



Liliana Plata

Teacher's Guide

2

# SETUP

NEW DGB PROGRAM

## GENERAL OUTCOME

In this unit, students will explore and practice how to express rules and obligations. They will learn the modal verbs *should*, *can*, *must*, *have to*, and *may*; as well as the imperative form. They will also practice vocabulary related to parts of the body, safety signs, and prepositions of place. As students develop the afore mentioned contents, they will work to learn to express their feelings to achieve emotional health.

## ATTITUDES

This unit fosters the development of the following attitudes:

- The student communicates assertively and empathetically.
- The student conducts himself / herself favoring a socially beneficial behavior.
- The student is aware of the cultural diversity in his / her context, practicing tolerance.

To activate previous knowledge, carry out the activation activity provided. Before they start, draw students' attention to the signs and elicit what the purpose of signs is and where they can find them. Then read the instructions, get students into pairs, and give them some time to discuss the questions while you monitor encouraging them to speak in English all the time.

## RULES AND OBLIGATIONS



1 In pairs, answer the questions.

- When do you ask for permission to do something?
- Mention places where you need to follow rules.
- When do you give or receive recommendations?

**READING RECOGNIZING KEY WORDS**

**1 DISCIPLINARY COMPETENCY 10** Read the title of the article, look at the illustrations, and underline words that are related to health. Then get into pairs and discuss what you do to take care of your health.


## Good Habits for Good Health

**Should I exercise?**  
You should be physically active at least 60 minutes a day. Physical activity helps keep the heart and lungs healthy and produces endorphins, chemicals that make you feel good. Choose activities that strengthen your muscles and bones.




**What should I eat?**  
Your body needs a balanced diet: proteins, whole grains, low-fat dairy products, and plenty of fruit and veggies. You shouldn't skip breakfast as it gives you fuel to start your day and helps you focus better in school. Your brain, your muscles, thyroid, and digestive tract need glucose to work properly. When you skip breakfast your metabolism and digestion slow down.







**Should I sleep eight hours or less?**  
No, you shouldn't. You should sleep between 9 and 10 hours every night. Sleep is important to help you concentrate and do well at school.



**How many times a day should I brush my teeth?**  
Twice a day should be enough. You should floss your teeth as well to avoid dental problems in adulthood.



**Why should I take care of my mind too?**  
Because your emotional state is important for your health too. Stress is inevitable, but you should learn how to manage it to help you stay calm. It's very important to ask for help if you need it.



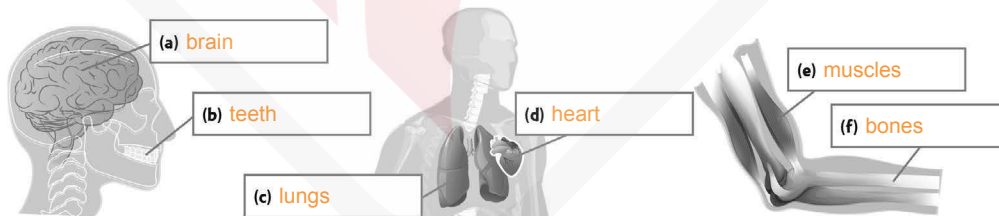
**2 Read the article and answer the questions in pairs.**

- a What are the benefits of physical activity?
- c Why is it important to have breakfast every day?
- b What does a balanced diet consist of?
- d What are the benefits of sleeping 9 or 10 hours a day?

**VOCABULARY PARTS OF THE BODY**

**3 Label the pictures with words from the box. Go back to the article to help you understand their meaning, if necessary.**

brain teeth heart bones muscles lungs



**READING**

Elicit from students that keywords represent the main idea of a text. Tell them that identifying keywords before reading a text is important because it helps them understand the general idea and purpose of what they are about to read. Then have them share some strategies they use to recognize keywords such as reading the title (they often appear there); skimming the text to look for repeated words or synonyms; looking for names, dates, locations, facts, and figures, etc. Draw students' attention to the illustrations and ask them to use their prior knowledge to predict what the text will be about. Then ask one volunteer to read the instructions out loud and give students some minutes to underline keywords using the strategies they suggested.

**DISCIPLINARY COMPETENCY 10**

*The student identifies and interprets the general idea and direction of a text in a foreign language using background knowledge, non-verbal elements, and context.*

In this activity, students practice understanding the general sense of the text by using their previous knowledge to identify words and phrases related to the topic and making use of non-verbal elements like icons.



To support students in learning vocabulary related to the topic of this lesson, you can use the flashcard *Body Parts*, available in both the Student's and Teacher's Digital Components. You could, for example, have students mention a good habit to take care of each part of the body on the flashcard.





## SPEAKING

Now that students have learned and practiced vocabulary related to the parts of the body and the use of the modal verb *should*, they are able to ask for and give advice and recommendations related to healthy habits. Get students into small groups and give them some time to use the modal verb *should* in its affirmative, negative, and interrogative forms while they exchange their answers from the previous activity.

## GENERIC COMPETENCY 4.2

*The student applies different communication strategies according to his / her peers, the context in which he / she is located, and the objectives he / she is pursuing.*

This activity allows students to use the language target just practiced as a strategy for the communicative objective of asking for and giving recommendations and advice.

## LIFE SKILLS

Get students into small groups and give them some minutes to exchange points of view while you monitor to check they are using the modal verb *should* to give recommendations. Make sure to promote respect and empathy within the groups and guide them to understand it is good for them to accept and express their emotions instead of repressing them, which is what we usually do with difficult or harmful emotions.



## GRAMMAR SHOULD / SHOULDN'T

4 Read the examples and underline the correct option in the sentences below. GO TO PAGE 77

- You **should be** physically active at least 60 minutes a day.
  - You **shouldn't skip** breakfast.
  - **Should** I sleep 8 hours or less?
  - What **should** I eat?
- a We use the modal verb *should* to **give advice** / **express a possibility**.
- b After *should* we use a verb in **past** / **simple** form.
- c The negative form of *should* is *should + not* and it is contracted as **shouldnot** / **shouldn't**.
- d The structure for questions is **subject + should...?** / **should + subject...?**



**SHOULDN'T.** In cases where we make suggestions, we can use *shouldn't* in interrogative sentences. For example: *Shouldn't we help him?*

5 Complete the health tips with *should* or *shouldn't*.

- a You shouldn't eat fast food often.
- b You should drink water instead of sodas.
- c You should read nutrition labels to choose healthy foods.
- d You should cut down on sugar.
- e You shouldn't spend long hours online. Get some exercise!

## WRITING ADVICE AND RECOMMENDATIONS

6 Change the good and bad habits to advice and recommendations using *should* or *should not*.

- a Protect your skin.  
You should protect your skin.

b Exercise regularly.

You should exercise regularly.

c Drink alcohol or smoke.

You shouldn't drink alcohol or smoke.

d Control your stress.

You should control your stress.

e Listen to loud music.

You shouldn't listen to loud music.

f Maintain a healthy weight.

You should maintain a healthy weight.

g Eat lots of fast food.

You shouldn't eat lots of fast food.

## SPEAKING RECOMMENDING AND ADVISING

7 **GENERIC COMPETENCY 4.2** In small groups, take turns asking and answering questions about the habits in Activity 6. Share the ones you wrote.

Should we protect our skin? Yes, we should.



## LIFE SKILLS REPRESSING EMOTIONS

8 Read the sentences. In small groups, discuss if you agree or disagree with the recommendations and why.

**Students' own answers.**

- a You should ignore your negative feelings (anger, sadness, etc.). They are not important.
- b You should accept and understand your feelings.
- c You should talk about your negative feelings and ask for help if necessary.



### 1 Match the columns to complete the sentences.

- |                       |                                  |
|-----------------------|----------------------------------|
| a You shouldn't skip  | 1 less than 8 hours every night. |
| b You should exercise | 2 your teeth twice a day.        |
| c You shouldn't sleep | 3 a balanced diet.               |
| d You should brush    | 4 at least 60 minutes every day. |
| e You should eat      | 5 breakfast.                     |

### 2 Complete the answers with the correct form of *should*.

- a Should we include lots of sugar in our diet?  
No, we shouldn't.
- b Should I choose a physical activity to strengthen my muscles?  
Yes, you should.
- c Should we skip breakfast for a better digestion?  
No, we shouldn't.
- d Should we floss our teeth?  
Yes, we should.
- e Should I visit the doctor once a year?  
Yes, you should.

### 3 Put the words in order to make sentences.

- a body weight / a / healthy / maintain / should / You / .  
You should maintain a healthy body weight.
- b shouldn't / sleep / You / less than 8 hours / .  
You shouldn't sleep less than 8 hours.
- c learn / I / Should / to manage my stress / ?  
Should I learn to manage my stress?
- d vitamins / I / take / Should / ?  
Should I take vitamins?

- e shouldn't / You / substitute water / for soda / .  
You shouldn't substitute water for soda.

### 4 Write sentences about good and bad health habits using *should* and *shouldn't*.

a	Students' own answers.
b	
c	
d	
e	

### 5 Find and correct the mistake in each sentence.

- a You should eat fast food. It is not good for your health.  
You shouldn't eat fast food. It is not good for your health.
- b I should eat lots of veggies?  
Should I eat lots of veggies?
- c She should drinks plenty of water.  
She should drink plenty of water.
- d You not should eat lots of sugar.  
You shouldn't eat lots of sugar.
- e Should we to include proteins in our breakfast?  
Should we include proteins in our breakfast?



## EXTRA PRACTICE

The *Extra Practice* activities will allow students to work with the vocabulary and grammar structures learned in this lesson. For extended practice, tell students: *I can't stop playing video games and it is affecting my social life.* Invite them to give you advice using the modal verb *should*. Then encourage them to write a short paragraph on a sheet of paper in which they describe an imaginary health problem such as the one you used as an example. Tell them to hand you their sheets. Read each problem out loud and encourage the class to give recommendations and advice to solve them. After that, use the jigsaw strategy to promote collaboration and peer tutoring: assign one or two items to each of your students and give them time to work on them while you monitor to check. Once everybody finishes, ask them to go to the front by turns to elicit the answer of his / her item from their classmates. If necessary, encourage them to give hints or explanations to guide them.



For further practice, students can complete the Grammar Drill for Unit 3, Lesson 1, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.







## LISTENING

Before working on this activity, write the following sentence on the board: *Jane didn't call me on my birthday.* First, read it out loud without intonation or stress, transmitting no emotion. Then ask five different volunteers to read it, using different intonation and stress to convey the following emotions: sadness, anger, worry, surprise, and indifference. Each time, ask the class to identify the intonation of the sentence (falling or rising) and the words being stressed. Have students conclude that intonation and stress are very important for communication because they may add meaning to a message. Then play the audio, Track 06, once. Tell students to concentrate on the intonation and stress of words. Ask them: *How do you think Sam feels?* (frustrated, sad, disappointed). Then give them some time to read the questions in silence. Play the audio again for them to answer. Check orally. Next, explain that there are some general rules of intonation and stress. Draw their attention to the first Language Box and ask one volunteer to read the information included in it out loud. Play the audio, Track 07, and have the class work on the task. Finally, read the information included in the second Language Box out loud and play the audio, Track 08, for them to perform the activity.



To support students in learning vocabulary related to the topic of this lesson, you can use the flashcard *At a Hospital*, available in both the Student's and Teacher's Digital Components.



## At the Hospital

## LISTENING EMPHATIC STRESS AND INTONATION

1 06 Listen to the conversation and answer the questions.

- Why are Sam and Aunt Becky at the hospital?  
Because they want information about donating blood.
- What kind of information is there in the leaflet?  
The requirements for blood donors.
- Who is taking a blood sample to test it?  
The nurse.



2 07 Listen to the questions and draw an arrow to indicate if the tone of voice goes up ↗ or down ↘ at the end of the question. Then get into pairs and take turns reading them out loud.

- Can I help you? ↗
- Why can't I donate blood? ↘
- Can I go inside with my aunt? ↗

**INTONATION.** *Wh-* questions (*what, where, when, who,* etc.) have a final falling intonation. *Yes / No* questions (auxiliary verb + subject) have a final rising intonation.

3 08 Listen to the sentences and underline the words that are stressed. Then get into pairs and take turns reading them out loud.

- Can people with tattoos donate blood?
- Yes, they can...
- I'm 17 and in good physical condition.
- Oh, I'm sorry, you can't donate blood.

**EMPHATIC STRESS.** Verbs, nouns, adjectives, adverbs, and the negative form of auxiliaries are usually stressed (said more clearly and with emphasis). Conjunctions (*and, or,* etc.), prepositions (*at, in, under,* etc.), pronouns (*I, he,* etc.), auxiliary verbs (*be, do,* etc.), and determiners (*the, a, an, some,* etc.) are not stressed.

## GRAMMAR CAN / CAN'T

4 Read the examples and complete the sentences on the next page with the correct letter. GO TO PAGE 78

- Can I **help** you?
- Can you **give** us some information about donating blood?
- You **can donate** blood only if you are in good physical condition.
- Can I **go** inside with my aunt?
- People under 18 **can't donate** blood.





- 1 Sentence **c** is an affirmative (subject + *can* + verb in simple form)
- 2 Sentence **e** is a negative (subject + *can't* + verb in simple form.
- 3 Sentences **a**, **b**, and **d** are questions (*can* + subject + verb in simple form)

**CAN AND CAN'T.** In questions, we use *can* to offer help or ask for permission. In the affirmative, we use it to express permission and the ability to do something. In the negative, *can't* expresses a prohibition.

5 Complete the sentences with *can* and verbs from the box.

drink sit donate give do

- a **Can** you **give** me some information?
- b You **can't do** (not) any physical activity for the next five hours after donating blood.
- c **Can** I **drink** water before donating blood?
- d You **can sit** here after donating until you feel OK.
- e Not everyone **can donate** blood.

**WRITING EXPRESSING RULES**

6 **DISCIPLINARY COMPETENCY 4** In small groups, research and write five rules about what people can and can't do when visiting someone at the hospital.

a	Students' own answers.
b	
c	
d	
e	

**SPEAKING ASKING FOR CLARIFICATION**

7 Create a poster with your information from Activity 6 and add some pictures with your group. Take turns with another group presenting the information. Ask questions to clarify their rules or know their reasons. Remember to use the correct intonation.



**LIFE SKILLS EXPRESSING FEELINGS AND NEEDS**

8 In pairs, answer the questions, and tell each other if expressing your feelings and emotions is easy for you or not.

- Students' own answers.**
- a Can you tell your friends when you are feeling bad?
  - b Can you ask other people for help when you are feeling bad?
  - c Can you talk with your family about your feelings and emotions?

**WRITING**

Get students into small groups. Suggest that they use electronic devices to research on regulations in different hospitals and encourage them to use a dictionary to look up unknown words. Monitor to check that they are using the modal verb *can* correctly.

**DISCIPLINARY COMPETENCY 4**

The student produces texts based on the normative use of the language, considering intention and communicative situation. Now that students have learned and practiced the use of the modal verb *can*, they are able to produce sentences using it correctly to communicate rules and regulations.

**SPEAKING**

Have groups create attractive and colorful posters about rules that can be easily read on recycled cardboard or flipchart paper. Allow them to further research on the rules so they may be able to answer any question related to them. Get two groups together and encourage them to explain their rules to each other. Monitor while they exchange their information.



As an aid to explain to your students the subject of this lesson, you can use the poster *Can / Can't*, available in the Teacher's Digital Component.

**LIFE SKILLS**

Get students into pairs to discuss if it is easy for them to express their emotions. Read the questions out loud to ensure comprehension and monitor to promote a respectful environment. When pairs finish working, as a class analyze why it is important to express emotions and needs.





## EXTRA PRACTICE

The *Extra Practice* activities will allow students to work with the vocabulary and grammar structures learned in this lesson. For extended practice, get students into small groups and ask them to choose a board game or video game they are all familiarized with. Tell them that they must write six rules for the game they chose using *can* or *can't*; for example, *The pawn can only move forward*. Once they have their rules ready, invite groups to the front to read them and encourage the rest of the class to guess which game's rules they are describing. Invite students to go back to Activity 4 on pages 44–45 to check the uses of the modal verb *can* and how they should structure a sentence when using it. Elicit affirmative examples for each of the uses and encourage students to change the examples they said to the negative and interrogative forms. Then get them into pairs to work on the *Extra Practice* activities while you monitor to offer help, if required.



For further practice, students can complete the Grammar Drill for Unit 3, Lesson 2, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.



## Extra Practice

- 1 Find and circle four words in the word snake related to donating blood.

ne nurse obs am r ty po ob blood x v i

fe st y p w y o s i c v l d o n a t e o n k w l a

- 2 Complete the sentences with *can* or *can't*.

- a You can't run in the hospital's corridors.
- b If you're in good physical condition you can donate blood.
- c People who weigh less than 50 kilos can't donate blood; that is the minimum weight.
- d Babies can't visit sick patients in hospitals because of an infection risk.
- e You can't shout in hospitals. It is not permitted.

- 3 Write the questions for each answer.

- a Can I help you?  
Yes, please. I need some information.
- b Can she come with me?  
Yes, she can come with you.
- c Can I visit patients at night?  
No, you can't visit patients at night.
- d Can I drink water after donating blood?  
Yes, you can drink water after donating blood.
- e Can animals come inside the hospital?  
No. Animals can't come inside the hospital.

- 4 Answer the questions according to what you know.

- a Can pets go inside supermarkets?  
No, they can't.
- b Can you listen to music in class?  
No, I can't.

- c Can students use their cell phones during recess?

Yes, they can.

- d Can you eat inside a museum?

No, I can't.

- e Can you donate blood if you are sick?

No, I can't.

- 5 Find and correct the mistake in each sentence.

- a I can help you?

Can I help you?

- b They shout can't loudly in the hospital.

They can't shout loudly in the hospital.

- c You can't use a cell phone here. It is permitted.

You can use a cell phone here. It is permitted.

- d Nurses can takes blood samples.

Nurses can take blood samples.

- e Can do we physical activity after donating blood?

Can we do physical activity after donating blood?








**READING UNDERSTANDING SYMBOLS AND KEYS**

**1 DISCIPLINARY COMPETENCY 2** Read the brochure for new students at a school. In pairs, answer the questions below.

## Rules for Students



### General

- Students have to arrive on time. Classes begin at 8:00 a.m.
- You must respect each other at all times.
- You mustn't damage school property.
- You mustn't run or shout. Maintain order.
- Students have to leave school after they finish their daily activities.
- Students must wear a face mask when they have a cold.




### Library

- Students must be quiet in the library.
- Students mustn't bring drinks or food into the library.
- Students have to return books on time.


### Cafeteria

- You must inform your teacher about accidents immediately.
- Students mustn't take food or beverages out of the cafeteria.
- Students have to keep the tables and the surrounding area clean.
- Students have to return trays, dishes, etc., to the containers provided.
- Students must take six classes with the school nutritionist every semester and learn how to eat healthy and nutritious meals.



### Laboratory

- Students mustn't work in the science lab unless a teacher is present.
- Students have to wear safety goggles and lab coats for protection.
- Eating, drinking, and using cell phones inside the lab is prohibited.



- a What is the purpose of the brochure?
- b Why does it use bullets (•)?
- c Are there similar rules in your school?
- d Where can you find texts like this?

**2 Complete the meaning of the signs related to the rules mentioned in the brochure. Compare your answers with a partner.**



Students must be quiet.



Students have to return trays to the containers.



Students mustn't use cell phones inside the lab.



Students must wear a face mask when they have a cold.



Students mustn't bring drinks or food into the library.

**READING**

Draw a two-column table on the board. In the right column, draw the following symbols: *recycle* (three arrows forming a triangle), *female* (a circle with a cross in its bottom), *peace* (a circle with a vertical line and downward sloping lines), *love* (a heart). Elicit their meanings from students and write them in the left column. Then invite them to draw some other symbols they are familiar with in the right column and write their meanings in the left. Write, on the top of the table, the word: *Key* as a title. Tell students that sometimes, keys are needed to help people understand the meaning of symbols. Also explain that sometimes symbols are used in signs to communicate a message. Draw their attention to Activity 2 and have them explain what the message in each of the signs is. Finally, explain that when we write, we also use a special kind of symbols called typographical. Elicit some examples (asterisks, bullets, punctuation marks, slashes and bars, etc.).

**DISCIPLINARY COMPETENCY 2**

*The student evaluates a text and compares its content with others, taking into consideration previous and new knowledge.*

Since students should be familiar with pamphlets, posters, and signs with rules and regulations, this activity is an opportunity to evaluate the content and graphics of a text based on their previous knowledge.



## SPEAKING

Now that students have learned and practiced how to use the modal verbs *must* and *have to*, they are ready to express obligations or prohibitions shown in signs.

## GENERIC COMPETENCY 9.1

*The student gives priority to dialogue as a way to solve conflicts.*

This activity in small groups will allow students to reach agreements and solve conflicts, as they have to make proposals, a group selection, and express their opinions. If you feel they can handle the situation, you could put together students who don't get along very well or who usually have different opinions so that there is a greater need for dialogue.



As support to explain the grammar targets in this lesson, you can use the poster *Must and Have to*, available in the Teacher's Digital Component.

## LIFE SKILLS

Get students into pairs to contrast two different situations that show how to deal with their emotions. While you monitor, guide them to identify the situation in which emotions are expressed and in which they are repressed. Then get two pairs together; have them assess the consequences of repressing emotions, and encourage them to explain how these attitudes may be considered risky behaviors that may affect their health.

GRAMMAR **MUST AND HAVE TO**

3 Read the examples and underline the correct options below. GO TO PAGE 78

- Students **have to** arrive on time.
  - Students **must** wear a face mask when they have a cold.
  - Students **mustn't** work in the science lab unless a teacher is present.
  - You **mustn't** damage school property.
- a We use *have to* and *must* to express **permission / obligation**.
- b *Have to* and *must* are followed by a verb in **simple / past** form.
- c The negative form of *must* (*mustn't* or *must not*) expresses a **recommendation / prohibition**.

**MODAL VERBS OF OBLIGATION.** *Must* expresses obligation only in simple present tense. *Have to* can be conjugated in all tenses. Its negative form (*don't have to*) expresses that an action is not necessary; it is voluntary: *You don't have to arrive at 8:00 a.m.; 9:00 a.m. is OK.*

4 Complete the sentences with *must / have to* or *mustn't* and the verbs in parentheses to express obligations or prohibitions.

- a Students must treat computers with care. (treat)
- b You mustn't use cell phones inside the classroom. (use)
- c Students have to complete all their homework assignments. (complete)
- d If a student is unwell or injured, he or she has to go to the school health clinic to be treated. (go)
- e Students mustn't leave school during classes without permission. (leave)

5 Match the meaning of street signs to their picture. Then rewrite the rules using *must, have to* or *mustn't* in your notebook.

- a It is required for traffic to stop to let people cross the street.
- b It is prohibited to drive faster than 20 km/h.
- c It is prohibited to park your car here.
- d No cycling allowed.



Traffic must stop to let people...

## SPEAKING SAFETY AT SCHOOL

6 **GENERIC COMPETENCY 9.1** In small groups, look at the signs in or around your school. Propose three more signs that are necessary and draw them. Share and explain your signs as a class.

- A: We must show our ID at the entrance.  
B: This way, strangers can't enter the school.

## LIFE SKILLS EXPRESSION VS. REPRESSION

7 In pairs, choose the best reaction below. Then discuss: Is it bad not to express feelings? Why? **Students' own answers.**

- a When I have negative feelings I must eat a lot, stay in bed, and not talk to anyone.
- b When I have negative feelings, I must try to calm down and talk about them.

### 1 Write the correct rule from the box.

You mustn't run in the halls.  
 You must be quiet in the library.  
 You mustn't bring food or drinks into the library.



- a You mustn't bring food or drinks into the library.
- b You mustn't run in the halls.



- c You must be quiet in the library.

### 2 Complete the sentences with *must* / *have to* or *mustn't*.

- a You mustn't touch the objects in a museum.
- b Students have to / must show their ID at the school entrance.
- c We mustn't use our cell phones in the classroom.
- d We have to / must listen to the teacher.
- e Visitors have to / must enter the building from the back entrance.

### 3 Complete the sentences with *must* / *have to* or *mustn't* and a verb from the box.

return copy pay speak wear

- a You mustn't speak loudly when you are in the library.

- b Students have to / must wear a face mask when they have a cold.
- c We mustn't copy in a test.
- d Students have to / must return books to the library.
- e We have to / must pay attention while crossing the street.

### 4 Write five rules people follow in public places (the movies, a museum, etc.) using *must* / *have to* or *mustn't*.

a	Students' own answers.
b	
c	
d	
e	

### 5 Find and correct the mistake in each sentence.

- a We must to have a passport to travel outside the country.  
We must have a passport to travel outside the country.
- b You have wear a school uniform.  
You have to wear a school uniform.
- c People mustn't wear a helmet when riding a bike.  
People must wear a helmet when riding a bike.
- d We must listen not to music in class.  
We mustn't listen to music in class.
- e We to have keep the classroom clean.  
We have to keep the classroom clean.

## EXTRA PRACTICE

The *Extra Practice* activities will allow students to work with the vocabulary and grammar structures learned in this lesson. For extended practice, get students into pairs. Tell them to imagine a perfect society and to write, on recycled cardboard or flipchart paper, ten rules that must be followed in that place. Monitor to check they use *must* and *have to* correctly. Once they finish, invite pairs to paste their rules on the wall. Tell the class to stand up and walk around to read everybody's rules. Finally, organize a class discussion to decide which are the best. If time allows, you could get them into five groups and assign one of the activities from the *Extra Practice* to each. Explain that they should discuss on each of the obligations and / or prohibitions expressed in the items of the activity they were assigned and conclude why it is important to respect those rules and what the consequences of not following them are. Once they finish, invite each group to the front to share their conclusions. As teenagers tend to rebel against authority, this activity will be useful to reinforce their critical thinking skills to reflect upon the individual and social convenience of respecting rules.



For further practice, students can complete the Grammar Drill for Unit 3, Lesson 3, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.







## LISTENING

Get students into groups of five. Give each group recycled cardboard or flipchart paper and tell them that they should draw a mind map in which they will include everything they know about safety rules in public places like stadiums. If necessary, explain that a mind map is a diagram that is used to represent words, concepts, or items that are arranged around a central subject; you may put some sample formats on the board. Depending on your class' level, you may help by suggesting they include thoughts about different situations or specific places in which safety rules are needed, consequences of not following them, etc. While groups are working, monitor encouraging them to design attractive, colorful mind maps. Once all groups have their mind maps ready, invite them to the front to share their previous knowledge about safety rules with the class. Then draw their attention to the picture on their books and invite one volunteer to describe the situation. Get them into pairs and give them some time to share safety rules that are usually followed in those events. Finally, play the audio and have students perform the task. Check orally.



To help you teach and explain the grammar contents of this lesson, you can use the poster *Imperative Sentences*, available in the Teacher's Digital Component.



## LISTENING ACTIVATING PREVIOUS KNOWLEDGE

1 09 In pairs, share what you know about safety rules during games in stadiums. Then listen to the conversation and underline the correct option.

- A football / basketball game is about to begin.
- Their seats are on the second / first level.
- They use the escalators / staircase to get to their seats.
- There are many / few people.



## VOCABULARY SAFETY SIGNS

2 10 Listen to the announcement at the stadium and number the signs in the order they are mentioned. Then get into pairs and share your answers.



## GRAMMAR IMPERATIVE FORM

3 Read the sentences and underline the correct option to complete the explanations. GO TO PAGE 78

- Stay calm.
  - **Don't use** the elevators.
  - **Use** the nearest staircase to the field level exit.
  - **Do not block** the emergency exits.
- The sentences give instructions or commands / express possibilities.
  - The subject in these sentences is not stated, but it is you / he.
  - The affirmative verbs are in simple form / in simple past.
  - The negative verbs use do not / nothing before them.

**IMPERATIVE SENTENCES.** Orders and instructions are used to ask someone to do something directly; so, imperative sentences always have the same subject: *you*. It is an implied or understood subject and it usually doesn't appear in the sentence.



**4 Change the affirmative sentences into negative sentences and vice versa.**

- a Don't follow the instructions of the announcer.  
Follow the instructions of the announcer.
- b Enter the playing field.  
Don't enter the playing field.
- c Don't return to your vehicles.  
Return to your vehicles.
- d Don't exit in an orderly manner.  
Exit in an orderly manner.
- e Use the elevator in case of fire.  
Don't use the elevator in case of fire.

**5 Complete the answers with an imperative sentence or order.**

- a Do I have to wear a seatbelt in the backseat of a car?  
Yes, wear a seatbelt in all the car seats.
- b Is it safe to use an elevator during an earthquake?  
No, don't use an elevator during an earthquake.
- c Is it permitted to feed the animals at the zoo?  
No, don't feed the animals at the zoo.
- d Is it correct to walk quickly when evacuating a building?  
Yes, walk quickly when evacuating a building.
- e Do I have to silence my phone inside the movie theater?  
Yes, silence your phone inside the movie theater.



**WRITING SAFETY INSTRUCTIONS**

**6 GENERIC COMPETENCY 8.1 In small groups, follow the instructions to write safety rules. Students' own answers.**

- a Choose a public place (a theme park, a swimming pool, a movie theater, etc.) and research its safety rules.
- b Select three or four important rules. The best writers should write the instructions in imperative form and the best illustrators can make signs to represent them.



**SPEAKING PRESENTATIONS AND FEEDBACK**

**7 DISCIPLINARY COMPETENCY 11 Take turns presenting your safety rules to another group. Then use the questions to provide feedback to each other.**

- a Did all members of the group participate?
- b Were they all enthusiastic?
- c Was their presentation clear?
- d Did they use correct information?
- e Did their signs represent the instructions well?

**LIFE SKILLS EFFECTS OF REPRESSING FEELINGS**

**8 In pairs, read the situations and discuss with your partner if the people are repressing their feelings and if so, how to deal with the situations better. Students' own answers.**

- "I was afraid to fail the exam. I was paralyzed and didn't finish it."
- "I was angry because my friends laughed at me. I said nothing. I had a headache all weekend."

*Tell people when they hurt you.*

**WRITING**

Now that students have learned the meaning of some safety signs and practiced the imperative form, they are ready to write safety rules.

**GENERIC COMPETENCY 8.1**

*The student proposes ways to solve a problem and develop a project in a team, defining a course of action with specific steps.*

This activity allows students to propose solutions in terms of selecting material, researching, and distributing work by following steps provided.

**SPEAKING**

Give groups some minutes to get organized and give their presentations. Read instructions and questions out loud to ensure comprehension.

**DISCIPLINARY COMPETENCY 11**

*The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.*

Monitor while groups give their presentations to promote respect, especially when providing feedback. By working on this activity, students will be able to adapt themselves to two different communicative situations which will enhance their ability to communicate orally in English.

**LIFE SKILLS**

Get students into pairs and ask them to discuss the situations in their books. Then elicit the effects of repressing feelings and different ways to deal with the situations better.





## EXTRA PRACTICE

The *Extra Practice* activities will allow students to work with the vocabulary and grammar structures learned in this lesson. For extended practice, get students into pairs. Tell them to think about emergency situations in schools and to write at least five rules that should be followed to ensure security. Have them create a poster showing those rules; explain that they may use signs to illustrate some of them. Monitor while pairs work to check. Invite them to paste their posters around the school. Finally, if you have some extra time, students can have some fun giving orders to each other in imperative form during a game of *Simon Says*. To ensure respect, instruct students to say *Stop! You're out of line!* if someone tries to give a disrespectful command.



For further practice, students can complete the Grammar Drill for Unit 3, Lesson 4, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.



## Extra Practice

## 1 Match the columns to complete the sentences.

- |                   |                             |
|-------------------|-----------------------------|
| a Do not block    | 1 or push.                  |
| b Look around and | 2 locate your nearest exit. |
| c Do not use      | 3 calm.                     |
| d Stay            | 4 moving.                   |
| e Keep            | 5 the exits.                |
| f Do not run      | 6 the elevators.            |

## 2 Complete the instructions with words from the box.

pay report run bring feed move

- a Don't run. Walk slowly.  
 b Don't feed the animals at the zoo.  
 c Pay attention to the announcers.  
 d Move to the nearest emergency exit.  
 e Report any suspicious activity to the nearest police officer.  
 f Don't bring food or beverages into the library.

## 3 Underline the correct option.

- a Call / Don't call 911 in case of an emergency.  
 b Block / Don't block the emergency exits.  
 c Don't wear / Wear a helmet when riding your bike.  
 d Touch / Don't touch an electrical appliance with wet hands.  
 e Cross / Don't cross the street when the traffic lights are red.  
 f Sleep / Don't sleep between 9 and 10 hours every night.

## 4 Rewrite the sentences using the imperative form.

- a You mustn't eat in the library.  
Don't eat in the library.  
 b You must walk quickly to the assembly point.  
Walk quickly to the assembly point.  
 c You must leave the room now.  
Leave the room now.  
 d You have to use the stairs.  
Use the stairs.  
 e You mustn't run to the exit.  
Don't run to the exit.  
 f You have to exercise at least 60 minutes a day.  
Exercise at least 60 minutes a day.

## 5 Find and correct the mistake in each sentence.

- a Doesn't run, walk!  
Don't run, walk!  
 b Takes the stairs during an emergency.  
Take the stairs during an emergency.  
 c Not touch electrical wires.  
Don't touch electrical wires.  
 d Pays attention to the announcer's instructions.  
Pay attention to the announcer's instructions.  
 e Do turn left. It's not permitted.  
Don't turn left. It's not permitted.  
 f Does use the elevators during an emergency.  
Don't use the elevators during an emergency.







LISTENING SPECIFIC INFORMATION

1 **11** Listen to the conversation and circle the correct option.

- a There is an organic market
  - 1 near Elm Street.
  - 2 on Grand Avenue.
  - 3 on the corner of Elm Street and Grand Avenue.
- b There's a big pharmacy
  - 1 on Grand Avenue.
  - 2 in the park.
  - 3 on Park Street.
- c The new sports club is
  - 1 next to a bookstore.
  - 2 on a small street.
  - 3 near Beth's new house.
- d The health care clinic is
  - 1 in the park.
  - 2 on Park Street.
  - 3 on Elm Street.

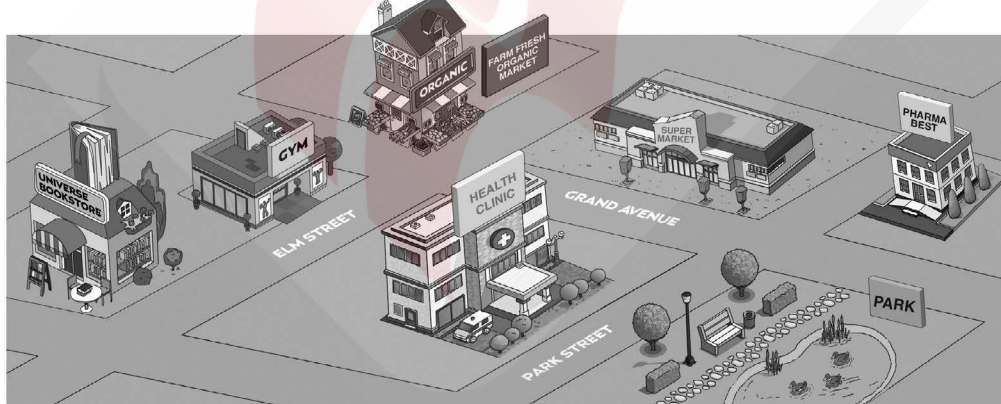
VOCABULARY PREPOSITIONS OF PLACE

2 **11** Look at the map of the neighborhood from Activity 1 and complete the sentences with words from the box. Listen again to check some of your answers.

next to on the corner of in on at

- a You can find lots of books at the Universe Bookstore.
- b There is a sports club next to the bookstore.
- c There is an organic market on the corner of Grand Avenue and Elm Street.
- d The health care clinic is on Park Street.
- e There is a lake in the park.

**PREPOSITIONS OF PLACE.** Prepositions help us indicate where things are. We use *in* for places like countries, cities, neighborhoods, parks, etc. We use *on* for streets and avenues. We use *at* for specific locations, like addresses or names of places. We use *next to* to express that one thing or place is beside another one. We use *on the corner of* to express that two roads meet there.



LISTENING

Get students into groups of five and ask them to prepare a short presentation in which they will explain to the class some strategies to identify specific information during a listening task. Point out that they have already developed this skill while working on Lesson 4, Unit 1 and on Lesson 5, Unit 2 (in case they need to go back and check). Encourage them to include a brief message and some questions related to it so they may exemplify the strategies (for example, safety rules announcement). Monitor while groups work to check the strategies they are including. If necessary, remind them that specific information is usually factual (places, times, names, numbers, etc.) and that it is important to always have in mind the exact information we are looking for before listening. When ready, invite groups to the front to share their strategies with the rest of the class. Finally, invite them to vote for the best strategies and write them on the board. Draw student's attention to Activity 1 and give them some time to read the four items and their options. Play the audio once for them to answer and then play it again for them to check.



To pre-teach or support you in your explanation of the grammar contents of this lesson, you can use the poster *May / May not*, available in the Teacher's Digital Component.



## SPEAKING

Now that students have learned prepositions of place and practiced the use of the modal verb *may*, they are ready to exchange information on the location of a product or service. Draw students' attention to the picture and ask two volunteers to read the dialogue.

Get students into pairs. Tell them to take the dialogue in their books as a model to rehearse their own. Encourage them to think of a real service or product they need and the real location where they can find it in town. Monitor to provide feedback concerning the use of prepositions of place and the use of the modal verb *may*.

## GENERIC COMPETENCY 4.4

*The student communicates in a second language in everyday situations.*

This activity is an opportunity for students to use English to give locations, a very common situation in everyday life in the real context of the place they live in.

## LIFE SKILLS

In this activity students will provide their points of view openly and reflect on those of others. Before you start, have the class brainstorm emotions and write them on the board; allow the use of a dictionary to broaden their vocabulary. Then give students some minutes to individually reflect on which of the emotions written on the board are difficult for them to express. Get them into pairs and have them share experiences and suggestions on how to deal with those emotions. Monitor to reinforce an empathetic atmosphere.



## GRAMMAR MAY / MAY NOT

## 3 Read the examples and write T (True) or F (False).

GO TO PAGE 78

- I **may need** a pharmacy.
  - You **may not see** it immediately.
  - **May I** come with you?
- a The first two examples express possibility. T
  - b The third example is asking for permission. T
  - c In questions, *may* goes after the subject. F
  - d In negatives, we add *not* to the auxiliary *may*. T
  - e After *may*, we use a verb ending in *-s*. F



**MAY AND CAN.** We can use both *may* and *can* to offer something and to ask for permission: *May I help you?* = *Can I help you?* *May* is more formal and shows more respect.

4 Complete the sentences with *may* or *may not* and a verb from the box.

go open buy like want

- a You may buy fresh vegetables at the market.
- b She may not want (not) to see you. She's upset.
- c May I open the window? It's very hot in here.
- d You may not like (not) this movie. It's too sad for your taste.
- e I may go with you to the pharmacy. I'm not sure.

5 Write sentences with *may* according to the instructions below.

- a Ask for permission to come in.  
May I come in?
- b Tell someone it is possible to buy batteries at the convenience store.  
You may buy batteries at the convenience store.
- c Ask for permission to go to the bathroom.  
May I go to the bathroom?
- d Tell someone it is possible to pay with cash or credit card.  
You may pay with cash or credit card.
- e Tell someone it is possible you are going to the sports club today.  
I may go to the sports club today.

## SPEAKING GIVING LOCATIONS

## 6 GENERIC COMPETENCY 4.4 In pairs, take turns expressing a need for a product or service and providing a location in your neighborhood as an answer.



## LIFE SKILLS EXPRESSING EMOTIONS

## 7 Think of emotions that are difficult for you to express. In pairs, discuss them and give each other suggestions on what to do in those cases. Students' own answers.

- A: You may exercise to relieve stress.
- B: You may talk to a person you trust.

1 Match the sentences to the name of the place they refer to.

- |   |                      |
|---|----------------------|
| a A place where you may buy fruit and vegetables.     | 1 Bookstore          |
| b A place where you go when you are not feeling well. | 2 Sports club        |
| c A place where you go to buy books.                  | 3 Market             |
| d A place where you may buy medicines.                | 4 Pharmacy           |
| e A place where you go to do physical activities.     | 5 Health care clinic |



2 Underline the correct options.

- a You may eat pizza at / on King's Palace.
- b The library is on / in the corner of May Avenue and Cherry Street.
- c There are many stores in / at this neighborhood.
- d There's an Internet cafe at / on Station Street.
- e They provide excellent health care at / on the local clinic.

3 Complete the sentences with words from the box.

need find may not may (x2)

- a The mall may open at 10:00 a.m. I need to check it.
- b May I sit here?
- c You may find a famous brand of sports shoes at the sports store.
- d I may not go to the party. I'm feeling tired.
- e Sam may need to buy some medicine. Tell him where the pharmacy is.

4 Look at the map and answer the questions. Give exact locations.



- a Where may I buy fruit?  
You may buy fruit at Pepe's Market on the corner of Central Avenue and Oak Street.
- b I may need some medicine. Where can I buy some?  
You may buy medicine at the pharmacy on the corner of Central Avenue and Pine Street.
- c May I buy shoes in this neighborhood?  
Yes, you may buy shoes at the shoe store on Central Avenue.
- d May I buy dairy products near the clinic?  
Yes, you may buy dairy products at the supermarket in front of the Health Clinic.
- e I need a USB flash drive. Where may I buy one?  
You may buy it at the Computer Store on the corner of Oak Street and Maple Street.

5 Find and correct the mistake in each sentence.

- a She not may come. She's very busy right now.  
She may not come. She's very busy right now.
- b I may leave the classroom now?  
May I leave the classroom now?
- c The bank is in Ocean Avenue.  
The bank is on Ocean Avenue.
- d He may arrives in the afternoon.  
He may arrive in the afternoon.
- e You not may see the store. It's very small.  
You may not see the store. It's very small.

### EXTRA PRACTICE

The *Extra Practice* activities will allow students to work with the vocabulary and grammar structures learned in this lesson. For extended practice, tell students to imagine they should pack for a camping trip. Tell them to take out a sheet of paper and, individually, write a list of at least six items that they want to take with them. Then get them into groups of four to share their lists and explain their reasons for taking those objects using the modal verb *may*. For example, *I will take a camera because I may want to take some pictures.* You may also play *Are You a Good Observer?* to practice prepositions of place. Before they enter the classroom, make sure to move some objects which are usually in one specific place; for example, put the teacher's chair on the corner of the room, a marker on the floor, etc. Once they have entered the classroom, tell them that some things have been moved and they should observe to find out where they are. Encourage them to use the prepositions they learned in this lesson to tell you. Finally, invite students to go back to page 55 and get them into small groups to check their answers.



For further practice, students can complete the Grammar Drill for Unit 3, Lesson 5, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.



**KEY CONCEPT: EMOTIONAL HEALTH**

On this page, students will consolidate their reflections from the Life Skills activities in this unit. To work in Activity 1, suggest that students go back to the activities from this unit to recall which emotions were harder for them to express and which ones they usually ignore and don't deal with. Then give them some time to individually analyze the consequences of not expressing those emotions with the aid of the table in Activity 2. Afterwards, they will have the opportunity to work with a partner to exchange their analysis. And, at the end, the class will work collaboratively to share suggestions on how to deal with emotions. Make sure to develop empathetic responses between them in order to create an emotionally expressive environment. To deepen into this theme, you may show students *Plutchik's Wheel of Emotions*. Have them explore it and invite them to give their opinions. You can go to <http://www.edutics.mx/5WQ> to learn a little bit more about this wheel of emotions.



For further practice, students can complete the Life Skills worksheets for Unit 3 in the Student's Digital Component. You can find teaching notes for the student's worksheets in the Teacher's Digital Component.



- 1 Write three negative emotions you find hard to express and three negative emotions that you usually try to ignore that you identified in this unit.

It is hard to express...

Students' own answers.

I usually ignore...

Students' own answers.

- 2 Write the negative emotions from Activity 1 in the first column of the table. Complete the table writing the effects these emotions have on your mood, your body, your family, and your friends.

Students' own answers.

Negative emotion / feeling	Effects on my mood	Effects on my body	Effects on my family	Effects on my friends
anger	angry	My stomach aches.	I explode at them.	I don't want to talk to them.

- 3 In pairs, share your table and write a personal conclusion from the conversation with your partner in your notebook.

When I don't express my anger, my stomach hurts and then I explode at people who are not the cause of my anger.

Students' own answers.

- 4 As a class discuss the negative consequences of not dealing with your negative emotions or not expressing them. Suggest ways to deal with and express negative emotions.



**EMOTIONAL HEALTH.** It is important to express your negative emotions and feelings and open up to others. If you don't, your mind and body suffer the consequences. Don't ignore your feelings and don't choose not to express them. Take care of your emotional health! If you don't know what to do with your emotions, look for help.

# Progress Check

UNIT 3



Complete the activities and go back to the lessons if you need to review any topic.

## LESSON 1 (pages 41–42) *Should / shouldn't*

1 Write two sentences (one affirmative and one negative) giving advice about healthy habits. Use *should*.

- a Students' own answers.
- b \_\_\_\_\_

## LESSON 2 (pages 44–45) *Can / can't*

2 Follow the instructions and use *can* in your answers.

Students' own answers.

- a You are at the library. Ask the librarian a question asking for permission to do something.
- \_\_\_\_\_
- b You are the librarian. Write a sentence giving permission to do something and another one expressing a prohibition.
- \_\_\_\_\_

## LESSON 3 (pages 47–48) *Must and have to*

3 Write a rule in affirmative and a rule in negative that you follow at school. Use *must* or *have to*.

- a Students' own answers.
- b \_\_\_\_\_

## LESSON 4 (pages 50–51) Imperative form

4 Write a rule in affirmative and a rule in negative about safety in a public place.

Students' own answers.

- a \_\_\_\_\_
- b \_\_\_\_\_

## LESSON 5 (pages 53–54) *May / may not*

5 Follow the instructions.

Students' own answers.

- a Write a question asking your teacher for permission to do something in class with *may*.
- \_\_\_\_\_
- b Write a sentence expressing the possibility of something happening with *may*.
- \_\_\_\_\_
- c Write a sentence saying where a place in your neighborhood is located. Include prepositions.
- \_\_\_\_\_

## PROGRESS CHECK

This self-assessment section will help students realize what they have learned throughout the unit, review contents, and become aware of what they need to practice more. It would be helpful to create a supporting environment for students to share their areas of opportunity as a class. Be prepared to give recommendations and tips they can use to improve.

Continuous assessment means evaluating aspects of learners' language throughout the course and then producing a final result based on these assessments. It provides a more accurate picture of the students' language level and has a positive impact on learning. Continuous assessment motivates them to improve their language abilities and to make visible progress, and it also helps them come to understand their proficiencies and knowledge gaps, becoming more aware of where they are in relation to where they should be.



For a formal final assessment of this unit, you can create your own test in the Test Generator tool provided in the Teacher's Digital Component.



UNIT 3 PROGRESS CHECK



For further practice, go to the Student's Digital Component.