

TAKE THE LEAD

Katherine Jean Manson



3 Teacher's Guide

4 STARTER

Talking about before and now
Vocabulary: Activities
Grammar: Simple present and simple past

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. |

PREP Draw students' attention to the instructions and ask them to paraphrase them. Model the activity. For large classes, create several groups, locating them within the space available.

OPENING

1 LISTENING  Have students look at the pictures and discuss in pairs what they think the topic of the conversation is. Then play the audio, inviting them to put the images in the correct order individually and check it with a classmate. Play the audio as

many times as necessary. Elicit the correct sequence from volunteers.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box, asking pairs how pictures can help them in listening activities.

Answers:
A3 B4 C1 D2

AUDIO SCRIPT

Karla: Hi, Grandpa!
Grandpa: Hello Karla. What's up?
Karla: I am so stressed out. I have a lot of homework. My favorite TV show is on at 6:00.

Mom says I can't use the tablet or play basketball with my friends. I hate being this age... I remember being a child. I built things with my blocks and played all day.

Grandpa: That's too bad.

Karla: What was life like when you were a child, Grandpa?


Grandpa: Hmm... well. There weren't any computers, cell phones, smartphones or cable TV when I was a child. We played outside, rode our bikes, and swam in the river.

Karla: Did you play sports?

Grandpa: I played basketball, baseball, and soccer when I was a teenager. I didn't win any trophies. I wasn't very good.

Karla: What are you doing now?

Grandpa: I'm playing word games online and, guess what? I'm winning!

2  Have students discuss the questions with a classmate. Then play the audio again so students can solve the activity. Play the audio as many times as necessary for students to confirm their answers. Elicit answers from volunteers.

Answers:

1a 2a 3b 4b 5b

EXTRA ACTIVITY If time allows, get students into small groups and tell them to go to the Audio Script section of their books. Tell them to read the script for track 2 so that they make similar questions to the ones in Activity 2. Explain that once they finish, they are going to exchange questions with another group and answer them. Monitor the activity walking around the classroom and providing help. Have groups check their answers to the questions with the Audio Script.

DEVELOPMENT

3 GRAMMAR Get students into pairs to match the examples to the functions. Model the activity with the first example. Monitor the activity walking around the classroom and providing help. Encourage early finishers to generate more examples of each function. When pairs have finished the activity, elicit answers from volunteers. Add more examples to help clarify any lingering questions.

Answers:

1 b/c 2 a 3 e 4 d 5 c

4 Draw students' attention to the table and model the activity with the first blank space. Have students complete the table individually and check their answers in pairs. When pairs have confirmed their answers, elicit the correct answers from volunteers. If appropriate, elicit more examples of each using different verbs. Refer students to the Language Guide on page 80 for further explanation and practice.

Answers:

1 played 2 plays 3 don't
4 doesn't, didn't 5 Did 6 Does
7 do. 8 did. 9 didn't. 10 doesn't.

5 Draw students' attention to the title eliciting the topic from volunteers. Model the activity with the first two blank spaces and ask what helped them to choose the correct tense. Have students do the activity individually or in pairs, whichever way best suits to your group. Monitor the activity walking around the classroom and providing help. Encourage early

finishers to read the text out loud with a classmate. When students have finished the activity, invite volunteers to read the text out loud to confirm answers. Encourage students to explain their reasons for each answer. Elicit the time expressions and other clues that helped them identify the tense needed in each case.

Answers:

1 is 2 lives 3 lived
4 was 5 played 6 Did you play

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

- | | |
|----------------------------------|--|
| a I have a lot of homework. | 1 Describes an action that ended in the past. _____ |
| b I built things with my blocks. | 2 States a true fact in the present. _____ |
| c I played all day. | 3 Asks a question about an action in the past. _____ |
| d There weren't any computers. | 4 States the existence of things in the past in the negative. _____ |
| e Did you play sports? | 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 5th

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 27th, 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.



7 started 8 did you play
9 traveled 10 was 11 throw

EXTRA ACTIVITY You may tell students to do the Grammar Drills available in the Student's Digital Component to practice and reinforce their knowledge in simple present and simple past.

Students could also use the flashcard *When I Was a Child* in the Student's Digital Component to get ideas and vocabulary for Activity 6.

6 STARTER

CLOSURE

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.

CLOSURE

6 WRITING



Draw students' attention to the table. Model the activity with your own answers on the board. Elicit the correct tenses from volunteers. Have students complete the table and write their paragraphs individually. When students have completed their paragraphs, have them share the information with a classmate, taking turns asking and answering questions about their present and past interests. If time allows, have students repeat the activity with

another classmate. Monitor all stages of the activity walking around the classroom and providing help. Close the activity by eliciting corrections to the common errors and highlighting the correct use of language. You can use this activity as evidence of learning to build up your students' portfolio.

GENERIC COMPETENCY

Draw students' attention to the competency box and elicit how they can confirm they understand what a classmate says in a conversation.

7 SELF-ASSESSMENT

Have students read the self-assessment table. Remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. Encourage them to evaluate their work honestly. Have students complete the self-assessment individually. Get students into pairs and encourage them to have a conversation about their performance. Monitor the activity walking around the classroom and providing help.

SOCIAL AWARENESS



Before doing the activity, remind students of the conversation between Karla and her grandpa. Put students into multi-level groups of three and model the activity by eliciting answers to the first option from volunteers. Set a time limit for the discussion and monitor the activity walking around and providing help as needed. When groups have finished their discussion, elicit answers to option 3 from volunteers as well as interesting comments connected with options 1 and 2. Close the activity by highlighting the importance of cross-generational communication.

For additional practice, refer students to the **Workout** on page 7. You can find the answers to this section on page 84.

FOLLOW UP

For next class, decide how students will research TV shows. If possible, provide them with Internet access for the day.

BLOCK 1

MAKING CHOICES

GENERAL OUTCOME

By the end of this block students will be able to compare TV shows, recommend movies, expose plans and intentions to visit a place, write a conversation at a restaurant, and talk about the rules for a public place.

SPECIFIC OUTCOMES

- Students will write a paragraph to describe and compare TV shows.
- Students will describe and compare movies.
- Students will elaborate a collage and expose the main reasons to visit a place exposing their plans and intentions.
- Students will write a conversation at a restaurant about requests and possibilities with *can* and *could*.
- Students will talk about the rules for a public place using *must*, *mustn't*, *have to*, and *don't have to*.

LANGUAGE CONTENTS

Vocabulary: TV shows and genres, movies, places of interest, food, types of museums

Grammar: Comparative adjectives, superlative adjectives, *will* and *going to*, *can* and *could*, *have to*, *don't have to*, *must*, and *mustn't*

8

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.

COMPETENCIES

GENERIC

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools. Lessons 1, 2, and 5

DISCIPLINARY

11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation. Lessons 1 and 3

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. Lessons 2, 3, 4, and 5

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

SKILLS

LISTENING

- Listening for general information
- Listening for specific information
- Listening to complete missing information

WRITING

- Structuring a paragraph comparing ideas
- Structuring a text in a clear and coherent way

READING

- Skimming to understand the main idea

SPEAKING

- Comparing movies
- Expressing arguments using visual material
- Talking about rules

OTHER LEARNING AREAS

Cross-curricular contents

Use skills in ethics to write an email to an English-speaking pen pal explaining about his or her culture, plans, and intentions about the future. This project involves developing the professional skill Communicating and Influencing: Written communication.

Socio-emotional skills contents

This social awareness block develops the concept of *different perspectives* to help students appreciate diversity.

ADDITIONAL RESOURCES

Student's digital component:

SE Skills (Social awareness) Block 1: Four worksheets for the key concept *Different Perspectives*
 Grammar Drills Block 1: Comparatives, superlatives, *will* and *going to*, *can* and *could*, *have to* and *must*
 Flashcards Block 1: TV and movie genres, What city are you going to visit?, At the restaurant, At the museum
 Video 1: Life and Culture and Video activities pages
 Class audios 3-7

Teacher's digital component:

Enhanced Student's Book Block 1 with answers
 Test Generator Block 1
 Grammar Posters Block 1: Comparative and superlative adjectives, Future expressions, Obligation modals
 SE Skills (Social awareness) Block 1: Teaching notes for students' *Different perspectives* worksheets
 Students' Grammar Drills Block 1 with answers
 Students' Flashcards Block 1
 Video 1: Life and Culture and Video activities pages with answers
 Class audios 3-7

LESSON 1

PREP Before class, decide if you will limit the activity to names of stars of English language shows and how much time students will have to think of a name before they lose their turn. Draw students' attention to the instructions and ask them to paraphrase them. Model the activity with a strong student in the way you designed it. Have students do the activity in pairs. Monitor the activity walking around and providing help with the rules as needed.

OPENING

1 READING Elicit strategies for skimming texts, encouraging students to read down the page instead of across to make them read quickly. Model the activity with a TV show you would like to watch. Have students do the activity individually, preparing their reasons for each choice. Then ask students to check their answers in pairs. When students have finished checking answers, elicit the most popular TV programs by a show of hands for each program. Elicit reasons why students would like to watch it.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and elicit as much information as possible about the text and where they would find it.

2 LISTENING Draw students' attention to the statements. Elicit the information they expect to hear. Model the activity with the first statement. Have students do the activity individually. Play the audio and allow students some time to do the activity and compare their answers with a classmate. Play the

audio again until students have confirmed their answers. Elicit the correct statements from volunteers.

Answers:

1 more romantic **2** newer **3** earlier
4 worse than **5** more interesting

AUDIO SCRIPT

Tina: Carol, what should we watch at 7:00 tonight, the soap opera or sports?

Carol: Oh, Tina. You know I love romance and I like soap operas. They are more romantic than sports shows. Let's watch the soap opera at 7:00.

Tina: Can we watch this documentary about pollution at 9:30? I heard it's good. I think it's more interesting than the news.

Carol: What about you, Elena? What TV shows do you like?

Elena: Let me see... I hate sitcoms but I really hate reality shows. Reality shows are worse than sitcoms. Ugh... I love TV series! My favorite show, *Murder on the Beach* is on at 8:00. It's newer than this sitcom *Mother and Son*, too.

Tina: Perfect. We'll watch the soap opera at 7:00, the TV series at 8:00 and then the documentary at 9:30.

Comparing TV shows
Vocabulary: TV shows and genres
Grammar: Comparative adjectives

LESSON 1

9

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		DISCIPLINARY COMPETENCY	
7:00 - 8:00 p.m.	Channel 7 <i>The World Spins Today</i> – SOAP OPERA <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.	Channel 4 <i>Fireflies vs. Angels</i> – SPORTS <input type="checkbox"/>	LIVE	
	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.	Channel 4 <i>Murder on the Beach (2019)</i> – TV SERIES <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.	Channel 3 <i>Mother and Son (2009)</i> – SITCOM <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.	Channel 4 <i>The Ruiz's Next Door</i> – REALITY SHOW <input type="checkbox"/>	RERUN	
	Follow the lives of Beatriz, Ana, Liliana, and Fernanda Ruiz.		
9:30 - 11:30 p.m.	Channel 5 <i>Pollution</i> – DOCUMENTARY <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.	Channel 1 <i>News at Night</i> – NEWS <input type="checkbox"/>	LIVE	
	Latest local, national, and international news.		

2 LISTENING Listen and circle the correct option.

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



10 **LESSON 1**

DEVELOPMENT 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.

DEVELOPMENT

3 GRAMMAR Draw students' attention to the rules and apply each with different examples, if necessary. Have students get into pairs to do the activity and then check their answers in groups. Monitor the activity walking around the classroom and providing help. Encourage early finishers to generate more examples using the rules and comparing their favorite TV shows. Elicit answers from volunteers. Refer students to the Language Guide on page 80 for further explanation and practice.

Answers:
1 b 2 a 3 d 4 c

4 Draw students' attention to the table and model the activity with the first blank space. Have students do the activity individually. Then ask them to check their answers in pairs. Monitor the activity walking around the classroom and providing help. Elicit answers and corrections to common errors from volunteers.

Answers:

- 1 later 2 funnier 3 more interesting
- 4 better 5 worse

5 Have students read the instructions and ask a volunteer to paraphrase them. Model the activity with the first blank space, eliciting the rule from Activity 3 that applies to it. Have students do the activity individually. Then ask them to check their answers in pairs. Monitor the activity walking around the classroom and providing help. When students have finished the activity, invite volunteers to read the sentences out loud and elicit the rule applied in each case. Close the activity dealing with any questions or concerns.

Answers:

- 1 better 2 more exciting
- 3 more interesting 4 more entertaining

EXTRA ACTIVITY If time allows, have students complete the paragraph in Activity 5 with their own ideas. They may replace the kinds of TV shows using the ones in the TV guide in Activity 1 or they may replace the comparative adjectives used in the paragraph.

CLOSURE

6 WRITING



Before class decide how students will do the research about TV shows. If possible, provide them with Internet access for the day. Model the activity eliciting different genres. Have students do the research in pairs if appropriate for your group. Then have them write their paragraphs individually. Ask students to exchange paragraphs with a classmate. Close the activity by asking students to give feedback about general understanding and grammatical errors on their partner's paragraph. You can use this activity as evidence of learning to build up your students' portfolio.

GENERIC COMPETENCY

Draw students' attention to the competency box and elicit strategies to present and understand the TV shows comparisons for Activity 7.

7 SPEAKING

Consider suggesting students to record with their cell phone the reading-out-loud activity to review their pronunciation. Model the activity with good and not-so-good pronunciation. Get students into groups and have them take turns reading their texts and giving and receiving feedback.

SKILLS

Draw students' attention to the Skills box and invite volunteers to model appropriate and inappropriate feedback before going on.

8 SELF-ASSESSMENT

Draw students' attention to the activity and remind them that self-assessment activities are opportunities to think about their performance and improve during the semester.

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.

If appropriate, have students share their answers with a classmate after answering the questions individually. Get students into groups and encourage them to have a conversation about their performance.

SOCIAL AWARENESS



Draw students' attention to the instructions and model the activity with a volunteer. Get students into pairs to do the activity. Draw students' attention to the questions and guide the activity for pairs to

discuss the questions. Close the activity by discussing the final question as a class.

For additional practice, refer students to the Workout on page 12. You can find the answers to this section on page 84.

FOLLOW UP Remind students to bring their dictionaries for next class, as they might need them.

Date:	Student's name:	Group:
Block 1, Lesson 1	Lesson outcome: Students write a paragraph comparing two TV shows.	

Assess your students by circling the descriptors that correspond to their performance during this lesson.

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can identify types of TV shows through description.	The student cannot identify TV shows through description.	The student can identify TV shows but with confusion.	The student can identify TV shows with minor errors.	The student can correctly identify TV shows through description.
The student can correctly form and use comparative adjectives.	The student cannot form and use comparative adjectives.	The student can form and use comparative adjectives but with significant errors.	The student can form and use comparative adjectives with minor errors.	The student can correctly form and use comparative adjectives.
The student can write a paragraph comparing two types of TV shows.	The student cannot write a paragraph comparing two types of TV shows.	The student can somewhat successfully write a paragraph comparing two types of TV shows.	The student can mostly successfully write a paragraph comparing two types of TV shows.	The student can successfully write a paragraph comparing two types of TV shows.
The student can present a comparison that is clear and easy to understand.	The student cannot give a clear and easy-to-understand presentation.	The student can somewhat give a clear and easy-to-understand presentation, but errors affect understanding.	The student can mostly give a clear and easy-to-understand presentation, but with minor errors.	The student can give a clear and easy-to-understand presentation about TV shows.

Notes: _____

LESSON 2

PREP Review the rules of charades if appropriate. Monitor the activity and close it applauding the winning teams.

OPENING

1 VOCABULARY Have students do the activity in pairs and check their answers in groups. Encourage students to explain what elements in the posters helped them choose the correct genre. Elicit answers from volunteers.


Answers:

A3 B4 C2 D1

Suggested answers:

A funny B exciting

C thought-provoking D boring

2 LISTENING  Ask students to read the questions and guess the answers. Play the audio. Check answers as a class.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and elicit strategies to most effectively do the listening activity.

Answers:

1 *Back to the Beach*. 2 Thriller.

3 *She's a Mystery*.

AUDIO SCRIPT

Radio show host: Hi, Fer. Welcome back to the show. What do you have for us this week?

Movie critic: I have three great movies to recommend. The first one is a hilarious romantic comedy, *Weird Wednesday*. It's about a wedding gone wrong. It is original and absorbing and one of the funniest and sweetest movies of the year. I laughed out loud! I give it four stars.

Radio show host: That sounds like a great movie. Is it the best movie of the week?

Movie critic: No, it's not the best. Another one I can recommend is the new action film,

Comparing movies
Vocabulary: Movies
Grammar: Superlative adjectives

LESSON 2

13

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.

- What is the worst movie? _____
- What is the genre of the best movie? _____
- 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

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

Blue Lion. It's about a superhero from another planet. It is powerful, exciting, and original. I also give it four stars.

Radio show host: Interesting. So, what's the best new movie of the week?

Movie critic: The best movie of the week, in my opinion, is the thriller called *She's a Mystery*. It is the newest, freshest, most thought-provoking movie of the week. The lead actress gives the finest performance in a film I can remember.

Radio show host: Tell us about the worst film you saw this week.

Movie critic: Oh, that's easy. The worst film of the week is the drama, *Back to the Beach*. It is the slowest, most boring, most unoriginal film I have ever seen! Don't waste your time and money.

Radio show host: Hahaha! Alright, thank you for coming and for your recommendations. See you next week!

DEVELOPMENT

3 GRAMMAR Have volunteers read the examples and model the activity with the first sentence. Ask students to do the activity in pairs and check their answers in groups. Elicit the correct sentences from volunteers.

Answers:

1 comparison. 2 –est 3 –y

4 the most 5 the best

14 LESSON 2

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.



EXTRA ACTIVITY If time allows, tell students to make a similar table to the one in Activity 4 but with different adjectives that they use to describe movies. Invite them to use dictionaries for adjectives they do not know in English. Explain that they will exchange tables with a classmate and complete their partner's table. Monitor the activity walking around the classroom and providing help. Check answers as a class and write the new adjectives students proposed on the board.

5 Draw students' attention to the text and have them skim it to understand the topic. Then model the activity by eliciting the phrase to complete the first sentence. Have students do the activity in pairs or individually, whichever is best for your group. Monitor the activity walking around the classroom and providing help. Ask early finishers to read the complete text out loud with a classmate. Close the activity by inviting volunteers to read the sentences. Deal with any questions before moving on.

4 Draw students' attention to the table and review the information before modeling the activity with the first blank space. If appropriate, elicit how to identify long adjectives (by counting syllables). Explain or review how to count syllables. Practice it with a few examples from the adjectives seen so far. Have students do the activity individually and check their answers in pairs. Monitor the activity walking around the classroom and providing help. Have early finishers generate more

adjectives for each category. When students have finished the activity, elicit answers from volunteers recreating the table on the board. Refer students to the Language Guide on page 81 for further explanation and practice.

Answers:
 1 older 2 slowest 3 newest
 4 funnier 5 prettiest 6 more boring
 7 most original 8 most hilarious
 9 better 10 worst

Answers:
 1 best 2 actors 3 beautiful
 4 good 5 better 6 more powerful
 7 most powerful 8 director

CLOSURE

6 WRITING Recreate the table on the board and model the activity with your own information. Provide students with sentence prompts to help them complete the second and third columns. Elicit the difference between the terms *best* and *recommend*, if necessary. Have students do the activity individually and compare their tables in pairs. Monitor the activity walking around the classroom and providing help.

7 SPEAKING Get students into pairs. Draw their attention to the sample conversation, model the activity, and elicit opinions from volunteers. Have pairs do the activity. Monitor walking around the classroom and providing help. Invite early finishers to change partners and repeat the activity. Close the activity by inviting students to share their comparisons criticism. You can use this activity as evidence of learning to build up your students' portfolio.

GENERIC COMPETENCY

Draw students' attention to the competency box, eliciting ways of asking for and giving opinions and agreeing and disagreeing politely. Post these expressions on the board if possible.

8 SELF-ASSESSMENT

Draw students' attention to the statements and remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. Encourage them to answer honestly and share their answers with a classmate if appropriate. Get students into pairs and encourage them to have a conversation about their performance.

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.

- I can talk about movie genres. Yes No
- I can use comparative adjectives to talk about movies. Yes No
- I can use superlative adjectives to talk about movies. Yes No
- 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.

SOCIAL AWARENESS

Get students into groups of three. Draw their attention to the sentence prompts modeling the activity with your own examples. Have students complete the sentences individually. Then have volunteers read the instructions about giving opinions. Ask students to share their opinions in their groups following the instructions. When most groups have completed this stage, have them discuss the final question. Close the activity by eliciting comments from each group,

highlighting the role diversity plays in shaping our opinions.

For additional practice, refer students to the Workout on page 16. You can find the answers to this section on page 84.

FOLLOW UP Ask students to bring images of a country they'd like to visit and supplies to create a collage for the next class. Prepare a collage yourself to present as a model.

Date:	Student's name:	Group:
Block 1, Lesson 2	Lesson outcome: Students describe and compare movies they have seen.	

Assess your students by circling the descriptors that correspond to their performance during this lesson.

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can form and use superlative adjectives correctly.	The student cannot form or use superlative adjectives correctly.	The student can form and use superlative adjectives somewhat correctly, but with significant errors.	The student can form and use superlative adjectives mostly correctly, but with minor errors.	The student can form and use superlative adjectives correctly.
The student can describe basic information about different movies.	The student cannot write basic information about different movies.	The student can write basic information about different movies somewhat correctly, but with significant errors.	The student can write basic information about different movies mostly correctly, but with minor errors.	The student can write basic information about different movies.
The student can share opinions about different movies in an oral review.	The student cannot share opinions about different movies in an oral review.	The student can somewhat successfully share opinions about different movies in an oral review, but with significant errors.	The student can mostly successfully share opinions about different movies in an oral review, but with minor errors.	The student can share opinions about different movies in an oral review.

Notes: _____

LESSON 3

PREP Draw students' attention to the instructions and ask them to paraphrase them. Get students into groups and organize the classroom as best suits your space to move around. Monitor the activity walking around the classroom and providing help.

OPENING

1 LISTENING Invite volunteers to read the questions out loud and elicit possible answers from the group. Have students do the activity individually or in pairs. Play the audio and give students some time to write their answers. Have students check their answers in pairs. Play the audio as many times as necessary for students to answer the questions. Close the activity by eliciting answers from volunteers. Play the audio again to confirm answers if necessary.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and elicit names of different locations in their city.

Answers:

1 London. **2** Work as an au pair.
3 Study art at the National Gallery.
4 Big Ben, Buckingham Palace.
5 By underground and by car. **6** It's an important city and it is closer than Tokyo.

AUDIO SCRIPT

Rita: Hello, everyone! I'm going to talk about my plans for next year.

Alex: Are you going to go to Europe?

Rita: Yes, next year I'm going to go to London to work as an au pair. I'm going to work for a family called Evans. They have a little boy, Jimmy. In my free time, I'm going to study art at the National Gallery. I'm not going to work on Sundays. I'll probably visit the most important landmarks like Big Ben

Exposing reasons to visit a place
 Vocabulary: Places of interest
 Grammar: Will and going to

LESSON 3

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.

- 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? _____

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

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

palace tower tourist attraction market bridge underground



For vocabulary about places of interest, go to the **VISUAL GLOSSARY** on page 87.

and important places like the Buckingham Palace at some time during the year, but I don't know when yet. I'll probably use the underground to get to my art classes, but during the day the Evans are going to lend me a car to drive Jimmy to school and to go to the supermarket.

Angie: Will you send postcards to your friends and family?

Rita: No, I won't send postcards. I'll post photos and selfies online.

Alex: Why London?

Rita: I chose London because it's the most important city in Europe and it's closer to Mexico than Tokyo, which is my favorite city.

2 VOCABULARY Have students do this activity in pairs and check their answers in groups. Monitor the activity walking around the classroom and providing help. When students have finished, elicit answers and other examples from volunteers. Refer students to the Visual Glossary on page 87 for more vocabulary related to this topic.

Answers:

1 tower **2** palace **3** market
4 underground **5** tourist attraction
6 bridge

18 LESSON 3

DEVELOPMENT

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

DEVELOPMENT

3 GRAMMAR Before starting this activity, prepare more examples with the structures. Model the activity with your examples and check comprehension. Have students do the activity in pairs and check their answers in small groups. Monitor the activity walking around the classroom and providing help. Close the activity eliciting answers from volunteers. Encourage them to provide more examples if necessary.

Answers:

1 plan 2 tentative idea 3 intention

4 If appropriate, provide a mini-review of the structures before having students do the activity. Post the formulas on the board and provide examples to model the activity. Have students complete the table individually. Then ask them to check their answers in pairs. Monitor the activity walking around the classroom and providing help.

Answers:

1 am going to go 2 am going to take 3 will compete 4 am going to work 5 will not be

Encourage early finishers to compare their answers with another pair and create more examples. Close the activity by eliciting answers from volunteers. Refer students to the Language Guide on page 81 for further explanation and practice.

Answers:

1 going to 2 is not 3 Are 4 are. 5 will 6 will not 7 will.

EXTRA ACTIVITY If time allows, have students analyze the sentences in the future form in the Audio Script for track 5 in their notebooks. Tell them to identify the formulas and to add a formula for the use of contractions.

5 Review or elicit the differences in the uses of *going to* and *will*. Ask students to read the paragraph in pairs. Have them identify concrete and tentative plans. Model the activity with the first sentence. Have students work in pairs. Monitor the activity walking around the classroom and providing help. Close the activity with volunteers reading the sentences out loud. Ask them to share the reasons for their answers with the class.

Answers:

1 am going to go 2 am going to take 3 will compete 4 am going to work 5 will not be

CLOSURE

6 WRITING Draw students' attention to the instructions. Model the activity with your own example. Provide examples of the use of *will* and *going to*. Post sentence starters on the board. Tell students they can use the text in Activity 5 as reference and give them some time to write their texts. Encourage them to use the images they brought for their collage. Monitor the activity walking around the classroom and providing help.

7 SPEAKING Organize the classroom so students have space to create their collages and share supplies. Give students enough time to design their collages. Monitor the activity walking around the classroom and providing help. When students have finished, create a gallery walk in which one group presents while the other walks around listening to the presentations. After the first group finishes, change roles and have the listeners present. You can use this activity as evidence of learning to build up your students' portfolio.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency. Elicit ways they can confirm and ask for clarification during classmates' presentations.

8 SELF-ASSESSMENT

Draw students' attention to the self-assessment activity. Remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. Encourage them to answer honestly. Get students

into groups and encourage them to have a conversation about their performance.

SOCIAL AWARENESS

Draw students' attention to the instructions and ask them to paraphrase them. Get students into pairs. Read the statements out loud to ensure everyone understands them. Set a time limit for the first discussion. Then get pairs into groups. Give groups some time to share their conclusions and to

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.



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 <i>going to</i> and <i>will</i> 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. | 3 We can learn to have empathy for others. |
| 2 People should be treated equally no matter what. | 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.

discuss the final question. Close the activity by eliciting suggestions on how to be more empathetic.

For additional practice, refer students to the Workout on page 20. You can find the answers to this section on page 84.

FOLLOW UP Ask students to go to the Language Guide on page 81 and answer the activities for Lesson 4 as homework.

Date:	Student's name:	Group:
Block 1, Lesson 3	Lesson outcome: Students make a collage about a place they would like to visit and present it saying their plans and intentions.	

Assess your students by circling the descriptors that correspond to their performance during this lesson.

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can form and use <i>going to</i> and <i>will</i> to talk about future plans, intentions, and predictions.	The student cannot form and use <i>going to</i> and <i>will</i> to talk about the future.	The student can somewhat correctly form and use <i>going to</i> and <i>will</i> to talk about the future, but with significant errors.	The student can mostly correctly form and use <i>going to</i> and <i>will</i> to talk about the future, but with minor errors.	The student can correctly form and use <i>going to</i> and <i>will</i> to talk about the future.
The student can write about places they intend to visit in another country.	The student cannot write about places he or she intends to visit in another country.	The student can somewhat correctly write about places he or she intends to visit in another country, but with significant errors.	The student can mostly correctly write about places he or she intends to visit in another country, but with minor errors.	The student can correctly write about places he or she intends to visit in another country.
The student can make a presentation about plans, intentions, and predictions using visual support such as a collage.	The student cannot present plans, intentions, and predictions.	The student can somewhat correctly present plans, intentions, and predictions, but with significant errors.	The student can mostly correctly present plans, intentions, and predictions, but with minor errors.	The student can correctly present plans, intentions, and predictions.

Notes: _____

LESSON 4

PREP Draw students' attention to the instructions and ask them to paraphrase them. Review or elicit the rules of miming games. For large groups, get students into groups of six or eight or limit the activity to 15 minutes.

OPENING

1 VOCABULARY Before starting the activity, review the vocabulary to ensure students are familiar with all the dishes. Use extra images to confirm understanding if necessary. Have students do the activity individually. Then have them ask and answer questions about their choices in pairs. Close the activity by having students share their favorite foods from the menu by a show of hands.

2 LISTENING Before doing the activity, follow the suggestion in the competency box below. Have students look at the order forms and elicit the type of conversation they expect to hear and the listening strategies that may help them complete the order forms. Have students do the activity individually and check their answers in pairs. Play the audio as many times as necessary for students to complete the order forms. Elicit answers from volunteers. Do not have students review the Audio Script until they have finished the activity.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and ask what they know about restaurant conversations.

Answers:

- 1 grilled steak 2 French fries
3 green salad 4 grilled fish 5 rice
6 vegetables

Ordering food at a restaurant
Vocabulary: Food
Grammar: Can and could

LESSON 4

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.

Soup

broccoli soup \$ 40

onion soup \$ 50

Main Course

grilled chicken \$ 120

grilled steak \$ 120

grilled fish \$ 160

Good Food

Restaurant

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

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

Woman	Boy
onion soup	vegetable soup
1 _____	4 _____
2 _____	5 _____
3 _____	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.

AUDIO SCRIPT

Waiter: A table for two?

Woman: Yes, please.

Waiter: Could you come this way, please?

Boy: Could we sit by the window?

Waiter: Let me see... Yes. Please, have a seat.
Would you like some water?

Woman: Yes, please! Thank you. Could you tell us the specials, please?

Waiter: Yes. Today's specials are vegetable soup, roast chicken, and chocolate cake. Here are your menus.

Woman and Boy: Thank you.

Woman: Oh look, Danny! 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.

Waiter: Could I take your order?

Woman: I'll have the onion soup, then the grilled steak, French fries, and the green salad, please.

Boy: And I'll have the vegetable soup and then the grilled fish. I'll have rice and vegetables with the fish, please.

Waiter: Could I offer you anything else?

Boy: Could I have a piece of chocolate cake for dessert?

Woman: And... Could you bring ketchup with the fries, please?

Waiter: Of course! I'll be right back.

22 LESSON 4

DEVELOPMENT

3 GRAMMAR Read the examples and circle the correct option.

- | | |
|---|---|
| <p>Could we sit by the window?</p> <p>Could you come this way please? Could I take your order? Could you bring ketchup with the fries, please?</p> <p>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.</p> <p>Could I offer you anything else?</p> | <p>1 This is a request / an order.</p> <p>2 These are examples of rude / polite requests.</p> <p>3 The word <i>can</i> in these sentences expresses need / possibility.</p> <p>4 With this question the waiter is offering more service / describing the service.</p> |
|---|---|

Go to the LANGUAGE GUIDE on page 81.

4 Order the parts of the conversations.

<p>A</p> <p>____ Yes, please. Could you tell us the specials?</p> <p>____ Welcome to Fanny's Food. A table for four?</p> <p>____ Yes, we have vegan hamburger and pizza.</p> <p>____ Mom, can I have the pizza?</p>	<p>B</p> <p>____ I'll have the salad. Could I have the dressing on the side?</p> <p>____ Could I take your order?</p> <p>____ Could you bring two glasses of water, please?</p> <p>____ Sure. Could I offer you anything else?</p>	<p>C</p> <p>____ Mike, can we share the salad?</p> <p>____ Yes, here it is. Today's specials are fish soup and green salad.</p> <p>____ Could you show us the menu, please?</p> <p>____ Yeah, we can also share the soup.</p>
--	---	--

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.

DEVELOPMENT

3 GRAMMAR Before starting this activity, review or elicit the uses of *can* and *could* and explain that both are used to make polite requests but sometimes we use *can* in informal situations or with people you know and *could* in formal situations or with people you don't know. Invite volunteers to read the sentences. Model the activity with the first question and elicit the correct answer from volunteers. Have them explain the reasons for their answer choice. Have students do the activity in pairs

and check their answers in groups. Close the activity by eliciting correct answers from volunteers. Deal with any questions or concerns. Refer students to the Language Guide on page 81 for further explanation and practice.

Answers:
 1 request 2 polite 3 possibility
 4 offering more service

4 Have students read the sentences in Box A and identify who the server is and who the customers are. Model

the activity with Box A. Have students do the activity in pairs and check their answers in groups. Encourage them to explain their reasons. Monitor the activity walking around the classroom and providing help. Close the activity by inviting volunteers to read the conversations out loud.

Answers:
 A 2, 1, 3, 4 B 2, 1, 4, 3 C 3, 2, 1, 4

5 Have students complete the conversation individually and check their answers in groups of three. Monitor the activity walking around the classroom and providing help. Elicit answers from volunteers. Then have groups role-play the activity. Encourage them to stand and act out the parts with appropriate body language.

Answers:
 1 Welcome 2 Could you 3 can have
 4 Could she 5 Could I offer

EXTRA ACTIVITY If time allows, have students personalize the conversation in Activity 5 with the dishes they chose in Activity 1 and encourage them to present their role-play.

CLOSURE

6 WRITING Model the activity by eliciting choices for each course. Write them on the board. Monitor the activity walking around the classroom and providing help. When students have completed their menus, move onto the next activity.

Suggested answers:

Soup: vegetable soup, tomato soup

Main: hamburger, grilled steak

Sides: salad, French fries

Desserts: chocolate cake, cheese cake

7 Get students into groups of three to create a conversation like the one in Activity 5 in their notebooks. Model the activity by eliciting the first lines of the conversation and writing them on the board. Monitor the activity walking around the classroom and providing help. You can use this activity as evidence of learning to build up your students' portfolio.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box, and elicit the importance of considering the situation when talking to people.

8 SPEAKING Give groups enough time to practice their conversations. Then have them perform for other groups. Have listeners complete order forms if time allows. Monitor the activity walking around the classroom. Close the activity by eliciting corrections to common errors and celebrating excellent language use.

9 SELF-ASSESSMENT Draw students' attention to the instructions and remind them that

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.

- 1 be kind
- 2 scream if I'm angry
- 3 be comprehensive
- 4 be empathetic
- 5 show bad manners
- 6 be quiet
- 7 have eye contact
- 8 be polite
- 9 be rude
- 10 smile to servers

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



self-assessment activities are opportunities to think about their performance and improve during the semester. Have students do the activity individually. Get students into pairs and encourage them to have a conversation about their performance.

SOCIAL AWARENESS

Have them go over the checklist individually. Give them time to reflect before discussing it in groups of three. Confirm comprehension of all the attitudes described. Set time limits for both stages. Monitor the activity walking around the classroom and

providing help. Close the activity by eliciting responses to the final question from volunteers in each group.

For additional practice, refer students to the **Workout** on page 24. You can find the answers to this section on page 84.

FOLLOW UP Remind students to bring their dictionaries for next class, as they might need them.

Date:	Student's name:	Group:
Block 1, Lesson 4	Lesson outcome: Students write a conversation at a restaurant.	

Assess your students by circling the descriptors that correspond to their performance during this lesson.

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can identify formality in a conversation between a server and a customer.	The student cannot identify formality in a conversation between a server and a customer.	The student can somewhat accurately identify formality in a conversation between a server and a customer, but with significant errors.	The student can mostly accurately identify formality in a conversation between a server and a customer, but with minor errors.	The student can identify formality in a conversation between a server and a customer.
The student can categorize dishes when creating a menu.	The student cannot correctly categorize dishes when creating a menu.	The student can somewhat correctly categorize dishes when creating a menu.	The student can mostly correctly categorize dishes when creating a menu.	The student can correctly categorize dishes when creating a menu.
The student can write a conversation between a server and a customer.	The student cannot write a conversation between a server and a customer.	The student can write a somewhat accurate conversation between a server and a customer, but with significant errors.	The student can write a mostly accurate conversation between a server and a customer, but with minor errors.	The student can write an accurate conversation between a server and a customer.
The student can role-play a conversation between a server and a customer with appropriate pronunciation and body language.	The student cannot role-play a conversation between a server and a customer.	The student can role-play a conversation between a server and a customer somewhat clearly, but with significant errors.	The student can role-play a conversation between a server and a customer mostly clearly, but with minor errors.	The student can role-play a conversation between a server and a customer with clear pronunciation and effective body language.

Notes: _____

PREP Draw students' attention to the instructions and ask them to paraphrase them. Model the activity with a couple of volunteers.

OPENING

1 VOCABULARY Have students do the activity in pairs and check their answers in groups. Encourage early finishers to think of museum names they know for each category. Monitor the activity and close it by inviting volunteers to read each definition and name the type of museum. To confirm understanding, have students provide examples of each type of museum in their city (or country).

Answers:

A2 B1 C5 D6 E4 F3

2 LISTENING Draw students' attention to the Skills box and have them read the questions first. Give pairs or small groups some time to discuss the type of information needed to answer the questions. Then play the audio. Have students make notes individually and check their answers in pairs. Play the audio as many times as necessary until students have completed their notes.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and ask what they know about museum rules.

SKILLS Draw students' attention to the Skills box. Explain that when they read the questions they are activating knowledge and preparing their brains to identify specific information.

Describing obligations

Vocabulary: Museums

Grammar: *Have to, don't have to, must, and mustn't*

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

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

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.

Answers:

1 Take photos without flash, speak quietly. **2** Touch or push the sculptures, touch the paintings or get too close to the sculptures, use a flash for photos, raise your voice or shout. **3** Art gallery, the guide mentions paintings and sculptures.

AUDIO SCRIPT

Museum guide: Welcome! Let me tell you the rules for visitors. You mustn't touch the paintings or push the sculptures. If you do that, an alarm goes off and everyone has to leave the building. It's chaos. So,

whatever you do, don't touch the paintings and don't get too close to the sculptures. You can take photos but you mustn't use flash because the bright light damages the paintings. So if you know how to turn off the flash on your phone, do it and you can take as many photos as you like. You don't have to be silent. But you must speak in low voices so you don't distract others. Just be aware of other people in the gallery enjoying the art. You have to consider others. Don't raise your voices or shout, please.

26 LESSON 5

DEVELOPMENT

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.

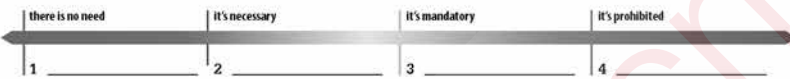
mustn't don't have to third must has

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>

Answers:

- 1 don't have to 2 have to
 3 must 4 mustn't

5 Remind students of the museum rules in Activity 2. Review or elicit the modals of obligation and have students use the sentence prompts to create rules for a library individually or in pairs, whichever works best for your class. Close the activity by eliciting the rules from volunteers. Deal with any questions or different answers before moving on.

Answers:

- 1 mustn't 2 must 3 have to
 4 don't have to 5 must

IT Draw students' attention to the IT box and have pairs choose a museum to visit online.

EXTRA ACTIVITY If time allows, you could have a review of modals and their uses. Go over the ones students have learned in Block 1 and have them explain the rules and uses. Correct or add up any extra information you think could be useful for them.

DEVELOPMENT

3 GRAMMAR Before starting this activity, prepare more examples. Reminding students of the rules in the audio, have them read the rules and discuss the meanings in pairs. Then have them complete the explanations individually and check their answers in pairs. Monitor the activity walking around the classroom and providing help. Close the activity inviting volunteers to read the explanations out loud. Highlight the subtle difference between *must* and *have to* and the significant difference between

must not and *don't have to* with other examples.

Answers:

- 1 must 2 mustn't 3 don't have to
 4 third 5 has

4 Have students complete the chart individually and check their answers in pairs. Encourage them to create their rules using the modals to confirm understanding. Close the activity eliciting answers and examples from volunteers. Refer students to the Language Guide on page 82 for further explanation and practice.

CLOSURE

6 WRITING Before starting this activity, either create a list or elicit public spaces that need rules and post them on the board. Model the activity with classroom rules. Have pairs choose a public place (or assign the same place to several pairs) and give them enough time to create a list of rules. Monitor the activity walking around the classroom and providing help.

7 SPEAKING Draw students' attention to the sample conversation. Have students do the activity with a new partner or have pairs who worked with the same location share their rules in groups of four. Give students time to do the activity. Monitor progress walking around the classroom and providing help. Close the activity by eliciting comments from groups about the rules they heard about. You can use this activity as evidence of learning to build up your students' portfolio.

GENERIC COMPETENCY

Draw students' attention to the competency box eliciting ways to discuss their classmates' rules.

8 SELF-ASSESSMENT Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Have them do the activity individually. Get students into groups and encourage them to have a conversation about their performance.

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?		

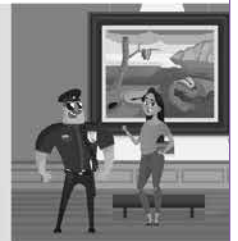
SOCIAL AWARENESS



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.



SOCIAL AWARENESS



Have students complete the statements individually and then share their answers in groups. Model the activity with the first statement, encouraging students to explain the reason for their choice. Give groups some time to complete the activity and discuss the final question. Close the activity by eliciting the answers and reasons for each of the statements and comments about the final question from volunteers in each group.

Answers:

1 must 2 have 3 have 4 must

For additional practice, refer students to the Workout on page 28. You can find the answers to this section on page 84.

FOLLOW UP Ask students to do some research about the parts of an email and email formats in preparation for the cross-curricular project.

Date:	Student's name:	Group:
Block 1, Lesson 5	Lesson outcome: Students talk about the rules of a public place.	

Assess your students by circling the descriptors that correspond to their performance during this lesson.

Aspects	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can use modals of obligation correctly to talk about rules.	The student cannot use modals of obligation correctly.	The student can use modals of obligation somewhat correctly, but with significant errors.	The student can use modals of obligation mostly correctly, but with minor errors.	The student can use modals of obligation correctly.
The student can create rules for a public place using modals of obligation correctly.	The student cannot create rules for a public place using modals of obligation.	The student can create rules for a public place using modals of obligation somewhat correctly, but with significant errors.	The student can create rules for a public place using modals of obligation mostly correctly, but with minor errors.	The student can create rules for a public place using modals of obligation correctly.
The student can explain the reasons for different rules in public places.	The student cannot explain the reasons for different rules in public places.	The student can explain the reasons for different rules in public places somewhat clearly, but significant errors impact understanding.	The student can explain the reasons for different rules in public places mostly clearly, with some minor errors that do not impact understanding.	The student can explain the reasons for different rules in public places clearly.

Notes: _____

CROSS-CURRICULAR PROJECT

ETHICS

CROSS-CURRICULAR PROJECT 29

ETHICS

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.



IT To obtain information about pen pals around the world go to: <http://www.edutics.mv/1er>

- 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	<i>Billy and Mandy</i>	<i>Stranger Things</i>
Favorite movie	<i>Shrek</i>	<i>Avengers</i>
Favorite book	<i>Goosebumps</i>	<i>Poems by Rosa Parks</i>

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

- 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.mv/1e9> 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.

If possible, provide students with Internet access for the day and choose or assign pen pals.

IT Before starting Activity 1, create a list of websites to help students find pen pals or connect with a teacher in an English-speaking country so students can send emails to each other.

Draw students' attention to the instructions in Activity 2 and have a volunteer paraphrase them. Model the activity and have students do it individually.

Get pairs into larger groups to share their checklists. Then elicit different parts from volunteers and post the class checklist on the whiteboard.

IT Have pairs research the parts of an informal email online and create a checklist for writing one.

Read the checklist in Activity 4 and have students paraphrase each item to make sure they understand them. Give students some time to write their email in their notebooks.

Have students read the instructions for Activity 5. Get them into pairs for this activity and give students enough time to do it. Monitor the activity walking around the classroom and providing help.

SKILLS Draw students' attention to the Skills box so that they consider the information to write the clean version of their emails.

CROSS-CURRICULAR PROJECT

ETHICS

- 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.

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.

- 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.



SELF-ASSESSMENT RUBRIC

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

Project aspect	Needs improvement	OK	Good	Outstanding
Addressing your audience	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.
Using concrete, specific, and correct language	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.
Using an appropriate writing style	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.
Using correct spelling and punctuation	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: _____

Have students do Activity 6 in groups of four. Give groups time to have the discussion. Then close the activity by eliciting comments from each of the groups.

SELF-ASSESSMENT RUBRIC

Draw students' attention to the table. Explain that they will reflect on their performance. Invite them to analyze the descriptions in the table and to choose the ones that describe their work. Then have them complete the phrases in Activity 8 individually. Get students into small groups to discuss how to improve their performance.



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.

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.

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

After students have shared their proposals, have groups discuss the final question. Monitor the activity walking around the classroom and providing help. Close the activity by inviting comments from volunteers.

FOR YOUR LIFE

Draw students' attention to the For Your Life box. Have students read the text and invite volunteers to paraphrase it. Give groups time to discuss the connection to the activities in this task. Elicit the importance of respecting the different solutions each pair proposed.

1 Get students into pairs to read the emails and have each student read one and then share the information with his or her partner in a reading jigsaw. Model the activity with the first email, eliciting the problems the writer has. Monitor the activity walking around the classroom and providing help. Close the activity by eliciting the problems.

2 Have pairs choose one email to respond to. Before starting the activity, elicit or review expressions

for giving advice. Draw students' attention to the checklist and have volunteers paraphrase the points. Model the activity with one of the problems from the first email. Give pairs time to discuss and answer the emails.

3 For large groups, have pairs get together with other groups that answered the same email to discuss the solutions they suggested. For smaller groups, each pair could share their answers with the whole class.