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# TAKE THE LEAD



# 3 Student's Book

## PREP Play One, Two, Buzz!

- Stand up in a big circle and count yourselves out loud starting with number one.
- If your number is three or a multiple of three, you say *buzz* instead of the number. For example, *one, two, buzz, four, five, buzz, seven, eight, buzz*, etc.
- If you forget to say *buzz* or say *three* or a multiple of three, you are out.
- The last person left in the circle is the winner.

OPENING

## 1 LISTENING Listen and number the pictures in the correct order.



## DISCIPLINARY COMPETENCY

1. The student identifies, orders, and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.

## 2 Listen again and circle the correct option.

- |  |                        |                            |
|--|------------------------|----------------------------|
| 1 Why is Karla stressed out?                       | a She has a lot to do. | b She is a child.          |
| 2 What did Karla do when she was a child?          | a She played all day.  | b She talked on the phone. |
| 3 Were there smartphones when Grandpa was a child? | a Yes, there were.     | b No, there weren't.       |
| 4 Was there cable TV when Grandpa was a child?     | a Yes, there was.      | b No, there wasn't.        |
| 5 Does Karla like to be her age?                   | a Yes, she does.       | b No, she doesn't.         |

### 3 GRAMMAR Read the examples and match them to a sentence.

- a I have a lot of homework.
- b I built things with my blocks.
- c I played all day.
- d There weren't any computers.
- e Did you play sports?

- 1 Describes an action that ended in the past. \_\_\_\_\_
- 2 States a true fact in the present. \_\_\_\_\_
- 3 Asks a question about an action in the past. \_\_\_\_\_
- 4 States the existence of things in the past in the negative. \_\_\_\_\_
- 5 Adds *-ed* to the base form to change a regular verb to the simple past. \_\_\_\_\_

### 4 Complete the table.

	Present	Past
Affirmative	(1) I play soccer.	I _____ soccer.
	(2) She _____ basketball.	She played basketball.
Negative	(3) I _____ have homework.	I didn't have homework.
	(4) She _____ build things with her blocks.	She _____ build things with her blocks.
Interrogative	(5) Do you play outside?	_____ you play outside?
	(6) _____ he ride his bike?	Did he ride his bike?
Short answer (+)	(7) Yes, I _____	Yes, I did.
	(8) Yes, he does.	Yes, he _____
Short answer (-)	(9) No, I don't.	No, I _____
	(10) No, he _____	No, he didn't.

Go to the **LANGUAGE GUIDE** on page 80.

### 5 Read and complete the sentences with the correct form of the verb in parentheses.

## A FAST MEXICAN ON THE MOUND

January 5<sup>th</sup>

Julio Vázquez is a famous Mexican. He (1) \_\_\_\_\_ (be) a talented baseball player from Sinaloa, Mexico. He (2) \_\_\_\_\_ (live) in Los Angeles, California now but he (3) \_\_\_\_\_ (live) in Culiacán when he was a child. He likes Mexican food and *banda* music and his heroes are past baseball players. He says, "Robinson (4) \_\_\_\_\_ (be) the greatest player in the world when I was a kid."

**Reporter:** When did you play your first major league baseball game?

**Julio:** On May 27<sup>th</sup>, 2016. I (5) \_\_\_\_\_ (play) my first major league game. I was nineteen years old.

**Reporter:** (6) \_\_\_\_\_ (play) baseball when you were a child?

**Julio:** Yes, I did. I (7) \_\_\_\_\_ (start) playing baseball when I was a toddler.

**Reporter:** When (8) \_\_\_\_\_ (play) for the Mexican team?

**Julio:** When I was ten years old, I (9) \_\_\_\_\_ (travel) with the Mexican National Team. It was amazing.

**Reporter:** Did you pitch or hit when you were a child?

**Julio:** When I was a child, I (10) \_\_\_\_\_ (be) a hitter. I didn't pitch then but now I'm a pitcher. These days, I (11) \_\_\_\_\_ (throw) balls that reach 156 kilometers per hour.

**Reporter:** Good luck in LA, Julio. Keep throwing those fast curve balls.



## 6 WRITING



Complete the table and write a paragraph about your past and your present in your notebook. Then talk about yourself with a classmate.

## GENERIC COMPETENCY

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.

	When I was a child	Now
Favorite food		
Favorite TV show		
Sports		
Likes		
Dislikes		

What was your favorite food when you were a child?  
Do you like it now?

When I was a child, my favorite food was rice pudding.  
Now my favorite food is pizza.

**7 SELF-ASSESSMENT** Read and check (✓) the correct option about you. Then compare and share your results with a classmate.

I can...	Excellent	Very well	Well	I need help
talk about things I did in the past.				
talk about things I do now.				
ask questions about the past.				
ask questions about the present.				

## SOCIAL AWARENESS



Work in groups of three. Share information about your family. Choose one option and talk about it.

- 1 Talk about what your great-grandparents liked to do when they were kids.
- 2 Talk about what your grandparents used to do when they were your age.
- 3 Talk about where your parents liked to go to when they met.



Why do you think it is important for you and for people to know about your family's past? Talk about it with a classmate.



# BLOCK 1

## MAKING CHOICES

### IN THIS BLOCK YOU WILL...

- skim a TV guide to identify shows you like.
- listen to a conversation comparing TV shows.
- write a paragraph comparing TV shows.
- share TV shows comparisons.
- listen to a movie critic.
- write notes about movies you recommend.
- give a spoken criticism about movies.
- listen to a school presentation for information.
- write about plans, predictions, and intentions.
- make a collage about your future plans and present it to the class.
- listen to complete a food order.
- write a conversation at a restaurant.
- act out the conversation you wrote.
- listen and identify rules at a museum.
- write rules for a public place.
- explain the reasons behind rules.

### YOU WILL LEARN TO USE...

- comparative adjectives.
- superlative adjectives.
- *will* and *going to*.
- *can* and *could*.
- *have to*, *don't have to*, *must*, and *mustn't*.

### YOU WILL ALSO GET TO...

- write an email an English-speaking pen pal.
- write an email giving a piece of advice to promote different perspectives.

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



**PREP** Play *Name the Stars*.

- In pairs, name as many TV stars as you can.
- Take turns saying one TV star each turn.
- The person who pauses too long or repeats a name is out. Change partners. Change topics to TV shows.



**1 READING** Read quickly (skim) the TV guide. Check (✓) three shows you like and share them with a classmate.

www.idontknowwhattowatch.tv		<b>DISCIPLINARY COMPETENCY</b>	
7:00 - 8:00 p.m.	<b>Channel 7</b>	<b>The World Spins Today – SOAP OPERA</b> <input type="checkbox"/>	11. The student communicates in a foreign language through a logical speech, oral, or written, consistent with the communicative situation.
Luisa tells Julio she loves him but they can't be together. Why does Luisa's mother want to keep them apart?			
7:00 - 8:00 p.m.	<b>Channel 4</b>	<b>Fireflies vs. Angels – SPORTS</b> <input type="checkbox"/>	<b>LIVE</b>
The Angels are a strong team and the top-ranked Fireflies are missing their best player. Both basketball teams are competitive.			
8:00 - 9:00 p.m.	<b>Channel 4</b>	<b>Murder on the Beach (2019) – TV SERIES</b> <input type="checkbox"/>	
The bodies are piling up and Detective Warren is no closer to finding out the truth.			
8:00 - 8:30 p.m.	<b>Channel 3</b>	<b>Mother and Son (2009) – SITCOM</b> <input type="checkbox"/>	
A single mom and her son live together in a small apartment downtown. This is the fourth series in this hilariously funny show. It's a laugh a minute.			
9:00 - 9:30 p.m.	<b>Channel 4</b>	<b>The Ruiz's Next Door – REALITY SHOW</b> <input type="checkbox"/>	<b>RERUN</b>
Follow the lives of Beatriz, Ana, Liliana, and Fernanda Ruiz.			
9:30 - 11:30 p.m.	<b>Channel 5</b>	<b>Pollution – DOCUMENTARY</b> <input type="checkbox"/>	
Documentary showing the impact of pollution and stress on the population of one of the world's most dynamic cities.			
10:00 - 11 p.m.	<b>Channel 1</b>	<b>News at Night – NEWS</b> <input type="checkbox"/>	<b>LIVE</b>
Latest local, national, and international news.			

OPENING

**2 LISTENING** Listen and circle the correct option.

- 1 Carol thinks soap operas are **more romantic** / better than sports shows.
- 2 Elena says *Murder on the Beach* is **newer** / older than *Mother and Son*.
- 3 The TV series is **earlier** / later than the documentary.
- 4 Elena hates reality shows. She thinks they are **funnier than** / worse than sitcoms.
- 5 Tina likes documentaries. She thinks they are **more educational** / more interesting than the news.



### 3 GRAMMAR Read the examples and match each to a rule to make comparatives.

- a Soap operas are more romantic than sports shows.
- b The TV series is newer than the sitcom.
- c The TV series is earlier than the documentary.
- d Reality shows are worse than sitcoms.

- 1 Noun + *to be* + adjective + *-er* + *than* + noun \_\_\_\_\_
- 2 Noun + *to be* + long adjective + *than* + noun \_\_\_\_\_
- 3 Noun + *to be* + irregular adjective + *than* + noun \_\_\_\_\_
- 4 Noun + *to be* + adjective ending in *-y* replaced by *-i* + *-er* + *than* + noun \_\_\_\_\_

Go to the **LANGUAGE GUIDE** on page 80.

### 4 Complete the table according to the rules in Activity 3.

	Adjective	Comparative form
One syllable	new	newer than
	late	(1) _____ than
Ending in <i>-y</i>	funny	(2) _____ than
	early	earlier than
Two or more syllables	interesting	(3) _____ than
	educational	more educational than
Irregular	good	(4) _____ than
	bad	(5) _____ than



### 5 Complete the paragraph with comparative adjectives.

www.idontknowwhattowatch.tv

#### Cooking Competitions are Cooler Than Reality Shows

A wave of TV shows is taking over our screens. Are they all the same? Are reality cooking competitions simply a sub-genre of reality shows? I don't think so. I think cooking competitions are (1) \_\_\_\_\_ (good) than reality shows. Yes, they are (2) \_\_\_\_\_ (exciting) and (3) \_\_\_\_\_ (interesting) than shows following celebrity families. Cooking shows are (4) \_\_\_\_\_ (entertaining) too because you genuinely want to know who wins. Finally, they are more educational because you learn new recipes and they show you how to cook.



## 6 WRITING



Look up information about two different kinds of TV shows. Write a paragraph comparing them.

- 
- 
- 
- 
- 
- 
- 
-

**GENERIC COMPETENCY**

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.

CLOSURE

## 7 SPEAKING

In groups, read your paragraphs out loud. When you finish, have a feedback session.

### SKILLS

Be kind and supportive when you give feedback to your peers. A good approach is to say two things you like about what you heard and then say something you think could be improved.

## 8 SELF-ASSESSMENT

Answer the questions about your experience during this lesson.

- 1 What did I already know? \_\_\_\_\_
- 2 What did I learn? \_\_\_\_\_
- 3 What do I want to learn more about? \_\_\_\_\_

## SOCIAL AWARENESS



Work in pairs, think of your favorite TV shows and complete the table. Then answer the questions orally with your partner.

What I like	What we like	What my classmate likes

- 1 Do you like the exact same shows?
- 2 Was it hard to find things in common?
- 3 How did you feel when you didn't share the same opinions?

**What attitudes should all people show to others who have different opinions?**  
Share as a class.

## 1 Find the words and write them next to the definition.

r e a l i t y s h o w n e w s s i t c o m

s o a p o p e r a d o c u m e n t a r y

- 1 A drama show about the imaginary lives of a group of people: \_\_\_\_\_
- 2 A movie or show that documents the reality: \_\_\_\_\_
- 3 A program that deals with real people and events and shows the true story: \_\_\_\_\_
- 4 Information about recent events: \_\_\_\_\_
- 5 A series about the life of characters who deal with situations humorously: \_\_\_\_\_

## 2 Answer the questions.



## 3 Read and circle the correct option.

My favorite TV shows are soap operas. They are better **(1) than / for** anything on TV! One day I met the star of my favorite soap opera. He was even **(2) some / more** handsome in real life than on TV. But he was **(3) more short / shorter** than I expected. When I said *Hi*, I noticed that he was the kindest person on earth. I loved meeting him. He is **(4) sweeter / more sweet** than my boyfriend!

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

- 1 are / news / longer / Documentaries / than / .  
\_\_\_\_\_
- 2 Sitcoms / than / earlier / news / come on / .  
\_\_\_\_\_
- 3 news / Movies / expensive / are more / than / .  
\_\_\_\_\_
- 4 Sports programs / exciting / are / more / documentaries / than / .  
\_\_\_\_\_
- 5 are / Cooking shows / sitcoms / than / older / .  
\_\_\_\_\_

## 5 Write about your favorite TV show. Why is it better than other TV shows?



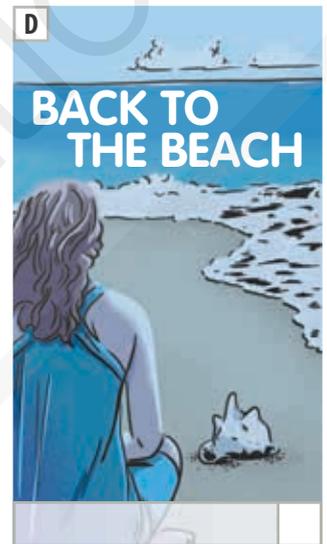
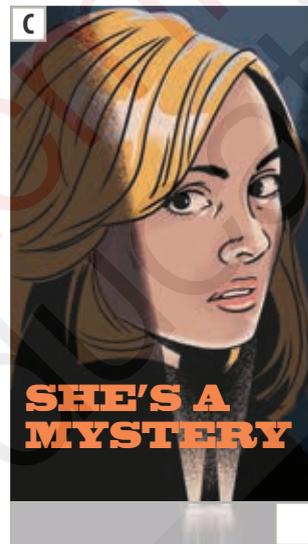
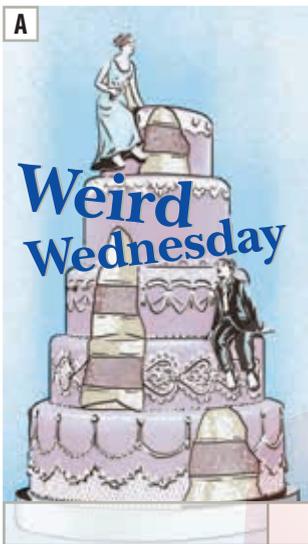
**PREP** Play *Guess the Movie!*

- Work in teams. Each player writes three or four movie titles on different strips of paper. Fold the strips up and put all the pieces of paper together.
- One person from a team picks a paper and acts out the title for his or her team. The team has one minute to guess the movie title. If they don't guess, the opposing team has a chance to steal. If they know it, they get the point. The team that scores more points wins.

**1 VOCABULARY** Look at the movie posters. In pairs, use the genres from the box to label each poster. Then write a word from the sticky note to describe each one.

1 drama 2 thriller 3 comedy 4 action

funny boring thought-provoking exciting



**2 LISTENING**  Listen and answer the questions.

- 1 What is the worst movie? \_\_\_\_\_
- 2 What is the genre of the best movie? \_\_\_\_\_
- 3 What is the best movie according to the critic? \_\_\_\_\_

**DISCIPLINARY COMPETENCY**

1. The student identifies, orders, and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.

**3 GRAMMAR** Read the examples and complete the statements.

It is one of *the funniest* and *sweetest* movies of the year.

It is *the slowest, most boring,* and *most unoriginal* film I've seen. *The best* movie of the week.

*the most -est the best -y* comparison

- 1 The superlative is the highest degree of \_\_\_\_\_
- 2 Form the superlative by adding \_\_\_\_\_ to the adjective as in *sweetest*.
- 3 You have to change the \_\_\_\_\_ to an *i* before adding *-est* as in *funniest*.
- 4 For longer adjectives, use \_\_\_\_\_ before the adjective as in *the most boring*.
- 5 There are some irregular adjectives that change in their own way, as in \_\_\_\_\_ and *the worst*.

## 4 Complete the table with information from Activity 3.

	Adjective	Comparative adjectives	Superlative adjectives
One syllable	(1) old	_____ than	the oldest
	(2) slow	slower than	the _____
	(3) new	newer than	the _____
Ending in -y	(4) funny	_____ than	the funniest
	(5) pretty	prettier than	the _____
Two or more syllables	(6) boring	_____ than	the most boring
	(7) original	more original than	the _____
	(8) hilarious	more hilarious than	the _____
Irregular	(9) good	_____ than	the best
	(10) bad	worse than	the _____



Go to the **LANGUAGE GUIDE** on page 81.

## 5 Complete the comparison of movies with words from the box.

director actors best more powerful beautiful most powerful good better

I like fantasy movies. The (1) \_\_\_\_\_

fantasy movie in my opinion is *The Lord of the Rings* trilogy. It has the most amazing

(2) \_\_\_\_\_ and the most

(3) \_\_\_\_\_ scenery! Elijah Wood

gives the best performance of all time as Frodo Baggins.

The movies are based on the books by J.R.R. Tolkien. The

books are (4) \_\_\_\_\_ but the movies

are (5) \_\_\_\_\_ because they

add pictures and music to the story. *The Fellowship*

*of the Ring* is a powerful movie but *The Two Towers* is

(6) \_\_\_\_\_ and *The Return of the*

*King* is the (7) \_\_\_\_\_

of all. Jackson is the most incredible

(8) \_\_\_\_\_ of fantasy movies.



**6 WRITING** Think of movies you have seen and write notes for each category.

	Title	It is about	My opinion about it is
The best movie			
A movie I recommend			
A movie I don't recommend			

**7 SPEAKING**  In pairs, take turns comparing the movies in Activity 6 giving your criticism. Pretend you are a movie critic.

I think the best science fiction movie of all times is *Avatar*.

Really? It's a very good movie, but I don't think it's the best. What about *Gravity*?



**GENERIC COMPETENCY**

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.

**8 SELF-ASSESSMENT** Read the sentences and circle the option that fits you best. If your answer is **No**, go back to the lesson and review it.

- |  |     |    |
|--|-----|----|
| 1 I can talk about movie genres.                         | Yes | No |
| 2 I can use comparative adjectives to talk about movies. | Yes | No |
| 3 I can use superlative adjectives to talk about movies. | Yes | No |
| 4 I can listen to someone who likes different movies.    | Yes | No |

**SOCIAL AWARENESS**



Complete the sentences. Then work in groups of three and share your answers. Follow the instructions to give your opinions.

- The best movie is \_\_\_\_\_
- The worst food is \_\_\_\_\_
- The best singer is \_\_\_\_\_
- The worst sport is \_\_\_\_\_

- Listen to your classmates without giving an opinion.
- Pay attention to all the opinions and be friendly.
- If they have different opinions, celebrate it. Diversity is important.
- Wait for your turn and say yours.

What would happen if we had the same opinion about everything? Discuss as a class.



**PREP** Play *Places in My Country*.

- Think of landmarks and famous places in your country.
- Sit in a circle. Toss a ball to a classmate and have him or her say a place.
- The student that doesn't say anything or repeats a place is out.
- The student that is still in at the end is the winner.



**1 LISTENING**  Listen to Rita's presentation. Answer the questions.

**DISCIPLINARY COMPETENCY**

1. The student identifies, orders, and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.

OPENING

- 1 What city is she going to go to? \_\_\_\_\_
- 2 What is she going to do there? \_\_\_\_\_
- 3 What is she going to do in her free time? \_\_\_\_\_
- 4 What places will she visit? \_\_\_\_\_
- 5 How will she move around the city? \_\_\_\_\_
- 6 Why did she choose this place? \_\_\_\_\_

**2 VOCABULARY** Look at the collage. Label the places with words from the box.

palace tower tourist attraction market bridge underground

The collage contains the following images:

- 1 tower**: Points to the Big Ben tower.
- 2**: Points to the London Eye.
- 3**: Points to the Victoria Memorial.
- 4**: Points to a London Underground train.
- 5**: Points to a market stall.
- 6**: Points to the Tower Bridge.

### 3 GRAMMAR Read the examples and circle the correct option to complete the explanations.

I'm going to work as an au pair with a family called Evans.

1 A future **wish** / **plan** that is decided before the moment of speaking.

I'll visit Big Ben but I don't know when yet.

2 A prediction based on a tentative idea / firm plan.

I won't send postcards. I'll post photos online.

3 A promise based on **knowledge** / **intention**.

### 4 Read the formulas and complete the table.

Going to (for certain plans)		
Form	Formula	Example
<b>Affirmative</b>	Subject + <i>be</i> + <i>going to</i> + verb in simple form	(1) I'm _____ visit Paris.
<b>Negative</b>	Subject + <i>be</i> (not) + <i>going to</i> + verb in simple form	(2) Rita _____ going to go to Rome.
<b>Interrogative</b>	Are + subject + <i>going to</i> + verb in simple form	(3) _____ they going to lend you a car?
<b>Short answer</b>	Yes, subject + <i>be</i> No, subject + <i>be</i> (not)	(4) Yes, they _____ No, they aren't.
Will (for predictions and promises)		
<b>Affirmative</b>	Subject + <i>will</i> + verb in simple form	(5) I _____ visit the most important landmarks, but I don't know when.
<b>Negative</b>	Subject + <i>will</i> + not + verb in simple form	(6) She _____ send postcards.
<b>Interrogative</b>	<i>Will</i> + subject + base form	Will you send postcards to your friends?
<b>Short answer</b>	Yes, subject + <i>will</i> No, subject + <i>will</i> (not)	(7) Yes, I _____ No, I won't.

Go to the **LANGUAGE GUIDE** on page 81.

### 5 Read the paragraph and complete it using *will* or *going to*.

It is all planned! I (1) \_\_\_\_\_ (go) to Puerto Rico to learn salsa dancing.

I (2) \_\_\_\_\_ (take) lessons every day from 9 a.m. until 2 p.m.

I (3) \_\_\_\_\_ (compete) in events but I'm not sure yet.

I (4) \_\_\_\_\_ (work) as an assistant to the instructor to reduce costs.

I think it (5) \_\_\_\_\_ (be) hard to get around because they have good public transportation. I'm so excited!

**6 WRITING** Think of a country you would like to go to for work or study. Write about your plans, intentions, and predictions for your trip.


**7 SPEAKING**  Make a collage similar to the one in Activity 2 about the country in Activity 6. Take turns presenting your collage and asking questions.



This summer I'm going to Canada. I'm going to study English with students from all over the world! I'll probably learn to skate on ice but I don't know, it's an intensive course.

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

**8 SELF-ASSESSMENT** Circle the number that best describes your performance. Number 5 is *excellent* and 1 is *I need help*.

- 1 I can talk about visiting another country.                      1 2 3 4 5
- 2 I can talk about my plans there.                                      1 2 3 4 5
- 3 I can use *going to* and *will* for the future.                      1 2 3 4 5

**SOCIAL AWARENESS**



**In pairs, read the sentences and choose one to talk about. Then share your opinion with a pair that chose a different sentence.**

- 1 Similarities with other people help us be empathetic with others.
- 2 People should be treated equally no matter what.
- 3 We can learn to have empathy for others.
- 4 Empathy is an important value for human beings.

**What can you do to be more empathetic with the people around you? Share in groups.**



**PREP** Play *Mime the Food*.

- Work in pairs. Think of your favorite food.
- Take turns miming preparing and eating that food and guessing it.
- Then choose another partner and do the same until you mime your favorite food to most of your classmates.

**1 VOCABULARY** Look at the menu. Circle the things you would like to order.

## Good Food

### Restaurant

*Soup*

---

broccoli soup \$ 40



onion soup \$ 50



*Main Course*

---

grilled chicken \$ 120



grilled steak \$ 120



grilled fish \$ 160



*Sides*

(choose 2 per main course)

green salad



baked potato



vegetables



French fries



rice



*Dessert*

---

flan \$ 50



ice cream \$ 60



*Today's Specials*

---

vegetable soup \$ 45



roast chicken \$ 150



chocolate cake \$ 60



OPENING

**2 LISTENING**  **6** Listen to the conversation. Complete the order form.

*Woman*

onion soup

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

*Boy*

vegetable soup

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

chocolate cake

**DISCIPLINARY COMPETENCY**

1. The student identifies, orders, and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.

### 3 GRAMMAR Read the examples and circle the correct option.

Could we sit by the window?

1 This is a request / an order.

Could you come this way please? Could I take your order? Could you bring ketchup with the fries, please?

2 These are examples of rude / polite requests.

We can have grilled steak, grilled chicken, or grilled fish. And look at the sides. We can choose two. We can choose from salad, baked potato, vegetables, French fries, or rice.

3 The word *can* in these sentences expresses need / possibility.

Could I offer you anything else?

4 With this question the waiter is offering more service / describing the service.

Go to the **LANGUAGE GUIDE** on page 81.

### 4 Order the parts of the conversations.

**A**

\_\_\_\_\_ Yes, please. Could you tell us the specials?  
 \_\_\_\_\_ Welcome to Fanny's Food. A table for four?  
 \_\_\_\_\_ Yes, we have vegan hamburger and pizza.  
 \_\_\_\_\_ Mom, can I have the pizza?

**B**

\_\_\_\_\_ I'll have the salad. Could I have the dressing on the side?  
 \_\_\_\_\_ Could I take your order?  
 \_\_\_\_\_ Could you bring two glasses of water, please?  
 \_\_\_\_\_ Sure. Could I offer you anything else?

**C**

\_\_\_\_\_ Mike, can we share the salad?  
 \_\_\_\_\_ Yes, here it is. Today's specials are fish soup and green salad.  
 \_\_\_\_\_ Could you show us the menu, please?  
 \_\_\_\_\_ Yeah, we can also share the soup.

### 5 Complete the conversation with the words from the box. Then, in groups of three, role-play it.

Could I offer    can have    Welcome    Could she    Could you

**Waiter:** (1) \_\_\_\_\_ to Paula's.

**Fernanda:** Thank you. Could we sit at that table?

**Waiter:** Of course! Come this way.

**Luis:** (2) \_\_\_\_\_ tell us today's specials?

**Waiter:** Today we have steak and salad or fish and mashed potato. I'll come back in some minutes to take your order.

**Fernanda:** Luis, do you think I (3) \_\_\_\_\_ the steak with the mashed potato?

**Luis:** I think you can. Let's ask. Excuse us,

(4) \_\_\_\_\_ have the steak with the mashed potato? I'll have the fish.

**Waiter:** Sure! (5) \_\_\_\_\_ you anything else?

**Fernanda:** That's all for now. Thank you.

**6 WRITING** Create a menu for your restaurant. Write two options for each course.



**7**  In groups, write in your notebook a conversation at a restaurant similar to the one in Activity 5 using your menus from Activity 6.

**DISCIPLINARY COMPETENCY**

4. The student produces texts based on the normative use of the language, considering the intention and communicative situation.

**8 SPEAKING** In groups, act out the conversation from Activity 7.

**9 SELF-ASSESSMENT** Read each sentence and write T (True) or F (False). Then talk with a classmate about what you can improve. Write it down.

- 1 I learned food words and created a menu. T F
- 2 I wrote a conversation in a restaurant. T F
- 3 I ordered food in a restaurant. T F
- 4 I used polite requests. T F
- 5 I asked questions about food. T F


**SOCIAL AWARENESS**



In groups, check all the attitudes that you should have when you are around people. Then talk about the consequences of those attitudes as a class.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 1 be kind             | <input type="checkbox"/> 5 show bad manners | <input type="checkbox"/> 9 be rude           |
| <input type="checkbox"/> 2 scream if I'm angry | <input type="checkbox"/> 6 be quiet         | <input type="checkbox"/> 10 smile to servers |
| <input type="checkbox"/> 3 be comprehensive    | <input type="checkbox"/> 7 have eye contact |  |
| <input type="checkbox"/> 4 be empathetic       | <input type="checkbox"/> 8 be polite        |  |

Do you think your behavior affects people around you? Why?





**PREP** Play *Guess the Object*.

- Get into teams. Think of objects that you can find in a museum.
- Choose a student from your team and have him or her come to the board and draw an object.
- The team that guesses the name of the object gets a point.
- Then have a student from the other team come to the front and do the same. The team that gets more points is the winner.

**1 VOCABULARY** Match the museums to their definitions.



Natural History Museum



Art Gallery



Military History Museum



Photography Museum



State Museum



Wax Museum

- |   |  |
|---|--|
| <p>1 A place for the display or sale of works of art.</p> <p>2 A building that shows the history of flora, fauna, and geography of the world.</p> <p>3 A place that displays wax sculptures of famous people.</p> | <p>4 A place that has exhibitions about the history and geography of a state.</p> <p>5 A place that displays artifacts of war.</p> <p>6 A place for the display of the history of photos and photographic equipment.</p> |
|---|--|

**2 LISTENING** **Listen and answer the questions as you listen. Listen again if necessary.**

- 1 What things can you do? \_\_\_\_\_
- 2 What things can't you do? \_\_\_\_\_  
\_\_\_\_\_
- 3 What kind of museum is it? How do you know? \_\_\_\_\_  
\_\_\_\_\_

**DISCIPLINARY COMPETENCY**

1. The student identifies, orders, and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.

**SKILLS**

A good technique to improve your listening skills is to read the questions before listening to the audio, this way you know what information you need to listen for.

### 3 GRAMMAR Read the examples and complete the explanations with the words in the box.

You must speak in low voices. Everyone has to leave the building.  
 You mustn't touch the paintings. You don't have to be silent.

mustn't don't have to third must has

We use (1) \_\_\_\_\_ to talk about rules. The negative is *must not*, which contracts to (2) \_\_\_\_\_. There is no change in the third person (he, she, it) e.g., *He must take the dog out of the museum.*

We use *have to* to talk about obligations. The negative is (3) \_\_\_\_\_. In the (4) \_\_\_\_\_ person it changes. The affirmative is *She (5) \_\_\_\_\_ to* and the negative is *She doesn't have to.*

### 4 Write the modals from the box in the correct place.

have to must don't have to mustn't



Go to the **LANGUAGE GUIDE** on page 82.

### 5 Read and complete the rules for a library.

have to mustn't must (x2) don't have to

#### Library Rules

- You \_\_\_\_\_ shout.
- You \_\_\_\_\_ return your book on the due date.
- You \_\_\_\_\_ respect others.
- You \_\_\_\_\_ read in silence.  
You can speak quietly.
- You \_\_\_\_\_ tell the librarian if you damage a book.



**IT** If there aren't many museums or galleries in your town, you could visit them online in <http://www.edutics.mx/iP7>

**6 WRITING** Choose a public place and write some rules for it. Use *must*, *mustn't*, *have to*, and *don't have to*.

**7 SPEAKING** In pairs, talk about the rules you wrote. Be prepared to explain the reasons for the rules.

In the library, you have to be quiet because other students are studying.

You mustn't eat or drink because books could get damaged.



**GENERIC COMPETENCY**

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.

**8 SELF-ASSESSMENT** In pairs, answer the questions to reflect on your learning. Share your discoveries with another pair.

	Easy	Difficult
(1) Was it easy or difficult to listen and take notes at the same time?		
(2) Was it easy or difficult to write rules?		
(3) Was it easy or difficult to give reasons for the rules?		

**SOCIAL AWARENESS**



In groups, read and choose the correct answer for the statements. Compare your answers as a class and discuss.

- 1 You **must** / **mustn't** obey the rules at a museum.
- 2 You **don't have** / **have to** respect other visitors at a museum.
- 3 Museums **don't have** / **have to** be welcoming to every person.
- 4 Museum visitors **must** / **mustn't** be kind to all the people who work there.



**What rules do you think are the most important to follow at a museum? Share in groups.**

# WORKOUT

## 1 Write the type of museum in which you find each object.

A



\_\_\_\_\_

B



\_\_\_\_\_

C



\_\_\_\_\_

D



\_\_\_\_\_

## 2 Circle to complete the rules for camping.

- 1 You usually have to / don't have to pay a small fee at the entrance to the national park.
- 2 You must / mustn't start an open fire.  
There is a \$500 fine.
- 3 You must / mustn't park within the marked parking bays.
- 4 You have to / don't have to keep food sealed in plastic in your car.
- 5 You have to / don't have to take your trash with you.

## 3 Match the reasons to the rules in Activity 2.

- a Wild fires are a huge threat to our national forest.  
\_\_\_\_\_
- b Bears are attracted by the smell of food. \_\_\_\_\_

- c This is to support maintenance costs. \_\_\_\_\_
- d The bear populations are becoming dependent on food left in trash cans. We want them to hunt in the wild. \_\_\_\_\_
- e The edges of the cliffs are very unstable for vehicles. \_\_\_\_\_

## 4 Complete the sentences with *must*, *mustn't*, *have to*, and *don't have to*.

- 1 You \_\_\_\_\_ call the firefighters if you see a fire.
- 2 You \_\_\_\_\_ eat or drink inside the library.
- 3 Students \_\_\_\_\_ return the books to the place where they found them.
- 4 Students \_\_\_\_\_ answer doubts from other students. Our assistants can help them.
- 5 Visitors \_\_\_\_\_ bring their belonging with them at all times.

## 5 Write five rules for one of the following: walking your dog, a first date, or driving a car.



You will write an email to an English-speaking pen pal. You will explain about your culture, plans, and intentions about the future.



## Professional Skill: Communicating and Influencing

### Written communication

Expressing oneself clearly in writing by

- knowing and tailoring the written communication to reach the audience.
- using concrete, specific, and correct language.
- using an appropriate writing style.
- expressing ideas concisely in writing.
- using correct spelling and punctuation.

**1** There are different websites to look for pen pals all over the world. Choose a pen pal from an English-speaking country.



	What I liked as a child	What I like now
Favorite country	The US	Japan
Favorite food	hot-cakes	pozole
Favorite museum	astronomy	photography
Future plans	be an astronaut	travel around the world

**IT** To obtain information about pen pals around the world go to: <http://www.edutics.mx/inr>

**2** To tell your pen pal about yourself. Complete this same table in your notebook. Then decide which information is relevant for your pen pal to know and add what is necessary.

	What I liked as a child	What I like now
Favorite TV show	Billy and Mandy	Stranger Things
Favorite movie	Shrek	Avengers
Favorite book	Goosebumps	Poems by Rosa Parks

**3** Look up online the parts of an email and make a checklist in your notebook to make sure you include all the important parts.

**IT** You can go to <http://www.edutics.mx/in9> to know more about the parts of an email.

**4** Write the email. Make sure there are no mistakes and the writing is clear using the checklist.

- Read it out loud first to make sure all the ideas are relevant.
- Make sure the information follows a certain order, that the ideas are related.
- Make sure all your sentences begin with capital letters and end with a punctuation mark.
- Make sure all the questions end with a question mark.
- If you are not sure about how to spell a word, look it up in the dictionary.

- 5 Take turns giving your email to a classmate and receiving respectful feedback. Then apply your feedback to write a clean version of your email.
- 6 Have a class session to talk about your experience writing your email. Discuss how important it is to use concrete, specific, and correct language when writing an email.

### SKILLS

Using concrete, specific, and correct language can be achieved by defining who is your audience and what they need to know, without including irrelevant and a huge amount of information. This will allow your audience to clearly understand your email.



### SELF-ASSESSMENT RUBRIC

- 7 Circle the sentences in the table that best describe your work.

Project aspect	Needs improvement	OK	Good	Outstanding
<b>Addressing your audience</b>	I thought only of myself and my interests when writing my letter.	I thought of my pen pal when someone else reminded me to.	I thought of my pen pal as I was planning my letter.	I thought of my pen pal all the time, especially to plan my writing.
<b>Using concrete, specific, and correct language</b>	I find it difficult to use concrete, specific, and correct language.	I sometimes used concrete, specific, and correct language but I made some mistakes.	I used concrete, specific, and correct language.	I used concrete, specific, and correct language and I helped others do it, too.
<b>Using an appropriate writing style</b>	I failed to use an appropriate writing style for an email.	I tried to use an appropriate writing style for an email.	I used an appropriate writing style for an email.	I used an appropriate writing style for an email and helped others do it, too.
<b>Using correct spelling and punctuation</b>	I failed to use correct spelling and punctuation.	I used correct spelling and punctuation in most parts of my email.	I used correct spelling and punctuation.	I used correct spelling and punctuation and helped others find mistakes and correct them.

- 8 Complete with your ideas on how to improve your performance.

- 1 Something you can do to improve the way you express your ideas: \_\_\_\_\_
- 2 Something you can do to improve your written communication: \_\_\_\_\_
- 3 Something you can do to improve your spelling and punctuation: \_\_\_\_\_



**1 Read the emails about students who are in an exchange program. Underline the problems you find.**

www.friendmail.com.mx

**from** robcar@friendmail.com.mx

**to** juliatan@friendmail.com.jp

Hi, Julia!

I hope all is good with you. As you know, I came to the US two months ago. By the end of the month I started missing home. The person I missed the most was my mom. I called her to say hi, and then I called her like five times a day. But

I realized that I needed to be independent and stopped calling my family. Now, I don't know what to do! How can I find balance?

I hope you can help me,   
Roberto

www.friendmail.com.mx

**from** juangonz@friendmail.com.mx

**to** alexmun@friendmail.com.au

Hey Alex,

Thank you for replying!

Well, I am OK, I love the school and my classmates are great! I don't like the fact that it rains all day and public transportation is not like ours. But I am fine. I love London!

The only thing that has me worried is my host family. They never ask me anything. They are very quiet and I don't think they like me. They never talk to me and that makes me a little sad. What do you think I can do?

Cheers,   
Juan

**2 Choose one of the emails and give the student some advice. Use the checklist to write your answer.**

- Understand the student's problem(s) first.
- Give a piece of advice that you think will bring the best result for the person facing the problem(s).
- Be as clear as possible.
- Be sure to be kind and respect the feelings and opinions of the student.

**3 Share your emails as a class. Say why you think it is important to respect each other's point of view.**

**FOR YOUR LIFE**

We didn't have the same background and upbringing. We didn't attend the exact same school and had the same teachers. Therefore, we are all different!

Appreciating diversity helps us be considerate and understand others, so we can establish good relationships with the people surrounding us. The more we respect other's ideas, the better people we become and the better emotional environment we will create.