

# TAKE THE LEAD

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# 4 Teacher's Guide

# BLOCK 3

## WORKING FOR MY COMMUNITY

### GENERAL OUTCOME

By the end of this block, students will be able to talk to get around the city, recommend a restaurant, write a conversation to make plans for a party, write an application letter, and write a story about themselves.

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# 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.



### SPECIFIC OUTCOMES

- Students will role-play a conversation about getting around a city using tag questions.
- Students will role-play a conversation asking for and recommending a restaurant using tag questions.
- Students will write and present a conversation about where to have a party using tag questions.
- Students will write an application letter for a job using connectors.
- Students will write a short story about a bad or nice day using sequencing words for storytelling.

### LANGUAGE CONTENTS

**Vocabulary:** Places in a city, recommendations, places, parties, qualities, volunteering, feelings

**Grammar:** Tag questions (affirmative statement, negative statement, past modal verbs and special cases), connectors (cause and effect, addition, illustration), sequencing words for storytelling

## COMPETENCIES

### GENERIC

4. The student identifies main ideas in text or oral speech and infers conclusions through them. Lessons 2 and 4
6. The student expresses a personal opinion about some topics of interest taking into consideration other people's points of view. Lessons 2 and 5

### DISCIPLINARY

10. The student identifies and interprets main ideas in spoken or written language using previous knowledge, non-verbal elements, and cultural background. Lessons 1, 3, and 5
11. Students can communicate in a foreign language with an organized speech, in spoken and written language, in different communicative activities. Lessons 1, 3, and 4

## SKILLS

### LISTENING

- Understanding sequence of events
- Listening to understand sequence of events

### WRITING

- Writing a conversation to get around a place
- Writing a conversation asking for and giving recommendations
- Writing a chat using tag questions
- Writing a job application using connectors
- Writing a story using sequencing words

### READING

- Reading for specific information
- Close reading for specific details
- Predicting and understanding sequence

### SPEAKING

- Role-playing a conversation to get around a place
- Asking for and giving recommendations
- Sharing a chat using tag questions
- Sharing a job application

## OTHER LEARNING AREAS

### Cross-curricular contents

Use skills in ecology to write a cover letter for a volunteer position for a cause to help the environment. This project involves developing the professional skill Communicating and Influencing: Written Communication.

### Self-regulation skills contents

This block about common goals develops the concept of *objectivity* to show students the best way to reflect on the actions that improve cooperation in class.

## ADDITIONAL RESOURCES

### Student's Digital Component:

SE Skills (Common Goals) Block 3: Four worksheets for the key concept *Objectivity*  
 Grammar Drills Block 3: Tag questions (affirmative statement), tag questions (negative statement), tag questions (past modal verbs and special cases), connectors (cause and effect, addition, illustration), sequencing words for storytelling  
 Flashcards Block 3: Directions and landmarks, Party plans, Jobs and volunteering, Feelings  
 Video 3: My New Job and Video activities pages  
 Class audios 10-12

### Teacher's Digital Component:

Student's Book with answers Block 3  
 Test Generator Block 3  
 Grammar Posters Block 3: Tag questions (affirmative and negative statements), Tag questions (past modal verbs and special cases), Connectors (cause and effect, addition, illustration), Sequencing words for storytelling  
 SE Skills (Common Goals) Block 3: Teaching notes for students' *Objectivity* worksheets  
 Students' Grammar Drills Block 3 with answers  
 Students' Flashcards Block 3  
 Video 3: My New Job and Video activities pages with answers  
 Class audios 10-12

Getting around the city  
Vocabulary: Places in a city  
Grammar: Tag questions (affirmative statement)

## LESSON 1 57

### 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

- \_\_\_\_\_ : a place where you can see a play, hear an orchestra or band, or enjoy a musical
- \_\_\_\_\_ : a vehicle in which food is cooked and sold
- \_\_\_\_\_ : a large building, usually without a roof, where people watch sports events such as soccer games
- \_\_\_\_\_ : the most important church in an area
- \_\_\_\_\_ : in the center of a town or city
- \_\_\_\_\_ : 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.

OPENING

DEVELOPMENT

**PREP** Draw students' attention to the instructions and have them play the game.

### OPENING

**1 VOCABULARY** Have students read the definitions. Then have them complete the activity individually and check answers in pairs. Elicit answers from volunteers.

#### Answers:

- 1 theater 2 food truck 3 stadium  
4 cathedral 5 downtown 6 block

**2 LISTENING** Have students describe the images in pairs. Encourage them to identify locations, key vocabulary, and possible topics. Then play the audio and have them complete the activity.

#### DISCIPLINARY COMPETENCY

Draw students' attention to the competency box. Have students discuss the strategies used in Activity 2 and how they improve their listening comprehension and ordering of events.

#### Answers:

- A 2 B 1 C 3

### AUDIO SCRIPT

#### Conversation 1

**Ana:** The show starts at six, doesn't it?

**Bruno:** Yes. Well actually 6:15.

**Ana:** The theater is near the cathedral, isn't it?

**Bruno:** Let's ask someone. I don't know downtown well.

**Ana:** Excuse me, sir. Is that Bellas Artes over there?

**Carlos:** No, that's Palacio Nacional. Bellas Artes is the other way. Go straight down Madero for about six blocks.

**Ana:** Thank you so much!

#### Conversation 2

**Fernando:** I'm so hungry. The food trucks are on Front Street, aren't they?

**Delia:** Yes, they are.

**Fernando:** They open at five, don't they?

**Delia:** Yes, they do. Let's go.

#### Conversation 3

**Ignacio:** We're late for the game, aren't we?

**Mara:** Yes, we are. So, hurry up!

**Ignacio:** The stadium entrance is on Ninth Street, isn't it?

**Mara:** Yes, it is.

**Ignacio:** The gate closes if you're late, doesn't it?

**Mara:** Yes, it does. So, hurry up!

### DEVELOPMENT

**3 GRAMMAR** Refer students to the Language box and then play the audio. Then have them read the examples and complete the activity. Ask them to check their answers in small groups. Refer students to the Language Guide on page 84 for further explanation and practice.

**LANGUAGE** Draw students' attention to the Language box. Read the examples and put emphasis on the intonation marked by the arrows. Let students repeat after you.

# LESSON 1

## Answers:

1 a 2 a 3 b 4 a

## AUDIO SCRIPT

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? ↘

4 Referring back to Activity 3 and the Language box, model the activity with the first sentence, eliciting why the tag is structured in that way. Then have students complete the activity individually or in pairs, whichever is best for your group. Monitor the activity walking around the classroom, helping as needed. Encourage students to check their answers in small groups and explain their reasons for each tag question. Close the activity by eliciting answers from volunteers. Answer any questions before moving on.

## Answers:

1 I'm not. 2 isn't, it is. 3 he?, he is.

4 isn't she?, she isn't. 5 aren't, we aren't.

6 aren't you?, I am. 7 they are.

8 you?, I do. 9 doesn't, it doesn't.

10 he?, he does. 11 doesn't, she doesn't.

12 we do. 13 don't, they don't.

**EXTRA ACTIVITY** Ask students to work in pairs. Have them take turns reading the questions and answers in the tables in Activity 4. Tell them to practice the intonation for confirming something they are sure about or something they aren't sure about. Remind them to be careful with the intonation and to answer with the

## 58 LESSON 1

- Tag questions are used to \_\_\_\_\_.
  - confirm information.
  - ask for information.
- When the main verb is in affirmative form, the tag question is in \_\_\_\_\_.
  - negative form.
  - affirmative form.
- When the main verb is *to be*, the tag question uses \_\_\_\_\_.
  - auxiliary verb *to do*.
  - also the verb *to be*.
- When the main verb is not *to be*, the tag question is formed with the \_\_\_\_\_.
  - auxiliary verb *to do*.
  - 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 of 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, _____



short answer structure. Walk around the classroom and monitor the activity, helping as needed.

## LESSON 1 59

### 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.

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.

### DISCIPLINARY COMPETENCY

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

CLOSURE

### 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.

5 Have students complete the activity individually and check their answers in pairs. Close the activity by eliciting answers from volunteers.


### Answers:

1b 2e 3d 4c 5a

### CLOSURE

6 WRITING Get students into pairs. Model the activity and give pairs time to brainstorm ideas. When everyone understands the instructions, have students write their conversations, marking the intonation pattern for the

tag questions. Monitor the activity walking around the classroom, helping as needed.

7 SPEAKING  Model the activity with a student, welcoming feedback from other students. Then have pairs get together into groups of four and present their conversations. Ask listeners to confirm their understanding and give feedback to the performing classmates. Monitor the activity walking around the classroom, helping as needed. Close the activity by eliciting the information pairs heard and eliciting corrections to


common errors. 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 ask a volunteer to paraphrase the text. Elicit strategies students used to prepare their conversation for Activities 6 and 7 as well as ways in which those strategies helped them organize their written conversation and later on helped them with their performance.

8 SELF-ASSESSMENT Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Have students answer the questions individually. Then get students into groups to discuss on their learning experiences during this lesson.

### COMMON GOALS

 Have students sit quietly, then read the instructions out loud, asking students to complete each task before moving on. Monitor the activity and try to have the classroom as quiet as possible so students can really focus only on what they listen. Then have groups of four discuss the questions. Close the activity by eliciting answers from volunteers and then having a class discussion about the situations when the technique can help them.

For additional practice, refer students to the Workout on page 60. You can find the answers to this section on page 86.

FOLLOW UP Ask students to think of their favorite restaurant and make a list of why it is good, for example, their favorite dish, the prices, the atmosphere of the place, etc.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 1</b>	<b>Lesson outcome:</b> Students role-play a conversation to get around the city.	

**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
<b>The student can use vocabulary about places in a city.</b>	The student cannot use vocabulary about places in a city.	The student can partially use vocabulary about places in a city.	The student can mostly use vocabulary about places in a city.	The student can use vocabulary about places in a city correctly.
<b>The student can understand and create tag questions.</b>	The student cannot understand or create tag questions.	The student can partially understand and create tag questions.	The student can mostly understand and create tag questions.	The student can understand and create tag questions correctly.
<b>The student can use tag questions to confirm information.</b>	The student cannot use tag questions to confirm information.	The student can partially use tag questions to confirm information.	The student can mostly use tag questions to confirm information.	The student can use tag questions to confirm information correctly.
<b>The student can write a conversation about getting around the city to do activities.</b>	The student cannot write a conversation about getting around the city to do activities.	The student can partially write a conversation about getting around the city to do activities.	The student can mostly write a conversation about getting around the city to do activities.	The student can write a conversation correctly about getting around the city to do activities.
<b>The student can perform a role-play about getting around the city to do activities.</b>	The student cannot perform a role-play about getting around the city to do activities.	The student can partially perform a role-play about getting around the city to do activities.	The student can mostly perform a role-play about getting around the city to do activities.	The student can perform a role-play correctly about getting around the city to do activities.

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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.



fine dining restaurant



fast food restaurant



buffet restaurant



café



Chinese restaurant



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.



OPENING

individually and check them in pairs. Play the audio again as needed. Close the activity by eliciting answers from volunteers.

### GENERIC COMPETENCY

Draw students' attention to the competency box and ask a volunteer to read it out loud and paraphrase it. Have students work in groups to discuss the way they identified the main ideas in Activity 2. If appropriate, elicit other ways to infer conclusions. Close the activity by eliciting ideas from volunteers.

### Answers:

1 The buffet. 2 Because of the great food, good service, and the price. 3 Her mom's birthday.

### AUDIO SCRIPT

**Claudia:** Could you recommend a fine dining restaurant around here?

**Jorge:** Hmm. There's the French Connection on Main Street. It's always busy. You have to make a reservation for that. It's really expensive.

**Claudia:** It isn't affordable, is it? What about a Chinese restaurant? The Chinese restaurants around here aren't good, are they?

**Jorge:** No, they aren't. Oh! Wait, let me think. What's the occasion?

**Claudia:** It's my mom's birthday dinner on Friday night.

**Jorge:** She doesn't like pizza, does she?

**Claudia:** No, she doesn't. She likes pasta. She likes Gino's Italian pasta but it's a lunch restaurant. It doesn't open in the evenings, does it?

**Jorge:** No, it doesn't. There's a nice buffet restaurant on Church Ave. next to the movie theater. The food is great. The service is good. And it's not expensive.

**Claudia:** Thanks. We'll go there.

**PREP** Draw students' attention to the instructions and ask them to paraphrase them. Have them play the game a second time if time allows.

### OPENING

**1 VOCABULARY** Before starting the activity, review the types of restaurants to confirm comprehension and model the activity. Then get students into groups to complete the activity. Close the activity by eliciting examples of food for each type of restaurant from volunteers.

### Suggested answers:

**A** steak, escargot, champagne  
**B** hamburger, soda, French fries **C** rice, pasta, salad **D** coffee, tea, sandwich, muffins **E** egg foo young, chow mein, rice, egg rolls **F** salad, soup, lemonade, pasta, beef stew

**2 LISTENING** Before starting the activity, draw students' attention to the image and the questions and have pairs discuss possible answers and key words they may hear. Then play the audio and have them answer the questions



## DEVELOPMENT

**3 GRAMMAR** Invite volunteers to read the example sentences out loud, focusing on the intonation of the tag questions. Model the activity. Then give pairs time to complete the activity, discussing their reasons for the answers they chose. Close the activity by eliciting answers from volunteers. Provide other examples. Refer students to the Language Guide on page 85 for further explanation and practice.

**LANGUAGE** Draw students' attention to the Language box and invite volunteers to paraphrase the text. Explain that *aren't I* is used to sound in a polite way and this is the only case in which the tag question doesn't follow the regular rules.

**Answers:**

1 affirmative 2 doesn't 3 confirmation  
4 a real question

**4** Model the activity by eliciting the reasons for the tag structure and invite volunteers to complete the first blank. Give students time to complete the tables individually or in pairs, whichever is best for your group. Have them check their answers reading the statements out loud in pairs. Close the activity by eliciting answers from volunteers.

**Answers:**

1 are 2 is 3 isn't 4 she 5 aren't  
6 are you 7 do 8 does 9 he  
10 does 11 do 12 do they

**5** Before starting the activity, review the structure and importance of intonation in tag questions. Ask a

## 62 LESSON 2

**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? ↗

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

- The Vegan Venue doesn't serve beef, \_\_\_\_\_?
- They don't serve tofu burgers, \_\_\_\_\_?
- It isn't a good place for a big eater, \_\_\_\_\_?
- The burgers aren't tasty, \_\_\_\_\_?
- They don't serve side dishes, \_\_\_\_\_?

student to read out loud the text with the correct intonation. Then have students complete the questions individually or in pairs, whichever is best for your group. Have them check their answers in small groups. Close the activity by eliciting questions and answers from volunteers.

**Answers:**

1 does it, No, it doesn't. 2 do they, Yes, they do. 3 is it, Yes, it is. 4 are they, Yes, they are. 5 do they, Yes, they do.

**EXTRA ACTIVITY** Invite students to read the text again and write down three more questions about the Vegan Venue. Then have them work in pairs and ask each other the questions about the burger joint. Tell students to use the correct intonation while making questions.

## LESSON 2 63

**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.                                  | A: Check something about the restaurant using a negative tag question. |
| B: Make a suggestion and say where the restaurant is located. | B: Give more information or make an alternative suggestion.            |

CLOSURE

**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.

**GENERIC COMPETENCY**

Draw students' attention to the competency box and have a volunteer paraphrase the text. Invite small groups to discuss how they considered others' opinions in Activities 6 and 7 when giving feedback. Close the activity by eliciting comments from volunteers.

**8 SELF-ASSESSMENT**

Remind students that self-assessment activities are opportunities to reflect on their performance and improve their work. Have them complete the table individually and compare their answers in pairs. Encourage them to develop strategies to improve in future lessons. Close the activity by eliciting strategies from volunteers.

**COMMON GOALS**



Draw students' attention to the table and ask them to reflect on the questions. Set a time limit and have them walk around the classroom, asking and answering questions. Then have small groups discuss the results of their questionnaire and the final question. Close the activity by eliciting answers from volunteers.

For additional practice, refer students to the Workout on page 64. You can find the answers to this section on page 87.

**CLOSURE**

**6 WRITING** Invite a volunteer to paraphrase the instructions and draw students' attention to the guidelines. Model the activity with a volunteer. When everyone understands the instructions, get students into pairs and give them time to create their conversations. Monitor the activity walking around the classroom, helping as needed. If time allows, have pairs exchange their work to give and receive feedback.

**7 SPEAKING**

Before starting the activity, encourage pairs to practice their conversation, focusing on the intonation patterns of the tag questions. Then have two pairs get together in a small group and take turns presenting their conversations. Close the activity by having pairs give and receive feedback focusing on the guidelines and the intonation patterns. You can use this activity as evidence of learning to build up your students' portfolio.

**FOLLOW UP** Ask students to think of a party they have gone to or organized and to make a list of the things that were needed for the party, for example, the food, the music, the invitations, etc.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 2</b>	<b>Lesson outcome:</b> Students role-play a conversation asking for and recommending 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
<b>The student can identify different types of restaurants.</b>	The student cannot identify different types of restaurants.	The student can identify different types of restaurants somewhat accurately.	The student can identify different types of restaurants mostly accurately.	The student can identify different types of restaurants accurately.
<b>The student can understand and create negative tag questions.</b>	The student cannot understand and create negative tag questions.	The student can understand and create negative tag questions somewhat accurately.	The student can understand and create negative tag questions mostly accurately.	The student can understand and create negative tag questions accurately.
<b>The student can use negative tag questions to ask and answer questions about restaurants.</b>	The student cannot use negative tag questions to ask and answer questions about restaurants.	The student can use negative tag questions to ask and answer questions about restaurants somewhat accurately.	The student can use negative tag questions to ask and answer questions about restaurants mostly accurately.	The student can use negative tag questions to ask and answer questions about restaurants accurately.
<b>The student can write a conversation asking for a restaurant recommendation.</b>	The student cannot write a conversation asking for a restaurant recommendation.	The student can write a conversation asking for a restaurant recommendation somewhat accurately.	The student can write a conversation asking for a restaurant recommendation mostly accurately.	The student can write a conversation asking for a restaurant recommendation accurately.
<b>The student can role-play a conversation asking for a restaurant recommendation.</b>	The student cannot role-play a conversation asking for a restaurant recommendation.	The student can role-play a conversation asking for a restaurant recommendation somewhat accurately.	The student can role-play a conversation asking for a restaurant recommendation mostly accurately.	The student can role-play a conversation asking for a restaurant recommendation accurately.

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Making plans for a party  
 Vocabulary: Parties  
 Grammar: Tag questions (past modal verbs and special cases)

## LESSON 3 65

**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

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.

### 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?

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?

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.



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? \_\_\_\_\_

**PREP** Draw students' attention to the instructions and ask them to paraphrase them. Ask students to think of different categories and write them on the board. If necessary, provide vocabulary that might be helpful according to the categories they brainstormed. Model the activity. Have students play the game. If time allows, repeat it.

**OPENING**

**1 READING** Before starting Activity 1, have students use the images in the article to predict the topic and key vocabulary they might read. Ask them to share their ideas in pairs. Then model the activity with the first question. When everyone understands the instructions, have students complete the activity individually and check their answers in pairs. Monitor the activity walking

around the classroom, helping as needed. Close the activity by eliciting correct answers from volunteers and key information from the text that confirms the answers. Help students with any new vocabulary before moving on.

**DISCIPLINARY COMPETENCY**

Draw students' attention to the competency box and invite a volunteer to read it out loud and ask another volunteer to paraphrase the text. Have students discuss in small groups how they applied the techniques listed in the box to identify specific information in the text. Encourage them to consider how they could use them better in the future. Then invite volunteers from each group to share their ideas.

**Answers:**

- 1 Yes, it does. 2 No, they didn't.  
 3 Yes, there are. 4 Yes, they did.  
 5 Yes, I would.

**EXTRA ACTIVITY** If time allows, get students into pairs and have them take turns reading the text out loud. Encourage them to focus their attention on pronunciation, in particular on the intonation patterns of the questions and tags in the text. Monitor the activity walking around the classroom, helping with pronunciation as needed. Close the activity by inviting volunteers to read the text in front of the class.

## DEVELOPMENT

**2 GRAMMAR** Draw students' attention to the example sentences and invite volunteers to read them out loud. Model the activity with the first rule. Have pairs identify the statement. When everyone understands the instructions, have pairs complete the rules, identifying the information in the appropriate example. Then have them check their answers in groups. Close the activity by eliciting the complete rules from volunteers.

## Answers:

1 e, f 2 b, c, d 3 a

**3** Referring students back to the rules in Activity 2, model the activity with the first question. When everyone understands the instructions, give students time to complete the tables individually or in pairs, whichever is best for your group. Then have them check their answers in small groups, encouraging them to focus on explaining how they applied the rules to complete the tag questions. Close the activity by inviting volunteers to read the complete statements out loud. Refer students to the Language Guide on page 85 for further explanation and practice.

## Answers:

1 couldn't 2 wasn't 3 shouldn't  
4 didn't 5 shall 6 could 7 would  
8 did 9 were

**EXTRA ACTIVITY** Invite students to write a small conversation with the questions in the tables. Tell them to add short answers according to the

## DEVELOPMENT

**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?



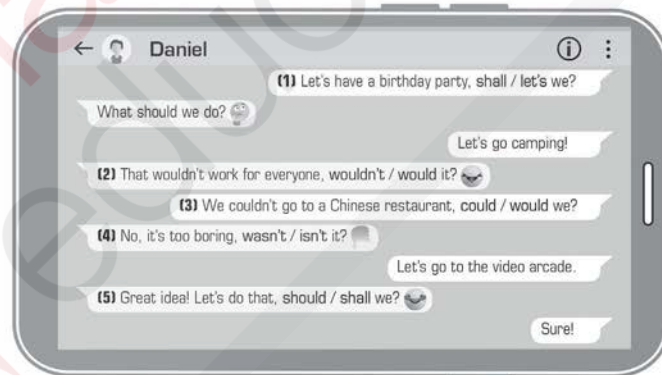
- In the tag questions in past tense, we follow the same patterns as in the present tense ones. e, \_\_\_\_\_
- Sentences with modal verbs, for example, *would*, *could*, and *should*, can also be made into tag questions following regular tag questions rules. \_\_\_\_\_
- Let's* is a special case. It 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	Negative	Tag question
(1) You could plan a class party,	_____ you?	(6) We couldn't go bowling,	_____ we?
(2) It was a great party,	_____ it?	(7) That wouldn't work for our class,	_____ it?
(3) We should work hard,	_____ we?	(8) They didn't bring balloons,	_____ they?
(4) They went to the party,	_____ they?	(9) We weren't lost,	_____ we?
(5) Let's plan a party,	_____ we?		

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

**4 Underline the correct option to complete the chat.**



rules of regular tag questions' cases. Model the activity by giving a short answer for question number 1 in the tables.

**4** Draw students' attention to the chat and model the activity with the first question. When everyone understands the instructions, have students complete the activity individually and check their answers in pairs by reading the chat out loud. Monitor the activity walking around the classroom, helping as needed.

Close the activity by inviting volunteers to read the chat out loud. Remind students of the correct intonation for each type of tag question. Deal with any questions before moving on.

## Answers:

1 shall 2 would 3 could 4 isn't  
5 shall

## LESSON 3 67

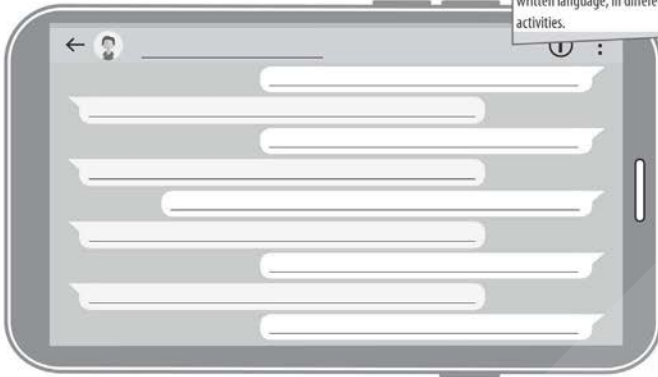
### 5 WRITING

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.

### COMMON GOALS



Ask students to brainstorm what they think *harmony* means and then to compare their ideas with the definition. Read the instructions and model the activity. Give students time to complete the activity individually. Ask them to compare answers in pairs. If appropriate, have students reflect on the questions and discuss them in groups. Monitor the activity walking around the classroom, helping as needed. Close the activity by eliciting answers from volunteers.

### CLOSURE

#### 5 WRITING



Invite a volunteer to paraphrase the instructions. Elicit some ideas from volunteers for activities and different locations for a party. Then give pairs time to brainstorm party ideas and to write a chat to organize one. Monitor the two stages of the activity walking around the classroom, helping as needed. 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 invite a volunteer to say what it means, regarding the activity they have just carried out. Have pairs discuss how brainstorming ideas helped them organize and write the chat. Close the activity by eliciting suggestions from volunteers.

**6 SPEAKING** Model the activity with the sample chat in Activity 4. Then have pairs take turns presenting their chats orally, with the listeners giving feedback or allow them to

work with their cell phones to text their conversation. Monitor the activity walking around the classroom, helping as needed. Close the activity by eliciting the party ideas they heard about from volunteers and corrections to common errors.

**7 SELF-ASSESSMENT** Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Have them complete the table individually and compare their answers in pairs. Encourage them to develop strategies to improve in future lessons. Close the activity by eliciting from volunteers the areas they want to improve and strategies for achieving that.

For additional practice, refer students to the Workout on page 68. You can find the answers to this section on page 87.

**FOLLOW UP** Ask students to look up for job vacancies and to bring a list of qualities required in those jobs.

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 3</b>	<b>Lesson outcome:</b> Students write a chat using tag questions to make plans for a party.	

**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
<b>The student can understand and identify specific information from a text.</b>	The student cannot understand or identify specific information from a text.	The student can partially understand and identify specific information from a text, but with significant errors.	The student can mostly understand and identify specific information from a text, but with minor errors.	The student can successfully understand and identify specific information from a text.
<b>The student can understand and create complex tag questions with modal verbs and in simple past.</b>	The student cannot understand or create tag questions with modal verbs and in simple past.	The student can partially understand and create tag questions with modal verbs and in simple past, but with significant errors.	The student can mostly understand and create tag questions with modal verbs and in simple past, but with minor errors.	The student can successfully understand and create tag questions with modal verbs and in simple past.
<b>The student can write a chat about party plans.</b>	The student cannot write a chat about party plans.	The student can partially write a chat about party plans, but with significant errors.	The student can mostly write a chat about party plans, but with minor errors.	The student can successfully write a chat about party plans.
<b>The student can share party plans.</b>	The student cannot share party plans.	The student can partially share party plans, but with significant errors.	The student can mostly share party plans, but with minor errors.	The student can successfully share party plans.

**Notes:**

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Writing an application letter  
 Vocabulary: Qualities, volunteering  
 Grammar: Connectors (cause and effect, addition, illustration)

## LESSON 4 69

### 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 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 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.

<sup>15</sup> 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

<sup>20</sup> 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,  
<sup>25</sup> Diego Pérez

In which line does the writer...

- a say why he's writing? \_\_\_\_\_ d give additional information about himself? \_\_\_\_\_
- b say what he thinks about the organization? \_\_\_\_\_ e give examples about his skills? \_\_\_\_\_
- c tell the reader about his experience? \_\_\_\_\_ 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

**PREP** Draw students' attention to the instructions and ask them to paraphrase them. Model the activity. You could use other categories like historical people or famous painters. When everyone understands the instructions, get students into small groups and have them play the game. Repeat until everyone in each team has taken a turn. Monitor the activity walking around the classroom, helping as needed.

### OPENING

**1 READING** Before starting Activity 1, elicit information from the instructions and the text format, inviting students to predict the type of information they expect to find in it. Model the activity with the first question. When everyone understands the instructions, have students complete the activity individually or in pairs, whichever is best for your group. After students compare their

answers in small groups, close the activity by eliciting answers from volunteers. Solve any doubts before moving on. Refer students to the Visual Glossary on page 89 for more vocabulary related to this topic.

### GENERIC COMPETENCY

Draw students' attention to the competency box and to the activity they've just carried out and ask a volunteer to make the connection between them to say what he or she thinks the text in the box means. Have students reflect on how they looked for specific information in Activity 1. Close the activity by eliciting strategies from volunteers. Have students write down the strategies they will use in the future.

### Answers:

a 2 b 3 c 8 d 10 e 11 f 15

**2 VOCABULARY** Draw students' attention to the words in the box and model the activity. Have them complete the activity individually or in pairs, whichever is best for your group. Invite them to compare their answers in small groups. Consider having students use online dictionaries if appropriate to confirm their answers, following your class guidelines on dictionary use. Close the activity by eliciting answers from volunteers. Answer any questions before moving on.

### Answers:

1 organized 2 responsible 3 healthy  
 4 hard-working 5 friendly 6 problem solver



## DEVELOPMENT

**3 GRAMMAR** Get students into pairs to explain the function of the expressions in the box. Then have them complete the activity. Refer them to Activity 1 to look for different examples. Elicit answers from volunteers. Refer students to the Language Guide on page 86 for further explanation and practice.

## Answers:

1 *because* 2 *in addition to*

3 *illustrated by*

**Circled in black:** Because I am healthy and strong, I can carry heavy things. I go to school in the mornings and therefore I am available to work at the shelter in the afternoons and weekends, so I don't mind working long hours.

**Underlined:** I want to learn from you as well as contribute to your organization. I am organized and responsible. I have looked after my own pets and learned skills. Also, I'm an excellent problem solver. I have a great relationship with other people's pets, too. In addition to that, I enjoy working hard.

**Circled in red:** I am organized and responsible as illustrated by awards I have received from my school for overall achievement. For example, I looked after my dog Chloe, when she was sick and my parents were away. I can carry heavy things, such as bags of pet food.

**4** Draw students' attention to the table and elicit the meaning and an example of the first connector. When everyone understands the task, get students into pairs to complete the table. Elicit answers and reasons from volunteers.

## Answers:

1 *Illustration* 2 *Cause and effect*

3 *Addition* 4 *because* 5 *too*

## DEVELOPMENT

**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	therefore	as well as
for instance	so	and
for example	(4) _____	(5) _____
in this case	as a result	also
illustrated by	consequently	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

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

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

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

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

Regards,  
Alan Cruz



## CLOSURE

## 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.

**5** Draw students' attention to the connectors in the box and model the activity with the first blank. Then have students complete the text individually and compare their answers in pairs. Elicit answers and reasons from volunteers.

## Answers:

1 *because* 2 *and* 3 *Also*

4 *as well as* 5 *so*

## CLOSURE

## 6 WRITING

Have a volunteer paraphrase the instructions and

model the activity. Get students into pairs and give them time to brainstorm ideas and write their application letter. 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 have them discuss ways to make written texts organized and formal with the use of connectors. Close the activity by eliciting suggestions from volunteers.

## IT

Draw students' attention to the IT box and have students review the tips on the website.

## LESSON 4 71



**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.



Close the activity by asking students what strategies could help them improve in the future.

### COMMON GOALS



Ask students to reflect on their performance during this lesson and discuss with a classmate their achievements, what they can improve, and their qualities. Model the activity if appropriate. When everyone understands the instructions, have students complete the diagram in groups. Then give groups time to discuss the final question. Monitor the activity walking around the classroom, helping as needed. Close the activity by eliciting answers from volunteers.

For additional practice, refer students to the Workout on page 72. You can find the answers to this section on page 87.

**FOLLOW UP** Ask students to go to the Visual Glossary and think of an application letter for volunteering at a pet adoption event as homework.

**7 SPEAKING** Before class, create a sharing activity appropriate for your group, ensuring everyone has the opportunity to share their texts from Activity 6 in a safe and supportive environment. Larger groups may benefit from small group presentations. Tell students to get into groups and give them time to present their letter. Draw students' attention to the Skills box and point out the importance of eye contact and voice volume when presenting or reading to the class.

**SKILLS** Draw students' attention to the Skills box and invite a volunteer to paraphrase the text. Have groups practice appropriate eye contact and volume for presentations with listeners evaluating their performance.

**8 SELF-ASSESSMENT** Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Have students complete the activity individually and compare their answers in pairs.

Writing a story  
Vocabulary: Feelings  
Grammar: Sequencing words for storytelling

## LESSON 5 73

### 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.



OPENING

### Answers:

1 P 2 N 3 P 4 N 5 P 6 N 7 P  
8 P 9 N

**2 READING** Invite a volunteer to read or paraphrase the instructions. Get students into pairs and have them describe what they think is happening in the pictures. Model the activity by eliciting which image they think starts the story. Then give pairs enough time to discuss and record the possible sequence of events in the story. Then have them read the story in page 74 and make any required changes to their sequence. Close the activity by eliciting from volunteers the correct sequence and how they identified it.

#### DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and invite students to discuss the strategies they used to complete Activity 2. If appropriate, elicit how effective the strategies were and why those strategies helped them find the sequence of the story.

### Answers:

A 4 B 6 C 5 D 1 E 2 F 3

**PREP** Draw students' attention to the instructions and ask them to paraphrase them. Model the activity by giving some examples of *yes / no* questions. Have students play the game in groups and repeat until everyone has had a turn or time runs out. The team with the most points at the end of the game wins.

### OPENING

**1 VOCABULARY** Before the activity, create a set of examples to confirm understanding of the words.

Invite a volunteer to read the instructions out loud. Model the activity with the first word. When everyone understands the instructions, have students complete the activity individually or in pairs, whichever is best for your group. If appropriate, have students use online dictionaries, following your class guidelines on dictionary use, to confirm their answers. Elicit correct answers from volunteers and reasons for their answers. Help with any doubts about the meaning of the words before moving on.

**EXTRA ACTIVITY** Invite students to identify vocabulary words in the reading related to feelings. Tell them to get into pairs and classify the words into positive and negative. Then, as a class, brainstorm other positive and negative feelings they know.

## DEVELOPMENT

**3 GRAMMAR** Draw students' attention to the instructions and elicit the words in bold from the story. Model the activity with the first statement. When everyone understands the instructions, have students complete the activity individually or in pairs, whichever is best for your group. Then have them check their answers in small groups. Close the activity by eliciting answers from volunteers. Solve any doubts before moving on.

## Answers:

1 T 2 T 3 F 4 T 5 F

**4** Draw students' attention to the table and remind them of the examples in bold from the text in Activity 2. Model the activity by eliciting the heading for the first group of sequencing words. Then give students time to complete the activity individually. Elicit answers from volunteers and confirm understanding of all the sequencing words before moving on. Refer students to the Language Guide on page 86 for further explanation and practice.

## Answers:

1 To start 2 To continue 3 To interrupt  
4 To finish

**EXTRA ACTIVITY** If time allows, have students work in groups to create a chain story using the sequencing words from this class to connect the sentences. Give as much context and structure as appropriate for your group. Have

## 74 LESSON 5



## 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.

## DEVELOPMENT

**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)	(5)	(6)	(7)	(8)
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,				

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

them write the story on a separate piece of paper with each student creating a sentence and writing the sequencing word for the following sentence. Close the activity by inviting groups to share their stories.

## LESSON 5 75

### 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 experience, 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.

	<b>GENERIC COMPETENCY</b> 6. The student expresses a personal opinion about some topics of interest taking into consideration other people's points of view.

CLOSURE

### 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.



### CLOSURE

**6 WRITING** Read the instructions and model the activity with a story of your own. Give students time to complete their story. Design this task in a way that provides opportunity for feedback. Monitor the activity walking around the classroom and helping as needed. You can use this activity as evidence of learning to build up your students' portfolio.

### Answers:

- 1 First of all, 2 Then, 3 Suddenly, 4 In the end,

### GENERIC COMPETENCY

Draw students' attention to the competency box and invite a volunteer to paraphrase the text. Have groups discuss how sequencing words helped them write a story and in which other types of texts would these words help them too. Close the activity by eliciting comments from volunteers.

**7 SELF-ASSESSMENT** Remind students that self-assessment activities are opportunities to reflect on their work and improve during the semester. Have them complete the activity individually and compare their answers in pairs. Close the activity by eliciting strategies and areas to practice from volunteers.

### COMMON GOALS

Have students think of a recent conflict they have had while working. Model the activity with an example if necessary. Give them time to write down their story. Then get students into groups of four to discuss why solving conflicts is an important skill to improve cooperation. Close the activity by eliciting answers from volunteers.

For additional practice, refer students to the Workout on page 76. You can find the answers to this section on page 87.

**FOLLOW UP** Ask students to look at the website in the IT box of the Cross Curricular project and read about how to write a cover letter.

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 5</b>	<b>Lesson outcome:</b> Students write a story about a nice or bad day using sequencing words.	

**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
<b>The student can understand and use adjectives to describe feelings.</b>	The student cannot understand or use adjectives to describe feelings.	The student can partially understand and use adjectives to describe feelings, but with significant errors.	The student can mostly understand and use adjectives to describe feelings, but with minor errors.	The student can effectively understand and use adjectives to describe feelings.
<b>The student can understand and use sequencing words.</b>	The student cannot understand or use sequencing words.	The student can partially understand and use sequencing words, but with significant errors.	The student can mostly understand and use sequencing words, but with minor errors.	The student can effectively understand and use sequencing words.
<b>The student can use sequencing words and adjectives to describe feelings in a story about a day in his or her past.</b>	The student cannot use sequencing words or adjectives to describe feelings in a story about a day in his or her past.	The student can partially use sequencing words and adjectives to describe feelings in a story about a day in his or her past, but with significant errors.	The student can mostly use sequencing words and adjectives to describe feelings in a story about a day in his or her past, but with minor errors.	The student can effectively use sequencing words and adjectives to describe feelings in a story about a day in his or her past.
<b>The student can effectively share a story about a day in his or her past.</b>	The student cannot share a story about a day in his or her past.	The student can partially share a story about a day in his or her past, but with significant errors.	The student can mostly share a story about a day in his or her past, but with minor errors.	The student can effectively share a story about a day in his or her past.

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 4</b>	<b>Lesson outcome:</b> Students write an application letter for a job using connectors.	

**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
<b>The student can use vocabulary to talk about qualities.</b>	The student cannot use vocabulary to talk about qualities.	The student can use vocabulary to talk about qualities, but with significant errors.	The student can use vocabulary to talk about qualities, but with minor errors.	The student can use vocabulary to talk about qualities effectively.
<b>The student can understand an application letter.</b>	The student cannot understand an application letter.	The student can understand an application letter, but with significant errors.	The student can understand an application letter, but with minor errors.	The student can understand an application letter effectively.
<b>The student can understand and use connectors.</b>	The student cannot understand or use connectors.	The student can understand and use connectors, but with significant errors.	The student can understand and use connectors, but with minor errors.	The student can understand and use connectors effectively.
<b>The student can write an application letter describing his or her skills.</b>	The student cannot write an application letter describing his or her skills.	The student can write an application letter describing his or her skills, but with significant errors.	The student can write an application letter describing his or her skills, but with minor errors.	The student can write an application letter describing his or her skills effectively.

**Notes:**

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## CROSS-CURRICULAR PROJECT 77

**ECOLOGY**

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.

- Get into small groups and read the cover letter. Then label the parts.
  - sender
  - farewell
  - recipient
  - date
  - greeting
  - body
  - closing
  - introduction
- 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.
- 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.

Francisco Alcalá  
High school student  
102 Juárez St.  
Mazatlán, Sinaloa, Mexico  
July 5<sup>th</sup>

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Ms. Annette Llanas Williams  
Human Resources Manager  
Green to Green Company  
87 Juárez 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,  
Francisco Alcalá

You can go <http://edutics.mx/5g6> to find the definition and examples of covering letters.

**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.

Qualities	Strengths

## CROSS-CURRICULAR PROJECT 78

**ECOLOGY**

- 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.
- Write a final version of your cover letter.
- Paste your cover letters around the classroom and take turns discussing them with your classmates.

**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 use commas to enumerate and to pause.

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

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

- Complete with your ideas on how to improve your performance.
  - Something you can do to use the appropriate register in any writing: \_\_\_\_\_
  - Something you can do to always remember the proofreading stage in any writing: \_\_\_\_\_
  - Something you can do to improve your spelling and punctuation when writing: \_\_\_\_\_

For Activity 1, ask students to look at the website in the IT box and read about cover letters. Get them in groups and tell them to label the parts of the cover letter in the activity. Elicit answers from volunteers.

**IT** Draw students' attention to the IT box. If possible, provide groups with time to review the information available on the website.

**Answers:**  
1, 4, 3, 5, 8, 6, 7, 2

Draw students' attention to Activity 2, and give them time to brainstorm different jobs to apply. Once they have thought about a job, tell them to think of the necessary qualities

for it and to write them in the table in Activity 3.

**SKILLS** Draw students' attention to the Skills box. Elicit examples of expressions of formal and informal letters.

For Activity 4, give students time to write their cover letter and to check it. Refer them to Activities 1 to 3 to verify that nothing is missing. Ask them to proofread their letters in pairs to check grammar and punctuation.

**LANGUAGE** Draw students' attention to the Language box. Encourage them to create a checklist with these and other tips to review their texts.

In Activity 5, tell students to exchange their letter with a classmate and to give and receive feedback. Encourage them to share opinions respectfully. Invite them to follow their classmates' feedback and apply it in Activity 6.

After correcting their cover letter, draw students' attention to the sample language in the sticky note. Set a time limit for students to do Activity 7.

**SELF-ASSESSMENT RUBRIC**  
Explain that they will reflect on their performance. Invite them to analyze the descriptions in the table and grade themselves. Then have them complete the phrases in Activity 9 individually. Get them into small groups to discuss how to improve their performance.





## Key concept: OBJECTIVITY

**1** Start the class by asking students to reflect on the activities of the semester. Read the instructions and model the activity. Give students time to generate a list and complete the table individually.

**2** Encourage students to look at the activities they chose in Activity 1 and reflect on their performance during those activities. Model the task, reminding students to focus only on the two chosen activities. When everyone understands the instructions give students time to check the aspects they consider affected their performance.

**3** Have a volunteer paraphrase the instructions. Model the activity with your own example. Then get students into small groups to complete the activity. Monitor walking around the classroom, helping as needed. Close the activity eliciting a summary of the conclusions each group came to in their discussions to improve cooperation in school. After the discussion, ask students to identify the main actions to improve cooperation and write them down on a poster. You could ask them to use cutouts or drawings to decorate the poster. Paste it on the classroom where everyone can see it so students do not forget which actions are important for improving cooperation.

**4** Have students read the questions and confirm understanding. Give groups time to answer them. Ask them to think carefully about every time they have worked in groups. Guide them to understand that objectivity is an important tool

to improve personally and that a personal improvement helps everyone in a team. Close the activity by eliciting answers from volunteers in each group.

### FOR YOUR LIFE

Draw students' attention to the For Your Life box. Ask them to discuss the information and give their own opinion in pairs. Have volunteers share their opinions with the class. Close the activity by asking students to come to a conclusion and provide useful comments.



## Key concept: OBJECTIVITY

**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!