity 10, page 162.  3 how to write notes about a human body system. Go to						
Activity 10, page 166.  4 how to label diagrams of the human body. Go to Activity 9, page 170.						
4 How to laber diagrams of the number body. Go to Activity 9, page 170.						
PART 2 Make it yours.						
1 Work with your group. Use the skills in the "Now you know" section to create notes for a human						
body system diagram.  2 Present your notes to your classmates. Check their notes and suggest ways they can improve them						
PART 3 Assessment Achievements and Product						
<ul> <li>Read the statements and think about your performance throughout the unit.</li> <li>Complete the graphic organizer and comment how each skill has helped you.</li> <li>I can understand information from diagrams.</li> </ul>						
2 I can ask and answer questions about human body systems.						
3 I can write notes about human body systems.						
4 I can label diagrams of human body systems.						
5 I can present diagrams about human body systems.						
Social Practice						

- 2 Think about your notes about a human body diagram and answer the questions in your notebook.
  - 1 What can you do to improve your notes about the human body diagram? an Education
  - 2 How can making a diagram prepare you for the future? Prohibida su descarga y venta

# Glossary

- artery (n) one of the tubes in your body that carries blood from your heart to the rest of your body
- **average (adj)** the amount, level, standard, etc. that is typical of a group of people or things
- **backbone (n) –** the row of small bones that goes down the middle of your back
- **below (prep)** in a lower place or position
- **blood vessel (n) –** a tube that carries blood around your body, such as a vein or artery
- **bone marrow (n) –** the soft red substance inside the spaces in bones
- **breathe (v)** to take air into your lungs through your nose or mouth and let it out again
- **carbon dioxide (n)** a gas without color or smell, produced when you breathe out or when substances containing carbon are burnt
- **chest (n)** the upper front part of your body between your neck and your stomach
- chew (v) to use your teeth to bite food in your mouth into small pieces so that you can swallow it
- **exhale (v)** to breathe air out through your mouth or nose
- **expel (v)** to force something out of a container or someone's body
- **grind (v)** to break something into very small pieces or powder, by using a machine or by crushing it between two hard surfaces
- heartbeat (n) the movement or sound of your heart as it makes blood flow around your body
- **highway (n)** a wide road built for fast travel between towns and cities
- joint (n) a part of your body that can bend where two bones meet
- **lung (n)** one of the two organs in your chest that fill with air when you breathe
- **narrow (adj)** small in width, especially when compared to how high or long something is

- **nutrients (n)** a substance in food that plants, animals, and people need to live and grow
- **organ (n)** a part of your body that does a specific job, such as your heart or brain
- **pump (v)** if a liquid pumps from somewhere, a lot of it comes out in quick regular movements
- race (v) to move very quickly
- rib cage (n) the bones that curve around the chest and protect organs such as the lungs and heart
- **route (n)** the roads or paths to go from one place to another
- **skull (n)** the bones of the head
- **solve (v)** to find a solution to something that is causing difficulties
- **spinal cord (n)** the inner part of your spine that contains nerves going from your brain to the other parts of your body
- **sponge (n)** a sea animal whose light soft body is used for washing or cleaning things
- **survive (v)** to stay alive despite an injury, illness, war, etc.
- swallow (v) to make food or drink go from your mouth down through your throat and into your stomach
- **system (n) –** a set of organs, tubes, etc. in your body that work together
- thick (adj) a thick object or material has a long distance between two opposite sides, edges, or surfaces
- **tongue (n)** the long soft piece of flesh attached to the bottom of your mouth that you use for tasting, speaking, etc.
- weight (n) a measurement of how heavy a person or thing is
- wobble (v) to rock slightly from side to side, or to make something do this
- wrinkly (adj) covered in wrinkles Prohibida su descarga y venta

PRESENT INFORMATION ABOUT LINGUISTIC DIVERSITY

# **Unit** 10



#### Understand

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

- 1 What do these pictures show?
- 2 Which of these topics are you interested in?
- 3 What else are you interested in? I'm interested in comics.



2 Read the article and answer the questions in your notebook. Then circle the three sources of information mentioned.



# rmation



Then you are interested in a topic, you often want to find out more about it. How can you do that? Well, there are several possibilities. If you have access to the Internet, you can find out about almost any topic in the world. But be careful, there is a lot of false information on the Internet. Another good source of information is your local or school library. But don't waste time, go directly to the librarian, he or she can help you find what you are looking for. When you are looking up things in non-fiction and reference books, the contents page will tell you which part to go to. You don't have to read everything! And don't forget you probably know a lot of people who already know about the topic you are interested in. People love sharing their knowledge; you just have to go and see them, or call them, and ask them the right questions.



- 1 What can you find on the Internet?
- 2 Why do you have to be careful on the Internet?
- 3 Who can help you find information in a library?
- 4 Where can you see what a book is about?
- 5 What else can you do to find information about a topic?

#### 3 Choose the best source of information to answer the questions.

- 1 What do you know about Greek culture? An atlas / An encyclopedia.
- 2 How many pools are there in the hotel? A dictionary / A web site.
- 3 What ingredients are needed for banana pancakes? A cooking book / An encyclopedia.
- 4 Which countries share borders with Ethiopia? An atlas / A dictionary. 5 How do you spell Tyrannosaurus Rex? A web site / A dictionary.

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# 4 Look at the pages. Complete the definitions with the words from the box. When do you use these parts of a book?

index heading bibliography footnote table of contents

Molinsky, Steven J. and Bill Bliss. *Word by Word Picture Dictionary*. Upper Saddle
River, NJ: Pearson Longman, 2010
Parker, S. *The Human Body Book*. UK:
Dorling Kindersley Publishing, 2009

1 \_\_\_\_\_\_: a list of the books or articles that the author has used to find information for his or her work.

#### B

backbone

8

bones brain 5-9, 23, 56,62-65

20-35, 78-79

The cerebellum is at the back of the brain, below the cerebrum<sup>1</sup>. It is much smaller than the cerebrum. It controls your balance, movement, and coordination.

(1) The front part of yo<mark>ur brain that</mark> controls thinking, learning, and feeling.

- 2 \_\_\_\_\_: an alphabetical list of subjects or names at the back of a book that shows you on which page they are mentioned.
- 3 \_\_\_\_\_: a note at the bottom of a page that gives more information about something on the page.

#### SKELETAL SYSTEM

Your skeleton is formed of all the bones in your body. You have 206 bones that help you move around. The vital organs of your body are protected by your skeleton.

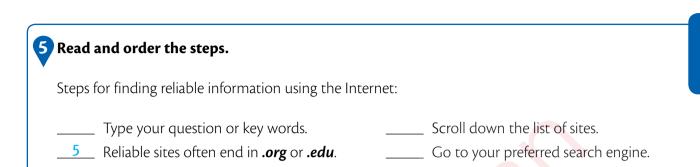
4 \_\_\_\_\_: the title at the top of a paragraph or piece of writing, explaining what the writing is about.

#### **BODY SYSTEMS**

		Page
Chapter 1	Skeletal System	. 5
Chapter 2	Muscular System	. 10
Chapter 3	Circulatory System	. 15
Chapter 4	Nervous System	. 20

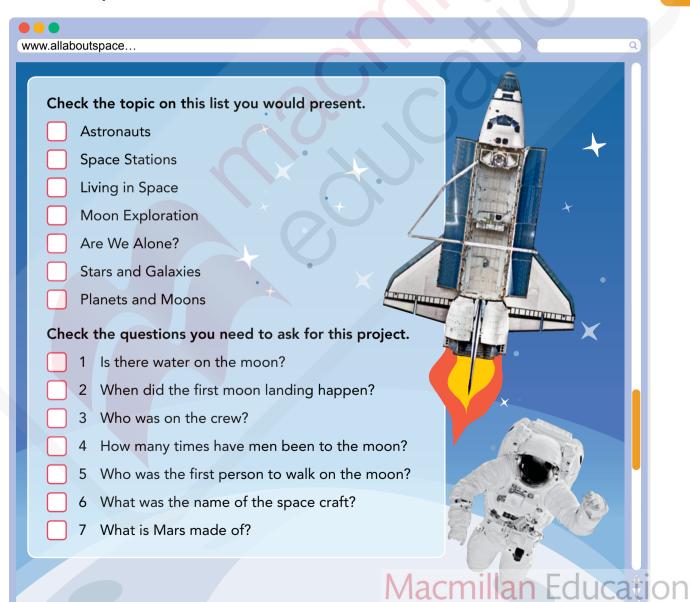
sections of a book. It is usually found at the beginning.

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6 Work in pairs. Follow the instructions in the website to prepare a short presentation about the first trip to the moon.

Choose one that answers your question.



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Look back at the questions in Activity 6. Write three more questions you would need to ask for this project.				
1 How long does it take to get to the moon?				
2				
3				
8 Look at the topics and number them in the o	order they interest you.			
The biography of someone famous	Save energy in the house			
Electric cars	The invention of the microwave			
<ul><li>9 p. 189 Work in pairs with someone who is inte</li><li>1 Choose your sources.</li></ul>	erested in the same topic. Follow the instructions			
T Choose your sources.	The Internet:			
Reference book(s):				
Write the name of the reference	Which search engine will you use?  Write the key words or questions			
book(s).	you will type in.			
Write the page numbers where	What other things do you need to			
you found the information.	think of?			
How did you find those pages?	Which site(s) will you choose?			
2 Write the questions you want to answer.				
What is the most important				

- 10 Reflect on selecting information. Write your answers in your notebook.
  - 1 What strategies did you use to find information?
  - 2 Which strategies have not worked for you?
- **Macmillan** Education

3 What can you do next time to improve how to find information?

1. The strategies have not be a superior of the strate 176 UNIT 10 Select information.

1 Work in pairs. Discuss the questions.

1 How much time do you spend reading?

- 2 What type of texts do you read?
- 3 Why do you read?

I read magazines because ...



I read 20 minutes ...

- 2 Work in groups. Discuss what you know about waterfalls.
- 3 Scan the text and guess what the article is about. Underline the words that help you guess. Then read the text and discuss the question.
  - 1 Were you right about what you thought the text was about?





- 4 Read the article in Activity 3 again and write the most important information in your notebook. Then give the article an alternative title.
  - 1 Alternative title: \_\_\_\_\_
- 5 Follow the instructions.
  - · Look at the picture and the title.
  - · Predict the main idea of the article.
  - · Read the article.
  - · Say if your prediction was correct or not.

I think the article will be about ...

www.myblog...

#### A Waterfall of Fire?

Horsetail Fall flows in the winter and early spring in California. It drops around 480 meters before continuing down another 150 meters to the bottom of the mountain.

During the last two weeks of February, Horsetail changes color and becomes a "firefall." As the last rays of sunlight disappear in the evenings, they hit and reflect off the falls at the exact right angle, illuminating the waterfall and making it glow orange and red.



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6 Read the definitions. Then circle E (explicit information) or I (implicit information).

Explicit information is information that is directly stated. Implicit information is information that is implied but not directly stated.

- 1 Horsetail Fall flows in two seasons of the year.
   2 The water in upside-down waterfalls gets to the bottom eventually.
   E I
- There are various examples of upside-down waterfalls.
- 4 The water in Horsetail Fall turns red because it reflects the sun.
- 5 When the sky is cloudy, the phenomenon does not happen. 2 CMIII and E LOUGATION



#### 7 Scan the text and guess what it is about. Write your conclusions in your notebook.

#### a) Three species

There are three species of wombat: the bare-nosed or common wombat; the northern hairy-nosed wombat; and the southern hairy-nosed wombat. Common wombats are usually solitary and live alone in their burrows. The other species are more social and live together in larger burrow groups.



#### b) Habitat

All wombat species live in Australia and Tasmania in mountains, forests, and grasslands. They live in burrows made up of many tunnels and sleeping chambers.



#### c) Appearance

All three species are about one meter long and weigh between 20 and 35 kg. They have short legs, a thick, muscular body with a large square head, short neck, round ears, and very small eyes. Their hind legs are longer than their forelegs. They have a short tail and they vary from gray to black to a sandy color.



# d) Pouch Wombats are marsupials, so they have a pouch for rearing their young. One distinctive characteristic of wombats is that their pouch opens backwards. This stops soil from collecting in the pouch, which is especially important given that they excavate their burrows with their powerful claws and rodent-like front teeth.



#### e) Diet

Wombats are nocturnal. They emerge from their burrows to eat vegetation like grasses, roots, herbs, and bark. Their incisor teeth resemble those of rodents. The teeth are adapted for gnawing on tough vegetation and grow constantly.

#### f) Defense

Wombats have a very tough skin at their rear end. This prevents the teeth or claws of their predators from easily getting hold of them. Their very short tail also makes it difficult for a predator to catch them. Wombats also defend themselves by kicking with both back legs, like a donkey or a horse. When they are chased, wombats dive into a nearby tunnel.

## Fun Fact:

During the Ice Age, there were giant wombats the size of a rhinoceros.



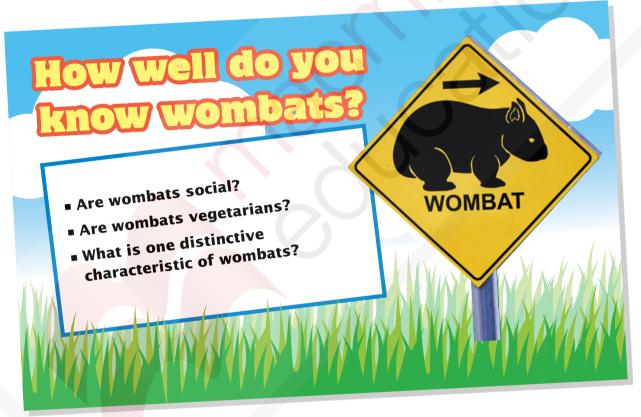


- 8 Read the headings. Write in which sections of the text in Activity 7 you can find the information.
  - Where wombats live
  - 2 What wombats eat
  - 3 What they look like
  - 4 How they carry their babies
  - 5 How they protect themselves \_\_\_\_





Work in pairs and answer the questions.



10 Ask and answer more questions about wombats.

How big are wombats?

- 11 Reflect on reading information. Write your answers to the questions in your notebook.
  - 1 How does predicting help you read information?
  - 2 How do sub-headings in a text help your understanding?
  - 3 Will you look for implicit information next time you read? acmillan Education Prohibida su descarga y venta

UNIT 10 180 Read information.

1 Discuss all the ways you can improve your speaking skills in English.

I can practice with ...

l can listen to ...

Listen to the students giving a presentation in class and answer the questions.



- Was the presentation well-planned? Why? Why not? \_\_\_\_\_
- 2 Did all the students speak clearly? \_\_\_\_\_
- Which one was difficult to understand? \_\_\_\_\_\_
- How did she or he speak? \_\_\_
- What advice, if any, do you have for the presenters? \_\_\_\_

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3 Read the tips for giving a presentation. Underline the most interesting ideas. Compare your ideas with a classmate.

# Tips

Plan. Write down keywords or main ideas on index cards. Don't write details. You don't want to spend your time staring at the cards! They are only a "security blanket" in case you forget what comes next.

**Illustrate.** Use pictures and images to present concepts or ideas.

Practice. Work on what you're going to say and how you're going to say it. Practice in front of your family or friends, or in front of the mirror.

Smile at your audience. Be happy; you're going to teach the class something they didn't know before.

Make eye contact. Nothing is more boring than listening to a presenter who looks at the floor or at note-cards. Look at every person in the classroom at least once.

Use hand motions. Move your hands as you talk. Use them to emphasize points. You'll send your audience to sleep if you stand like a tree.

**Be confident.** Even if you don't feel very confident, acting confident will improve the way you give your presentation.

#### Make your voice interesting.

You want to interest your audience, not send them to sleep. Talk about your topic as if it were the most interesting thing in the world. Think how radio or television presenters talk.





# 4 Read the text about how to improve your speaking voice and do the exercises. Which step would help you the most?

1 Increase your breathing capacity and volume by fully exhaling until all of the air is completely expelled from your lungs. Then take a deep breath and hold it for 15 seconds before exhaling again. Do this three times.



2 Vary your pitch (how high or low you speak). Say the sound "a", at a high pitch and then lower and lower. Do this with five letters from the alphabet.



3 Repeat these tongue twisters saying every word very clearly.

Red leather, yellow leather.

I scream, you scream, we all scream for ice cream.

Peter piper picked a peck of pickled peopers.



- Work in pairs. Choose a paragraph from the text in Activity 3 and read it out loud. Decide which way to read is the best.
  - 1 Volume:
    - a) Read it quietly.
    - b) Loud enough for everyone to hear.
- 2 Rhythm:
  - a) Change your rhythm,
     pausing before important
     points and stressing words.
  - b) Read everything as fast as possible with no pauses.
- 3 Pitch:
  - a) Don't always use the same pitch.
  - b) Use a high pitch or a low pitch all the time.
- 6 Work in pairs. Choose and research a topic that you know about and interests you.
  - Guelaguetza, Day of the Dead, or some other festival in the world.
  - The world's tallest animal.
  - · A personal hobby.
  - How rainbows are formed.
  - Life on other planets.
  - What happened to the dinosaurs?
  - An interesting book or movie.
  - The coolest place on Earth.

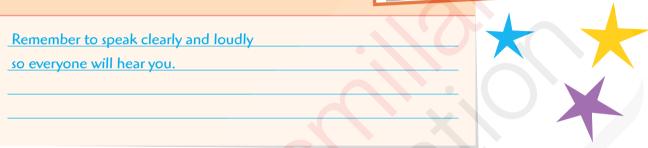






- 7 Prepare your presentation in pairs. Choose and prepare the pictures or illustrations for your presentation.
- 8 Write your key words or short notes on index cards. Make notes about how to talk to your audience.





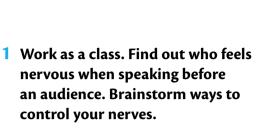
Work with another pair. Take turns to rehearse your presentation. Exchange feedback by using the checklist.

# Presentation checklist: Your Graphic Information It was useful You referred to it while speaking You voice You looked at them as little as possible You spoke loudly enough and slowly enough You spoke as if you are interested in your subject, like a TV presenter Your Order Your Spoke Information You spoke loudly enough and slowly enough You spoke as if you are interested in your subject, like a TV presenter

- 10 Listen to your partners' feedback and try again.
- 11 Reflect on rehearsing a presentation. Write your answers in your notebook.
  - 1 Did you use appropriate volume, rhythm and pitch during your rehearsal?
  - 2 How can you be more confident?
  - 3 How can you improve your body language?

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184 UNIT 10





control your nerves.





2 Look at the poster and circle the words you expect to hear in the presentation. Compare them with a partner.



Listen to the presentation and check your predictions; bida su descarga y venta



4 30

# Read and listen to the rest of the presentation. Write your opinion about it. Then discuss your opinion with your classmates.

**Student 1:** Yes, I have a question. How much sugar does a teenager need per day?

Girl: The American Heart Association recommends that women have no more than 100 calories of sugar per day. That's about 6 teaspoons. Men shouldn't have more than 150 calories per day, or about 9 teaspoons. Any doubts?

**Student 1:** Are you saying that we can only drink a can of soda a day?

**Boy:** As I was saying, if you want to stay healthy, one can is the limit.

**Student 2:** And what happens if we have more than the limit?

**Girl:** This chart shows sugar in high doses isn't good for you. You can get diabetes and sugar can even accelerate the aging process.

**Student 2:** And what about sweeteners? Can we use them instead of sugar?

Boy: If you're concerned about your health, try to avoid all forms of refined sugar and artificial sweeteners. So finally, I'd like to say that your only source of sugar should be fresh fruit and vegetables.

**Student 2:** Do you mean apples, bananas, and peas? Yummy, I love eating fruit and vegetables!



.5%

1/58

**G** 

eBook

think th	e advice	is good	I / bad	<b>but</b>



## 5 30

# Read and listen to the presentation from Activity 4 again. Then write the phrases for a presentation in the correct columns.

As I was saying ...
In conclusion,

Today we're going to ...

Any doubts?
So finally, I'd like to say ...

I would like to add ...
This chart shows ...
This presentation is about ...

As you can see here ...

As you all know, I'm here to ... I'd like to illustrate this with ... Let me say something else, ...

At the beginning of a presentation	To link what you're saying to the graphic presentation	In the middle of a presentation	At the end of a presentation
	As you can see here		

6 Work in groups of three. Write at least four questions about facts you would like to know about sugar.





#### 7 Work in pairs. Prepare a presentation about sugar using the information from this lesson. Use the tips.

- Prepare your own graphic information to support the presentation.
- Decide who is going to say what and make short notes on index cards.
- Write a list of phrases you can use in the beginning, middle, and end of your presentation.
- Invite the audience to make comments or ask questions at the end.

#### 8 Rehearse your presentation.



- 9 Give your presentation to the class, taking into account everything you have learned in this unit. Provide feedback to your classmates.
- 10 Reflect on giving a presentation. Write your answers in your notebook.
  - 1 What are your strengths when giving a presentation?
  - 2 What can you improve in your performance?
  - 3 How can you give your classmates useful feedback?

#### Remember to ...

- · Be clear and confident.
- Make it as interesting as possible by varying the pitch and speed of your voice.
- Think of your body language.

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188 UNIT 10 Give a presentation.

#### **Oral Presentation**

#### **Final Product**

PART 1 Now you know	A. (1) 14 - 0 476				
1 how to select sources of information. <b>Go to Activity 9, page 176.</b>					
2 how to read information and discuss the new information.  Go to Activity 9, page 180.					
	rehearse a presentation  You can use a slideshow				
Software for a better					
	4 how to give a presentation with visuals and notes on index cards.				
Go to Activity 9, page 188.					
PART 2 Make it yours.					
1 Work in groups. Choose another topic to presen	, , ,				
in the "Now you know" section to prepare you	ur oral presentation.				
2 Give your oral presentation to the class. Remember everything you have learned in this unit. Be respectful and considerate of your classmates when they give their presentations.					
PART 3 Assessment					
Achievements and Product					
1 Work with your group. Analyze your present	tation and chack the elements it				
took into account. Add your own information					
1 The sources we used for our presentations we	ere				
the Internet.	people.				
books from the library.	Other:				
2 When we read					
we underlined important information.	we asked questions.				
we made notes.	Other:				
	useful.				
complete.					
serious.	Other:				
4 Our visuals					
were interesting.	made our audience curious.				
had important information.	Other:				
Social Practice					

2 In your notebook, write three things you can do well when you present information. Then write two things you need to improve and how you plan to CUCATION do it. Ask your teacher for advice.

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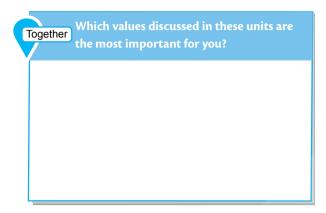
# Glossary

- **backward (adv) –** in the direction that is behind you
- **bark (n) –** the hard substance that covers a tree
- **boil (v)** if a liquid boils, or if you boil it, it becomes so hot that there are bubbles in it and starts to become a gas
- **burrow (n)** a hole or tunnel in the ground made by an animal such as a rabbit
- **chamber (n) –** a room used for a particular purpose
- **claw (n)** the sharp curved part at the end of some animals' toes, for example a cat
- **crew (n) –** the people who work on a ship, aircraft, etc
- **disappear (v) –** if someone or something disappears, they move somewhere where they can no longer be seen
- **emphasize (v)** to give particular importance or attention to something
- **foreleg (n)** one of the two front legs of an animal that has four legs
- glow (v) to shine with a soft light
- gnaw (v) to keep biting something
- hind (adj) the hind legs or feet of an animal are its back legs or feet
- incisor (n) one of the sharp teeth at the front of your mouth, used for cutting and biting
- land (v) if an aircraft lands, it comes down to the ground
- **librarian (n) –** someone who works in a library or who is in charge of a library
- marsupial (n) an animal whose babies live in a pocket in the mother's skin on the outside of her stomach until they are completely developed

- pickled (adj) preserved in vinegar or salt water
   pitch (n) the high or low quality of a sound
   pouch (n) a small bag made of cloth or thin leather
- **pour (v)** to make a liquid or substance flow out of a container that you are holding
- **rhinoceros (n)** a large animal with very thick gray skin and one or two horns on its nose
- rodent (n) a type of small animal that has long sharp front teeth, for example a mouse
- **security blanket (n)** something that makes you feel confident
- **source (n)** a person, place or thing that provides something that you need or want
- spray (v) if you spray a liquid, or if it sprays, it is forced out of a container through a small hole into the air
- **sweetener (n) –** a substance added to food or drink to make it taste sweeter
- **teaspoon (n)** a small spoon used for eating, for adding sugar to tea or coffee, or when cooking, for adding small amounts of a liquid or powder
- tongue twister (n) a word or phrase that is difficult to say because it contains many difficult sounds, especially ones that are very similar
- tough (adj) difficult to break or damage
- **upside-down (adj) –** with the top part at the bottom or lower than the bottom part
- **upward (adj) –** moving toward a higher position
- weird (adj) strange and unusual, sometimes in a way that upsets you
- wombat (n) an Australian animal that is similar to a small bear

### Block 3

PART 1 Reflect on your lessons Look back through the units and answer the questions.









PART 2 Share your work.

- Answer the questions according to your own progress on a sheet of paper and keep it in your portfolio.
- 1 How did you improve your performance during this block?
- 2 What did you learn during this block?
- 3 What should your goals be for the next block?
- 2 Have your classmates and your teacher give you feedback on a sheet of paper and keep it in your portfolio.

Congratulations! You should be proud of your achievements!



# Bibliography

#### **Reference Books**

These references will help you expand your vocabulary and knowledge about the written form of the language.

- Diccionario Macmillan Castillo Español-Inglés, Inglés-Español. México: Macmillan, 2007
- 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.pdictionary.com/
- http://www.wordreference.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.aprende.edu.mx/
- http://www.childrensuniversity.manchester.ac.uk/
- http://www.nationalgeographic.com/kids
- http://kidshealth.org/kid/htbw/
- http://www.librosdelrincon.sep.gob.mx/catalogo/
- http://www.popularmechanics.com
- http://www.gutenberg.org

