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TAKE THE LEAD



4 Student's Book

BLOCK 3

WORKING FOR MY COMMUNITY

IN THIS BLOCK YOU WILL...

- listen to and understand the sequence in conversations.
- role-play a conversation about how to get to a place.
- identify the reasons why someone chooses a restaurant.
- write a conversation asking for and giving recommendations for a restaurant.
- look for specific information in a school blog.
- write a chat about planning a party to confirm information.
- make a close reading to find details in an application letter.
- write an application letter for volunteer work or work experience.
- look at pictures to predict the content of a story.
- predict the order of a story about a young man volunteering at a pet shelter.
- write a story about yourself.

YOU WILL LEARN TO USE...

- tag questions (affirmative statement).
- tag questions (negative statement).
- tag questions (past modal verbs and special cases).
- connectors.
- sequencing words.

YOU WILL ALSO GET TO...

- write a cover letter for a volunteer position to help the environment.
- make a poster with actions that improve cooperation in class.

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




PREP Play *Guess the Place*.

- Work in pairs. Think of several places.
- One of you starts describing a place until the other person guesses the place. You have 1 minute.
- Each student gets a point for each place he or she guesses.
- If you want to continue with the game, agree on a new category and play again.

1 VOCABULARY Read the definition and write the correct option from the box.

stadium downtown food truck theater block cathedral


- 1 _____: a place where you can see a play, hear an orchestra or band, or enjoy a musical
- 2 _____: a vehicle in which food is cooked and sold
- 3 _____: a large building, usually without a roof, where people watch sports events such as soccer games
- 4 _____: the most important church in an area
- 5 _____: in the center of a town or city
- 6 _____: distance along a street from where a road crosses it to the next road

2 LISTENING  Listen to three conversations and number the pictures in order.

DISCIPLINARY COMPETENCY

10. The student identifies and interprets main ideas in spoken or written language using previous knowledge, non-verbal elements, and cultural background communicative activities.



3 GRAMMAR  Listen to the questions and read the examples. Then circle the correct option on page 58. Listen again and repeat after the questions.

- The show starts at six, doesn't it? ↘
- The theater is near the cathedral, isn't it? ↗
- The food trucks are on Front Street, aren't they? ↘
- They open at five, don't they? ↗
- We're late for the game, aren't we? ↘
- The stadium entrance is on Ninth Street, isn't it? ↗
- The gate closes if you're late, doesn't it? ↘

LANGUAGE

When you are confirming something you are not sure about, the tag question intonation goes up. When you are confirming something you are sure about, the tag question intonation goes down.

LESSON 1

- 1 Tag questions are used to _____
 a confirm information. b ask for information.
- 2 When the main verb is in affirmative form, the tag question is in _____
 a negative form. b affirmative form.
- 3 When the main verb is *to be*, the tag question uses _____
 a auxiliary verb *to do*. b also the verb *to be*.
- 4 When the main verb is not *to be*, the tag question is formed with the _____
 a auxiliary verb *to do*. b verb *to be*.

Go to the **LANGUAGE GUIDE** on page 84.

4 Complete the tables with the rules from Activity 3.

To be		
Main sentence	Tag question	Short answer
I'm in the right place,	aren't I?	Yes, you are. / No, you aren't.
(1) You are Ben's brother,	aren't you?	Yes, I am. / No, _____
(2) It's next to the bank,	_____ it?	Yes, _____ / No, it isn't.
(3) He's lost,	isn't _____	Yes, _____ / No, he isn't.
(4) She's at the food truck,	_____	Yes, she is. / No, _____
(5) We're late,	_____ we?	Yes, we are. / No, _____
(6) You're hungry,	_____	Yes, _____ / No, I'm not.
(7) They're in front of the museum,	aren't they?	Yes, _____ / No, they aren't.

Simple present		
Main sentence	Tag question	Short answer
I eat well,	don't I?	Yes, you do. / No, you don't.
(8) You like museums,	don't _____?	Yes, _____ / No, I don't.
(9) It stops in front to the cathedral,	_____ it?	Yes, it does. / No, _____
(10) He eats Mexican food,	doesn't _____?	Yes, _____ / No, he doesn't.
(11) She plays video games,	_____ she?	Yes, she does. / No, _____
(12) We enjoy romantic movies,	don't we?	Yes, _____ / No, we don't.
(13) They live next to the museum,	_____ they?	Yes, they do. / No, _____



5 Match the sentences to the correct tag question.

- | | |
|---|---------------|
| 1 I turn right at the next corner, | a doesn't it? |
| 2 You turn left, | b don't I? |
| 3 We are lost, | c isn't it? |
| 4 The pet store is in front of the theater, | d aren't we? |
| 5 The movie starts at seven, | e don't you? |



6 WRITING In pairs, write a conversation in your notebook about getting around a city to do the things you want to do. Use tag questions to ask for information or confirm your assumptions.

7 SPEAKING  Get together with another pair to role-play the conversation you wrote in Activity 6.

DISCIPLINARY COMPETENCY

11. Students can communicate in a foreign language with an organized speech, in spoken and written language, in different communicative activities.

CLOSURE

The bakery is next to the park, isn't it?

Yes, it is! And the park is in front of the bank, isn't it?

No, it isn't. It is in front of the museum.

8 SELF-ASSESSMENT Answer the questions with your experiences in this lesson.

- 1 What did you already know? _____
- 2 What was new for you? _____
- 3 What do you need to practice? _____

COMMON GOALS



You are going to prepare yourself to focus your attention so you can work cooperatively. Follow the instructions in the sticky note. Then answer the questions.

- 1 Sit down and close your eyes.
- 2 Pay attention to your breath and relax every part of your body. Take deeper breaths every time.
- 3 As you breathe, pay attention to the closest noises, then to the farthest ones.
- 4 Then bring attention again to your breath, and slowly open your eyes.

- 1 Do you feel a difference?
- 2 How can this technique focus your attention?
- 3 In which moments would you practice this?



In which moments of the day could this technique help you focus? Discuss as a class.

WORKOUT

1 Put the letters in order to make words.

- 1 fodo tcruk _____
- 2 theetar _____
- 3 staudim _____
- 4 catehdarl _____

2 Read the definitions and write the name of the places from Activity 1.

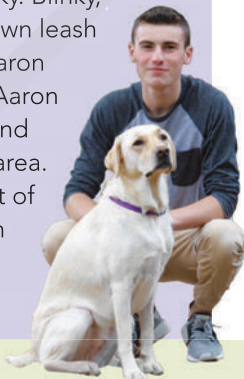
- 1 _____: an important church
- 2 _____: where you can see plays
- 3 _____: where soccer games are played
- 4 _____: a place to buy a sandwich

3 Underline the correct option.

- 1 You're hungry, aren't / isn't you?
- 2 The food is delicious isn't it / she?
- 3 They're on Front Street, isn't / aren't they?
- 4 You walk to school, don't / doesn't you?
- 5 She runs every day, doesn't he / she?

4 Read the text and complete the sentences with tag questions. Then answer the questions.

When you walk through town, your dog is on a leash, isn't it? You hold your dog's leash, don't you? But when you ride your skateboard fast down Hill Street you want your dog to be free to run along beside you. This is Aaron and Blinky. Blinky, the golden retriever picks up his own leash and carries it in his mouth while Aaron is busy on the skateboard. When Aaron stops, Blinky gives him the leash and they walk through the downtown area. Later, Blinky waits patiently in front of the convenience store while Aaron gets a bottle of water. He's an amazing dog, isn't he?



- 1 Blinky is a lazy dog, _____?

No, he isn't.

- 2 Aaron is thirsty, _____?

- 3 They run and skateboard together,

_____?

- 4 Blinky carries the leash in his mouth,

_____?

- 5 It's important to keep your dog on a leash downtown, _____?

5 Think about a famous international city. Write four tag questions to confirm your assumptions about it.

- 1 Paris is big and busy, isn't it?

2 _____

3 _____

4 _____

5 _____



Recommending a restaurant

Vocabulary: Recommendations, places

Grammar: Tag questions (negative statement)

LESSON 2

61

PREP Play *I'm Eating Spaghetti*.

- Get into teams of four or five. Stand in a circle. The first person says an action but acts out a different one. For example, *I'm riding a bike* while acting out brushing his or her teeth. The next person acts out the action the previous person said, *riding a bike*, but says another action. For example, *I'm eating spaghetti*, and so on.
- Go faster and faster around the circle.
- If someone repeats an action or pauses for too long, he or she is out. The last person standing is the winner.

1 VOCABULARY Look at the restaurants and say which food you might find in each.



A fine dining restaurant



B fast food restaurant



C buffet restaurant



D café



E Chinese restaurant



F lunch restaurant

2 LISTENING Listen to the conversation. Then answer the questions.

1 What restaurant does the woman choose?

2 Why does she choose that restaurant?

3 What's the occasion?

GENERIC COMPETENCY

4. The student identifies main ideas in text or oral speech and infers conclusions through them.



3 GRAMMAR Read the examples and underline the correct option.

It isn't affordable, is it? ↘

The Chinese restaurants around here aren't good, are they? ↗

She doesn't like pizza, does she? ↘

It doesn't open in the evenings, does it? ↗

- 1 When the verb in the main clause is negative, the tag question is **affirmative / negative**.
- 2 We use **doesn't / don't** for the third person singular and **don't** for the first person singular or plural.
- 3 Falling intonation implies **confirmation / a real question**.
- 4 Rising intonation implies **confirmation / a real question**.

LANGUAGE

The tag question for *I am* with an affirmative statement is *aren't I*, for example, *I'm late, aren't I?*
For a negative statement the tag question is *am I*, for example, *I'm not late, am I?*

Go to the **LANGUAGE GUIDE** on page 85.

4 Complete the table. Then, in pairs, practice both rising and falling intonation.

To be	Tag question	Simple present	Tag question
I'm not early,	am I?	I don't eat Chinese food,	do I?
(1) You aren't hungry,	_____ you?	(7) You don't like tacos,	_____ you?
(2) The restaurant isn't at the end of the block,	_____ it?	(8) The lunch restaurant doesn't open at night,	_____ it?
(3) He _____ Greek,	is he?	(9) He doesn't eat Mexican food,	does _____?
(4) She isn't at the buffet restaurant,	is _____?	(10) She doesn't eat meat,	_____ she?
(5) We _____ at the hamburger joint,	are we?	We don't watch horror movies,	do we?
(6) You aren't at the taco place,	_____?	(11) You don't eat tacos,	_____ you?
They aren't in front of the café,	are they?	(12) They don't go out to eat every weekend,	_____

5 Read the article and complete the sentences with tag questions. Then answer the questions.



On your next visit to the city don't miss the new Vegan Venue. It looks and sounds like a local burger joint but the food there has no animal products. You can get a tofu burger or a black bean burger, a veggie burger, or a delicious nut burger. Portions are big and side dishes, like French fries and sweet potato fries, are delicious!

- 1 The Vegan Venue doesn't serve beef, _____?

- 2 They don't serve tofu burgers, _____?


- 3 It isn't a good place for a big eater, _____?

- 4 The burgers aren't tasty, _____? _____
- 5 They don't serve side dishes, _____? _____

6 WRITING In pairs, write a conversation in your notebook asking for a recommendation for a restaurant using tag questions. Use the notes in the sticky note as a guide.

- A: Ask for a recommendation.
- B: Make a suggestion and say where the restaurant is located.

- A: Check something about the restaurant using a negative tag question.
- B: Give more information or make an alternative suggestion.

7 SPEAKING  Get together with another pair and take turns role-playing your conversation. Make sure you use the correct intonation in the tag questions.

GENERIC COMPETENCY

6. The student expresses a personal opinion about some topics of interest taking into consideration other people's points of view.

Can you recommend a Chinese restaurant?

There's a Chinese restaurant next to the...

8 SELF-ASSESSMENT Read and check (✓) the options that you think describe best your performance in this lesson.

	Very well	With help	I need more practice
(1) I know how to ask for a recommendation.			
(2) I know how to give a recommendation.			
(3) I can use negative tag questions.			
(4) I can role play a conversation.			

COMMON GOALS



Ask the questionnaire to as many classmates as you can and write Y (Yes) or N (No) in the boxes.

When you listen to someone talking you...	Student 1	Student 2	Student 3
(1) are attentive, aren't you?			
(2) don't judge, do you?			
(3) clarify what you don't understand, don't you?			
(4) are in harmony with the others' feelings, aren't you?			



Work in groups. Discuss the results of your questionnaire and how you would like to be listened to.

1 Find five kinds of restaurants from the lesson in the puzzle.

f	a	s	t	f	o	o	d
i	d	z	x	t	h	j	o
n	e	l	s	r	t	c	l
e	r	u	b	a	g	a	u
d	o	n	u	o	d	f	y
i	f	c	h	y	v	e	t
n	c	h	i	n	e	s	e
i	u	f	e	t	a	m	h
n	f	a	m	l	i	n	g
g	e	m	s	y	l	h	i



2 Read the descriptions and write the kind of restaurant from Activity 1.

- There are white tablecloths, a fancy menu, and elegant waiters. _____
- They serve coffee and cakes. Sometimes they serve light meals like sandwiches and salads.

- The burgers and fries are great. There are no waiters. You order at the counter. _____
- This place is only open during the day from 11 a.m. to 4 p.m. The menu changes often. _____
- It's a family restaurant with food from an Asian country. _____

3 Number the conversation in the correct order.

- _____ **B:** If you like pizza, you should go to Marco's.
- _____ **B:** No, Marco's isn't far. It's three blocks away.

_____ **A:** Hi! Can you recommend a pizza place around here?

_____ **A:** Excellent! Thank you very much!

_____ **A:** Three blocks is good. What street is it on?

_____ **A:** It isn't far, is it?

_____ **B:** It's on the corner of Main Street and Sutton Street.

4 Put the words in order to make questions.

- restaurant / it / is / His / favorite / isn't affordable, / ?

- They / do / hamburgers, / they / don't have / ?

3 pizza, / you / don't eat / You / do / ?

4 doesn't like / She / she / does / meat, / ?

5 you / are / aren't / vegetarian, / You / ?

5 Complete the sentences with the correct tag question.

- You don't eat hamburgers, _____

- Claudia isn't a Brad Pitt fan, _____

- Lorena doesn't wear her hair long, _____

- Mario isn't at the restaurant yet, _____

PREP Play Five Things.

- Get into teams of seven or more. The first student says a category, for example, *parties* and then the next five people name something from that category. Then the following person names another category and the game continues.
- If someone pauses for too long or repeats a word, he or she is out.
- The last person in is the winner.

1 READING Read the article and answer the questions with phrases from the box.

www.americanschoolblog.com

🏠
|
🔍
|
COMMUNITY ▾
|
NEWS ▾
|
COURSES ▾

HIGH SCHOOL PARTIES



Let's think about the end of the year, shall we? Studying for exams, writing essays, and finishing projects, there are many things to plan. One of the most important plans for teenagers to make is the class party! You wouldn't like it to be boring, would you? Will you go bowling, ice skating, on a camping trip, or have a party? Will it be a big formal event in a rented space or a casual picnic in the park?

Last year, we organized a picnic in the park with a twist. We did a costume party and everyone came dressed up as their favorite character, personality, or historical figure related to something we had studied during the year. We organized the food and decoration among ourselves. Everyone brought a plate of food to share and a chair.

DISCIPLINARY COMPETENCY

10. The student identifies and interprets main ideas in spoken or written language using previous knowledge, non-verbal elements, and cultural background communicative activities.

Also, the teachers brought sodas, plates, and cups. Jorge organized the music and Fiona and I made up some silly class quizzes. We had a blast! At the end, we all helped clean up. It was a great party, wasn't it? We worked hard, didn't we? You could plan a class party for your class, couldn't you? You shouldn't end the school year without having fun with your classmates, should you?



No, they didn't. Yes, it does. Yes, I would. Yes, there are. Yes, they did.

- 1 The article tells the reader about a past event, doesn't it? _____
- 2 Last year, they didn't plan a formal party, did they? _____
- 3 There are many things to plan at the end of the year, aren't there? _____
- 4 Classmates helped organize the party, didn't they? _____
- 5 If you'd organized a class party, you'd like it to be fun, wouldn't you? _____

2 GRAMMAR Read the questions and match them to the rules.

- a Let's think about the end of the year, shall we?
- b You could plan a class party for your class, couldn't you?
- c You shouldn't end the school year without having fun with your classmates, should you?
- d You wouldn't like it to be boring, would you?
- e It was a great party, wasn't it?
- f We worked hard, didn't we?



- In the tag questions in past tense, we follow the same patterns as in the present tense ones. e, _____
- Sentences with modal verbs, for example, *would*, *could*, and *should*, can also be made into tag questions following regular tag questions rules. _____, _____, _____
- Let's* is a special case. It is only used in the third person plural (we). It becomes *shall* in the tag. And the answer is *Yes, let's.* / *No, let's not.* / *Yes, we should.* / *No, we shouldn't.* _____

3 Complete the tables with tag questions.

Affirmative	Tag question
(1) You could plan a class party,	_____ you?
(2) It was a great party,	_____ it?
(3) We should work hard,	_____ we?
(4) They went to the party,	_____ they?
(5) Let's plan a party,	_____ we?

Negative	Tag question
(6) We couldn't go bowling,	_____ we?
(7) That wouldn't work for our class,	_____ it?
(8) They didn't bring balloons,	_____ they?
(9) We weren't lost,	_____ we?

Go to the **LANGUAGE GUIDE** on page 85.

4 Underline the correct option to complete the chat.

← Daniel

(1) Let's have a birthday party, **shall** / **let's** we?

What should we do? 🤔

Let's go camping!

(2) That wouldn't work for everyone, **wouldn't** / **would** it? 🤨

Let's go to the video arcade.

(3) We couldn't go to a Chinese restaurant, **could** / **would** we?

Sure!

(4) No, it's too boring, **wasn't** / **isn't** it? 🗨️

(5) Great idea! Let's do that, **should** / **shall** we? 😄

5 WRITING

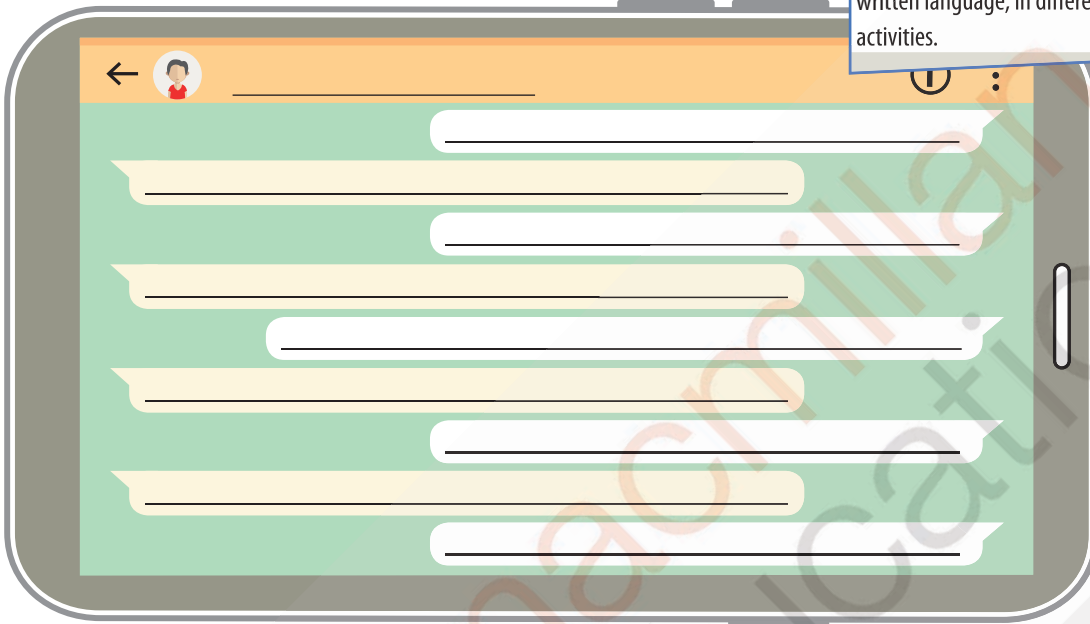


In pairs, write a chat similar to the one in Activity 4 using tag questions to decide where to have a party.

DISCIPLINARY COMPETENCY

11. Students can communicate in a foreign language with an organized speech, in spoken and written language, in different communicative activities.

CLOSURE



6 SPEAKING Work with another pair to share your chat from Activity 5 or you can use your phones and text the chat.

7 SELF-ASSESSMENT Complete the table with your experiences in this lesson.

What I already knew	What was new for me	What I need to practice

COMMON GOALS



Read the definition of *harmony*. Then think of your work in this lesson and the actions you did or didn't do to contribute to a harmonious relationship with your classmates and class. Answer the questions.

Harmony a situation in which people live and work well with others, or in a way that does not damage things around them.

- 1 You paid attention to your teacher's instructions, didn't you?
- 2 You didn't interrupt your classmates, did you?
- 3 We should be more patient, shouldn't we?
- 4 We could express our opinions respectfully, couldn't we?
- 5 Your classmates wouldn't like to be ignored, would they?



Which actions would you like to keep on doing to have better and more harmonious relationships at school? Discuss as a class.

PREP Play Guess Who.

- Get into teams. Use the following categories: Mexican singers, Hollywood actors, and Mexican influencers.
- One of you starts by standing up and thinking of one person from one of the categories without saying his or her name.
- The rest of the team takes turns asking *yes / no* questions, like *Are you Mexican? Are you a singer?* until they guess the name of the person. Then, the next person stands up and thinks of another person to continue the game. The person who guesses the most people is the winner.

1 READING Read the application letter and answer the questions with the line number where you can find the information.

GENERIC COMPETENCY

4. The student identifies main ideas in text or oral speech and infers conclusions through them.

OPENING

www.mailingyou.net

To North South Pet Shelter NSPS@claremont.org

From dperez@coolmail.com

To whom it may concern,

I am writing to apply for the volunteer position at your pet shelter. I admire the work you do helping rescue dogs, cats, and other animals. I want to learn

5 from you **as well as** contribute to your organization.

I am organized **and** responsible **as illustrated** by awards I have received from my school for overall achievement. I have looked after my own

10 pets **and** learned skills such as bathing and grooming. **Also**, I'm an excellent problem solver. **For example**, I looked after my dog, Chloe, when she was sick and my parents were away. I have

a great relationship with other people's pets, **too**.

15 **Because** I am healthy and strong, I can carry heavy things, **such as** bags of pet food. **In addition to that**, I enjoy working hard, **so** I don't mind working long hours.

I go to school in the mornings and **therefore**

20 I am available to work at the shelter in the afternoons and on weekends. Please contact me at the present email address or at my cellphone 555-343-979. I look forward to hearing from you.

Regards,

25 Diego Pérez

In which line does the writer...

- a say why he's writing? _____
- b say what he thinks about the organization? _____
- c tell the reader about his experience? _____
- d give additional information about himself? _____
- e give examples about his skills? _____
- f say why he thinks he'll be useful to the shelter? _____

For vocabulary about volunteering, go to the **VISUAL GLOSSARY** on page 89.

2 VOCABULARY Match the words from the box to the definitions.

hard-working friendly responsible organized problem solver healthy

- 1 _____: arranges and plans activities carefully and effectively
- 2 _____: sensible, reliable, and able to be trusted to do the right thing
- 3 _____: physically strong and not ill
- 4 _____: puts a lot of effort into their work
- 5 _____: pleasant and helpful towards other people
- 6 _____: someone who finds creative solutions to problems

3 GRAMMAR Look at the words in bold from Activity 1 and complete the rules with words from the box. Then find examples of the rules in the email in Activity 1.

because in addition to illustrated by

- The writer uses cause and effect connectors to show that one thing is the result of another. Examples of this are *Therefore, so, _____, and as a result*. Circle the sentences with these connectors in black.
- The writer uses *and, as well as, too, also,* and _____ to add information. Underline the sentences with these connectors.
- The writer uses *such as, for example,* and _____ to illustrate points and give examples. Circle the sentences with these connectors in red.

Go to the **LANGUAGE GUIDE** on page 86.

4 Complete the table with the correct headings and connectors from the box.

cause and effect addition illustration too because

(1)	(2)	(3)
such as for instance for example in this case illustrated by	therefore so (4) _____ as a result consequently	as well as and (5) _____ also in addition to



5 Complete the application letter for a job in a restaurant with the correct connector from the box.

because so as well as also and

Cheese & Pizza Vacancy

I'm writing to apply for work experience in your restaurant as a kitchen hand. I know your restaurant well

(1) _____ my family eats there often.
I am interested in learning about food preparation

(2) _____ I am very enthusiastic about learning how a restaurant kitchen works. (3) _____, I would like to learn about the equipment used in a professional kitchen.

I think I would be a good kitchen hand because

I am hard-working (4) _____ a good problem solver. I am good at following instructions

(5) _____ I could take orders from the chef about what to do.

I am available on weekends. I can work until 11 p.m.

Regards,
Alan Cruz



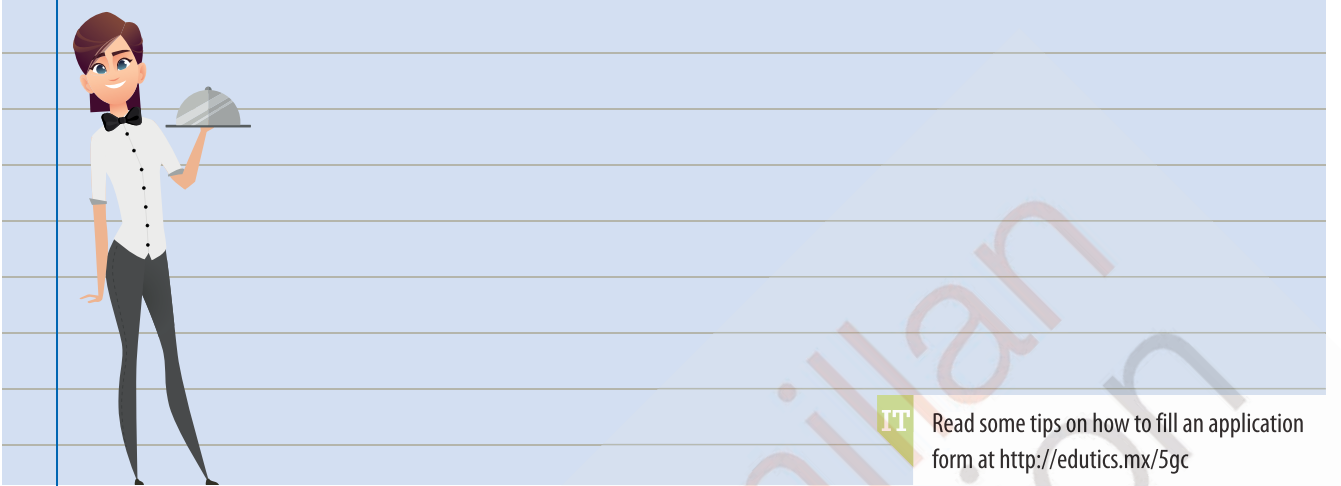
6 WRITING



Think of a place you are interested in working at. Then write an application letter for it using connectors on page 71. Think about your skills and experience.

DISCIPLINARY COMPETENCY

11. Students can communicate in a foreign language with an organized speech, in spoken and written language, in different communicative activities.



IT Read some tips on how to fill an application form at <http://edutics.mx/5gc>

7 SPEAKING Read your application letter to the class in a loud, clear voice.

SKILLS

Remember that when you read any text in front of an audience, you need to make eye contact from time to time, and use a volume of voice loud enough for everyone to hear you.

8 SELF-ASSESSMENT Read the sentences and circle the number that best describes your performance in this lesson. Number 5 is *excellent* and number 1 is *I need help*.

- | | |
|---|-----------|
| 1 I can describe my skills. | 1 2 3 4 5 |
| 2 I can use connectors. | 1 2 3 4 5 |
| 3 I can write an application letter for volunteer work. | 1 2 3 4 5 |
| 4 I can read my application letter aloud. | 1 2 3 4 5 |

COMMON GOALS



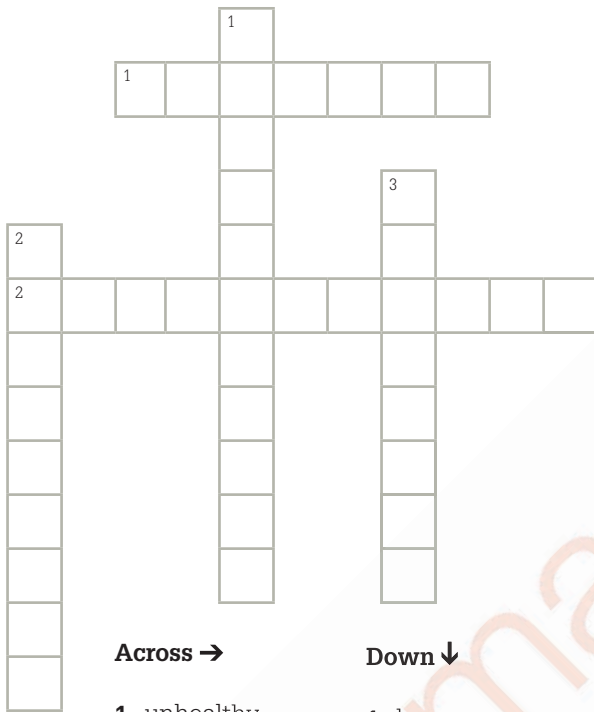
Fill out the diagram to reflect on the good and the bad aspects of your performance. Then share it with a classmate.

Achievements	
What we can improve	
Qualities	

How important do you think it is to reflect on the good and the bad of your performance as a student? Discuss in groups.



1 Complete the puzzle with the opposite adjectives of the clues.



Across →

- 1 unhealthy
2 irresponsible

Down ↓

- 1 lazy
2 disorganized
3 unfriendly

2 Use two adjectives from Activity 1 to describe each category.

- 1 Yourself: _____, _____
2 A friend: _____, _____
3 A classmate: _____, _____

3 Underline the correct option.

- 1 I'm an enthusiastic **and** / **therefore** hard-working person.
2 I like to do activities with children, **because** / **for example** reading and singing.
3 I have been studying robotics, **therefore** / **such as** I'm interested in doing work experience in a computer business.

4 I'm friendly, polite, and I like talking to people too / for instance.

5 I grew up on a farm and as a result / **such as** I have experience working with animals.

4 Complete the text with the correct connectors from the box.

also as a result and for instance so

I am interested in work experience as an event planner. I want to learn how to plan weddings

(1) _____ graduation parties. I am a friendly and polite person (2) _____ I can work with other people. I am

(3) _____ extremely punctual. I am a great decorator (4) _____ I will be useful to you, (5) _____, I have made several flower bouquets for my family events.

5 Write a brief application letter for a job with connectors from the box.

for instance in this case therefore
as well as as a result such as
and also in addition to



PREP Play *Person, Place, or Thing*.

- Get into small teams. Have one person think of a place or a thing.
- The rest of the team takes turns asking *yes / no* questions to guess what it is.
- The team only has 20 questions to guess the thing. The person who guesses goes next.

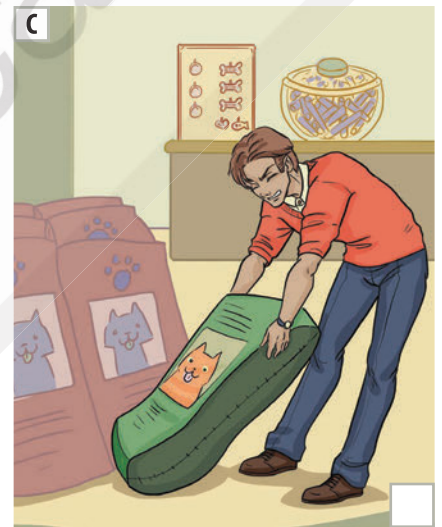
1 VOCABULARY Write P (Positive) or N (Negative) for each feeling.

- | | | |
|-------------------|----------------------|---------------------|
| 1 amazed _____ | 4 disappointed _____ | 7 relieved _____ |
| 2 shocked _____ | 5 thrilled _____ | 8 surprised _____ |
| 3 delighted _____ | 6 frightened _____ | 9 embarrassed _____ |

2 READING Look at the pictures and predict what the story will be about. Then read the story on page 74 and number the pictures in the correct order.

DISCIPLINARY COMPETENCY

10. The student identifies and interprets main ideas in spoken or written language using previous knowledge, non-verbal elements, and cultural background.





HENRY'S TERRIBLE DAY



To begin with, Henry was so excited to receive an email to say he had an interview at the pet shelter with the director. He had a chance to be a volunteer. He was thrilled. **The day of the interview**, he dressed carefully and arrived punctually.

As soon as he arrived, he looked at the clock. He was confused because it said, 9:15 a.m. He was late! How was that possible? He had told the director how punctual he always was.

Then, the director took him into her office and gave him a puppy to hold. He was a cute little guy but **suddenly**, Henry was shocked and surprised to find, the puppy went to the bathroom on him. Henry felt embarrassed.

Next, they went outside for a tour of the shelter. When they passed a big dog, the director patted the dog's head, but it growled at Henry. He was horrified. He had told her he had a great relationship with animals.

After that, she asked him to lift some bags of pet food. You're not going to believe Henry's rotten luck. He couldn't budge any of the bags. He was amazed at how heavy they were.

Finally, Henry walked home feeling disappointed. He was worried he had failed the interview badly.

Then **unexpectedly**, his phone rang. He was frightened as he looked at the screen. The pet shelter's number came up. When he answered the phone, the director told him it had all been a trick. The clock had been put forward, the puppy always peed on people, the growler always growled at people, and they had filled the bags with sand. She explained that they had wanted to see how he performed under pressure. They were delighted and wanted him to start next week.

In the end, Henry was relieved. The terrible day turned out to be a great day.

3 GRAMMAR Read the examples in bold in the story in Activity 2 and circle T (True) or F (False). Correct the false statements.

- Sequencing words help the reader follow the story. T F
- Sequencing words give the reader the time frame of a story. T F
- In the end* is a phrase used in the middle of a story. T F
- To interrupt a story with an action, you can use words like *suddenly*. T F
- We never use commas after sequencing words. T F

4 Complete the table with the correct headings.

To continue To interrupt To finish To start

(1)	(2)	(3)	(4)
To begin with, First of all, Initially, To start off,	As soon as, Next, After that, Then, Immediately, So, Later,	Suddenly, Unexpectedly, For no reason, Out of the blue,	Finally, In the end, To sum up, At last,

5 Complete the story with sequencing words from the box.

Suddenly, In the end, First of all, Then,

On the very first day of work experienc , I knew Karla and I would be friends. We arrived wearing the same shirt. We were thrilled. **(1)** _____ we were put in the same group for the orientation tour. We were excited so we shared notes and made jokes while they showed us around. **(2)** _____ we had lunch together. **(3)** _____ Karla’s phone rang and, guess what? Her ringtone was the same as mine! It was our favorite band **(4)** _____ we exchanged phone numbers and texted all the way home.



6 WRITING



Write a story about a bad day or a nice day you have had using sequencing words. Then share your stories in small groups and take turns giving respectful feedback.

CLOSURE

GENERIC COMPETENCY

6. The student expresses a personal opinion about some topics of interest taking into consideration other people’s points of view.

7 SELF-ASSESSMENT Underline the option that best describes your performance. Compare answers with a classmate.

- 1 I understand adjectives of emotion very well / with some help / with difficulty.
- 2 I can write a story using sequencing words very well / with some help / with difficulty.
- 3 I can share my story very well / with some help / with difficulty.

COMMON GOALS



Think of the last time you had a conflict in your class with a classmate or classmates. Complete the sentences with what happened.

- | | |
|--------------------------------|------------------------|
| 1 The problem was I / we _____ | 5 In addition to _____ |
| 2 After that, _____ | 6 Finally, _____ |
| 3 Because I / we _____ | 7 Therefore, _____ |
| 4 For example, _____ | |

Do you think you can improve cooperation with your classmates by solving conflicts? Discuss as a class.





You will write a covering letter for a volunteer position for the cause of your choice to help the environment.

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 Get into small groups and read the cover letter. Then label the parts.

- 1 sender 2 farewell 3 recipient 4 date
5 greeting 6 body 7 closing 8 introduction

2 Discuss which volunteering jobs you would like to apply for to help the environment. There are volunteering jobs all over the world. You can also choose causes in your own community.

Francisco Alcalá
High school student
102 Juárez St.
Mazatlán, Sinaloa, Mexico

July 5th

Ms. Annette Llanas Williams
Human Resources Manager
Green to Green Company
87 Juarez Street
NY, USA

Dear Ms. Llanas,

I'm writing to express my interest in the Support Volunteer for the "Help the World" online program. I believe my skills and background make me a great fit for this position. I am a respectful, committed, and responsible teenager and I am very interested in helping our planet.

Last summer, I participated in the "Let's Plant 1000 Trees" campaign in my state. I led a team of 20 teens and provided all the necessary guidance to plant more than 200 trees. The campaign was a success and my team was able to meet the goal on time. In addition, I can devote several hours a day to this campaign, since I will be on vacation from school.

Therefore, I am attaching my résumé for your consideration. I hope to get a reply for an interview where I can provide more information about myself and my willingness to help our planet.

Yours sincerely,
Franciso Alcalá

SKILLS

Remember that the register of your letter (formal or informal) depends on your reader. Make sure you know who your reader is and which register you would need to use. For formal letters, don't use contractions, use sequencing words, and use a proper greeting and farewells.

3 Brainstorm all your qualities and strengths. You can use a dictionary, if necessary, or you can go back to Lesson 4, pages 69 to 71.

Qualities	Strengths

IT You can go <http://edutics.mx/5gG> to find the definition and examples of covering letters.

4 Write a draft of your cover letter. When you finish, go back to Activities 1 and 2 and make sure you included all necessary parts. Proofread your cover letter until you find no mistakes.

LANGUAGE

Make sure ideas are expressed clearly and that there are no spelling mistakes. Make sure all the sentences start with a capital letter, end with the correct punctuation mark, and make sure you used commas to enumerate and to pause.

6 Write a final version of your cover letter.

7 Paste your cover letters around the classroom and take turns discussing them with your classmates.

- I agree with you, because...
- I think your letter is great!
- In my experience, cover letters need more...
- Your cover letter was the best!

5 Exchange your letter with a classmate and take turns giving respectful feedback.

SELF-ASSESSMENT RUBRIC

8 Circle the sentences in the table that best describe your work.

Project aspect	Needs improvement	OK	Good	Outstanding
Including all the parts of the cover letter	I didn't include any of the parts of the cover letter.	I included some parts of the cover letter.	I included all the parts of the cover letter.	I included all the parts of the cover letter and helped others notice when they missed some.
Using correct register	I didn't use the correct register for my reader.	I used the correct register for my reader in most sentences.	I used the correct register for my reader in my entire letter.	I used the correct register for my reader in my entire letter and I helped others notice when they hadn't used it.
Proofreading your letter	I skipped this step, I don't think it is important.	I proofread parts of my covering letter.	I quickly proofread my covering letter.	I proofread my entire covering letter and made sure everything was clear.
Using correct spelling and punctuation	My classmates found a lot of spelling and punctuation mistakes.	My classmates found some spelling and punctuation mistakes.	My classmates found a few spelling and punctuation mistakes.	My classmates found no spelling or punctuation mistakes.

9 Complete with your ideas on how to improve your performance.

- 1 Something you can do to use the appropriate register in any writing: _____
- 2 Something you can do to always remember the proofreading stage in any writing: _____
- 3 Something you can do to improve your spelling and punctuation when writing: _____



- 1** In groups, think of activities you carried out in groups during this last semester and include two of them in the table.

Activities that went right	Activities that went wrong

- 2** Individually and in silence, think of your own performance in each of the two activities you chose. Then check (✓) the actions that you did and cross out (X) the ones you didn't do.

Activities that went right	Activities that went wrong
<input type="checkbox"/> My attention was fully on the activity.	<input type="checkbox"/> My attention was fully on the activity.
<input type="checkbox"/> I listened to everyone's opinions.	<input type="checkbox"/> I listened to everyone's opinions.
<input type="checkbox"/> I took into account everyone's opinions.	<input type="checkbox"/> I took into account everyone's opinions.
<input type="checkbox"/> I expressed my opinions respectfully.	<input type="checkbox"/> I expressed my opinions respectfully.
<input type="checkbox"/> I suggested solutions when we had any problems.	<input type="checkbox"/> I suggested solutions when we had any problems.
<input type="checkbox"/> I worked as much as all my classmates.	<input type="checkbox"/> I worked as much as all my classmates.
<input type="checkbox"/> We achieved the goals of the activity.	<input type="checkbox"/> We achieved the goals of the activity.
<input type="checkbox"/> I contributed to a harmonious environment.	<input type="checkbox"/> I contributed to a harmonious environment.
<input type="checkbox"/> I controlled my negative emotions.	<input type="checkbox"/> I controlled my negative emotions.

- 3** Get together with your group and share your checklists from Activity 2. Discuss why the activities went wrong and together reach a conclusion. Then decide which are the most important actions you need to take to improve cooperation in school activities. Make a poster and paste it on the wall.



- 4** Discuss the questions in your group.

- 1 Why is it important to be objective when assessing your performance in cooperative activities at school?
- 2 How can objectivity help you in other aspects of your life?

FOR YOUR LIFE

Objectivity is the ability to make decisions based on facts rather than on your own feelings or beliefs. Objectivity is hard when you are emotionally involved in the subject. It can be a challenging skill to master, but remember that practice makes perfect!