

# TAKE THE LEAD

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Teacher's Guide

5

# STARTER

**PREP** Draw students' attention to the picture in Activity 1 and ask them to name the family members. Draw students' attention to the instructions and ask them to paraphrase them. For large classes, get them into groups of four and have each of them take notes for both numbers so they get ready to talk about any of the papers they pick.

## OPENING

**1 LISTENING**  Have students discuss what they see in the picture (objects, places, actions). Read the instructions for students and have them read the questions before listening to the audio. Solve any doubts. Play the audio for students to do the activity individually. Play the audio again for them to check their answers.

## DISCIPLINARY COMPETENCY

Draw students' attention to the competency box, ask students to discuss how reading the questions first can help them identify implicit and explicit ideas and how it can help their listening skills.

### Answers:

- 1** extended family    **2** knows a lot  
**3** the family's jobs    **4** some people are

## AUDIO SCRIPT

**Fabiola:** Dad, I have to write a biography of my family for a school project. I know nearly everything, but can I just check on a few facts?

**Dad:** Sure!

**Fabiola:** My granddad, your dad, was a firefighter, wasn't he?

**Dad:** That's right.

**Fabiola:** And Mom's mother, my grandmother, was a vet and she had 10 dogs, didn't she?

**Dad:** Yes! That nearly stopped me from going to her house to pick her up for a date when we were dating.

**Fabiola:** Oh my God, Dad, of course not, you love animals too! Let me see... Uncle Ben,

# STARTER

Asking about family jobs  
Vocabulary: Professions  
Grammar: Tag questions

## PREP Play Pick a Number.

- Get into pairs. Get two little pieces of paper, number them, and fold them up.
- Each picks a paper. If you pick number 1, tell your partner the family member you admire and explain why giving examples. If you pick number 2, talk about the family member that has influenced you the most and say how.

OPENING

## 1 LISTENING Listen to the conversation and underline the correct option.



## 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.

- 1 The conversation is about the speakers' **extended family** / nuclear family.
- 2 The girl **doesn't know much** / knows a lot about her family.
- 3 The speakers talk about **the family's jobs** / likes and dislikes different family members have.
- 4 In this family **some people are** / nobody is musical.

## 2 VOCABULARY Match each profession to a definition. Compare answers in pairs.

- |                |   |
|----------------|---|
| 1 firefighter  | a someone who uses money to start businesses and make business deals  |
| 2 vet          | b someone whose job is to make fires stop burning and help people to escape from other dangerous situations |
| 3 engineer     | c a doctor who treats people with mental illnesses  |
| 4 architect    | d a doctor for animals  |
| 5 musician     | e someone whose job is to design buildings  |
| 6 entrepreneur | f someone who designs or builds things such as roads, railroads, bridges, or machines                       |
| 7 psychiatrist | g someone who performs or writes music as their job   |



your brother the engineer, has lived in Australia for the last 20 years, hasn't he?

**Dad:** That's right. But he is not an engineer, he is an architect.

**Fabiola:** Right... And my Australian cousins have recently won scholarships to the Melbourne music college, haven't they?

**Dad:** The twins? Yes. They're starting next month. They both are musicians and play the trombone. And their half-sister, Anita, plays the violin, I think.

**Fabiola:** Wow! They're all very musical. I remember great-aunt Elsie had a wonderful voice, but she didn't play a musical instrument, did she?

**Dad:** No, she didn't, but her voice was great.

**Fabiola:** And... your step-sister, Laura, was an entrepreneur, wasn't she?

**Dad:** No. She was a psychiatrist; the entrepreneur was my cousin Marco.

**Fabiola:** Oh, that's right! Thank you, Dad!

**Dad:** No problem, honey!

**2 VOCABULARY** Have students look at the pictures and describe the professions in pairs. Give enough time for them to do the activity. Monitor the activity walking around the classroom and providing help. Have students check their answers in pairs.

### Answers:

- 1** b    **2** d    **3** f    **4** e    **5** g    **6** a    **7** c

## STARTER 5

### 3 GRAMMAR Analyze the examples and complete the sentences with words from the box.

He was a firefighter, wasn't he?  
 She had 10 dogs, didn't she?  
 He has lived in Australia for the last 20 years, hasn't he?  
 They have won scholarships to a music college, haven't they?  
 She didn't play a musical instrument, did she?

true affirmative comma negative

- We use tag questions to confirm if the information we think we know is \_\_\_\_\_
- When the verb in the statement is affirmative, the verb in the tag question is \_\_\_\_\_
- When the verb in the statement is negative, the verb in the tag question is \_\_\_\_\_
- Before the tag, there is always a \_\_\_\_\_



DEVELOPMENT

### 4 Complete the tables with tag questions and short answers.

	Affirmative statement	Negative tag	Affirmative answer	Negative answer
Simple past	They were musicians,	weren't they?	Yes, they were.	No, they weren't.
	(1) He loved dogs,	_____ he?	Yes, _____	No, he didn't.
Present perfect	(2) She has worked as a nurse for a year,	hasn't she?	Yes, she has.	
	(3) They have worked in a tech company,	_____ they?		

	Negative statement	Affirmative tag	Affirmative answer	Negative answer
Simple past	(4) He wasn't a teacher,	was he?	Yes, he was.	
	(5) She didn't go to college,	_____ she?		
Present perfect	(6) He hasn't ever lived abroad,			No, he hasn't.
	(7) They haven't finished school,	_____ they?		

#### LANGUAGE

The simple past is used for actions or situations that started in the past and are now finished. The present perfect is used to express actions or situations that began in the past and are still happening, are still true now, or affect the present in some way.

Go to the LANGUAGE GUIDE on page 80.

#### Answers:

- 1 didn't, he did. 2 No, she hasn't.  
 3 haven't, Yes, they have., No, they haven't.  
 4 No, he wasn't. 5 did, Yes, she did.,  
 No, she didn't. 6 has he?, Yes, he has.  
 7 have, Yes, they have., No, they haven't.

**LANGUAGE** Draw students' attention to the Language box and elicit the uses of simple past and present perfect in their own words. Read the box with students to confirm that it has been understood and solve any doubts.

**EXTRA ACTIVITY** Be prepared with a song and speakers for this activity. Have students stand up and walk around while listening to a song. Every time you pause the song, students ask each other tag questions to confirm some information about their classmates. Have students write down the answers so they can later share the information they gathered from their partners. Stop the song as many times as needed so that students can ask as many people as possible.

### DEVELOPMENT

**3 GRAMMAR** Students answer the first question as a class. Get them into pairs and have them analyze the questions together to answer them. If possible, have early finishers take turns saying the questions in pairs.

#### Answers:

- 1 true 2 negative 3 affirmative  
 4 comma

**4** Have students do the activity individually and check their answers in groups. Ask students to create their own tag questions for each tense in the table and ask those questions to their classmates. Monitor the activity walking around the classroom and providing help. Have them correct each other when they make a mistake by asking them to say it again correctly. Refer students to the Language Guide on page 80 for further explanation and practice.

## CLOSURE

**5 SPEAKING** Have students stand up and find a classmate. Write on the board some examples of questions and tag questions to confirm the information so that students have a model to start. Monitor the activity walking around the classroom and providing help. Ask them tag questions when possible. 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 discuss with them the importance of teamwork. Elicit two ways teamwork helps them improve and let them make a list of benefits in pairs.

**IT** Draw students' attention to the IT box so they have a reference point about professions. If Internet is not available, print out some handouts to give out to students.

**6 SELF-ASSESSMENT** Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Have students do the activity individually. Monitor walking around the classroom and providing help. Detect the ones that answer *False*. Elicit students' options to change them to *True* and praise them for their ideas when possible. Get students into groups and encourage them to have a conversation about their performance. Let students share their ideas and highlight the ones that are most helpful.

## RESPONSIBLE DECISION MAKING

Model the activity with examples of your own and write them

## 6 STARTER

## 5 SPEAKING

In pairs, talk about the jobs that your family has had. Take notes and confirm the information using tag questions.

Your aunt was a flight attendant, wasn't she?

No, she wasn't. She worked at the airport, but she was a ticket agent.



**GENERIC COMPETENCY**  
6. The student effectively participates and collaborates on diverse teams.

**IT** You can go to <http://www.edutics.mx/5us> to check on a list of jobs and professions.

**6 SELF-ASSESSMENT** Read the sentences and circle T (True) or F (False). Then, in pairs, share how to make true the ones you circled as false.

- |   |     |
|---|-----|
| 1 I can name family members, professions, and jobs.                             | T F |
| 2 I can use the simple past and present perfect tenses to talk about my family. | T F |
| 3 I can confirm this information using tag questions.                           | T F |

## RESPONSIBLE DECISION MAKING



Think of decisions you have made recently. Write two examples for each column in the table. Then exchange books with a classmate and confirm his or her decisions using tag questions.

Decisions I have made	
By myself	Together with my family

You've decided to go to the soccer game, haven't you?

You and your family decided to paint the house, didn't you?



Which type of decisions require your family to give an opinion and which don't? Share examples with a classmate.

on the board. Give students enough time to write at least three options per column. Get students into pairs and allow them to swap their books. Have students discuss how they feel when their family members give opinions on their decisions and why they feel like that. Monitor the activity walking around the classroom and providing help. Praise good decision making.

For additional practice, refer students to the Workout on page 7. You can find the answers to this section on page 85.

**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 tag questions. Students could also use the flashcard Job Skills in the Student's Digital Component to get ideas and vocabulary for Activity 6.

**FOLLOW UP** Ask students to go to the Language Guide on page 80 and answer the activities for Starter as homework.

# BLOCK 1

## CAUSE AND EFFECT

### GENERAL OUTCOME

By the end of this block students will be able to write a story about a terrible weekend using *when* and *while*, give advice for a job interview using modals, share rules and regulations for a job using modals, use a timeline to write an anecdote using simple past and past perfect, and write regrets about the past.

### SPECIFIC OUTCOMES

- Students will write a story sequencing events about a terrible weekend.
- Students will have a conversation giving advice for a job interview.
- Students will share a list of rules and regulations for a job.
- Students will make timelines and use them to tell an anecdote.
- Students will write sentences expressing regrets about the past.

### LANGUAGE CONTENTS

**Vocabulary:** weekend activities, job interview, clothing and accessories, hi-tech products, moving around the city

**Grammar:** simple past and past progressive, modals for advice, suggestions, and predictions, modals for rules, past perfect and simple past, modals of regret, *If only*, and *I wish*

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# BLOCK 1

## CAUSE AND EFFECT

**IN THIS BLOCK YOU WILL...**


- read and identify specific information about a person's weekend.
- write a story about a terrible weekend in the past using *when* and *while*.
- read and order tips for a job interview.
- understand words from context.
- give advice for a job interview using modals.
- listen to a set of rules at a hospital.
- write rules and regulations for a volunteer job using modals.
- read a blog about hi-tech gadgets.
- write an anecdote about events that had an effect on other events.
- read a newspaper article about a traffic jam.
- write regrets about past actions or situations.


**YOU WILL LEARN TO USE...**

- simple past and past progressive.
- modals for advice, suggestions, and predictions.
- modals for rules.
- past perfect and simple past.
- modals of regret, *If only*, and *I wish*.

**YOU WILL ALSO GET TO...**

- create a slideshow presentation about an event that has had consequences in the present.
- write steps to promote responsible decision making.

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



## COMPETENCIES

### GENERIC

4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools. Lessons 1, 3, 4, and 5
6. The student effectively participates and collaborates on diverse teams. Lesson 2

### DISCIPLINARY

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 and 4
11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation. Lessons 1, 3, and 5

## SKILLS

### LISTENING

- Listening for specific information

### READING

- Identifying specific information
- Grouping information
- Scanning for specific information
- Making deductions

### SPEAKING

- Telling a story about a terrible weekend
- Giving advice for a job interview
- Sharing a list of rules and providing feedback
- Asking follow-up questions about an anecdote
- Talking about regrets

### WRITING

- Narrate a terrible weekend emphasizing the sequence of events
- Writing rules and suggestions for a job
- Writing an anecdote using graphic support
- Expressing one's regrets about past situations

## OTHER LEARNING AREAS

### Cross-curricular contents

Use skills in history to create a slideshow presentation about a historical event in their community. This project involves developing the professional skill Preventing and Solving Problems: Diagnostic Information Gathering.

### Socio-emotional skills contents

This responsible decision making block develops the concept of *taking action* to help promote responsible decision making.

## ADDITIONAL RESOURCES

### Student's digital component:

SE Skills (Responsible decision making) Block 1: Four worksheets for the key concept *Taking Action*  
 Grammar Drills Block 1: Simple past and past progressive, modals for advice, suggestions, and predictions, modals for rules, past perfect and simple past, modals of regret, *If only*, and *I wish*  
 Flashcards Block 1: Rules and regulations, Regrets  
 Video 1: A Great Summer and Video Activities pages  
 Class audio 3

### Teacher's digital component:

Student's Book with answers Block 1  
 Test Generator Block 1  
 Grammar Posters Block 1: Simple past and past progressive, modals for rules, past perfect, modals of regret  
 SE Skills (Responsible decision making) Block 1: Teaching notes for students' *Taking Action* worksheets  
 Students' Grammar Drills Block 1 with answers  
 Students' Flashcards Block 1  
 Video 1: A Great Summer and Video Activities pages with answers  
 Class audio 3

Writing about a terrible weekend  
 Vocabulary: Weekend activities  
 Grammar: Simple past and past progressive

## LESSON 1 9

**PREP** Play *The Luck of the Draw*.

- Write time references on small pieces of paper, for example: *yesterday morning, at six o'clock last night, Saturday evening, at nine this morning, at lunchtime yesterday, last Friday, yesterday evening, etc.*
- Fold the papers and put them in a bag or hat.
- In teams of six, take turns picking one and saying what you were doing at the time you see on the paper.

**1 READING** Read Alexa's blog and answer the questions.

www.alexasonlinediary.blog

### A WEEKEND FROM HELL

Last weekend my parents went away and left me in charge of the house: my brother, my sister, and the dog. I didn't think it would be very difficult. How wrong I was!

Our parents left on Friday night. Of course, Bere and Alan refused to go to bed. While I was trying to get their pajamas on, the dog destroyed my collection of origami animals! I've had it for years, so I was very annoyed. When the children were in bed, they insisted I read them stories. I was reading them the eighth book, when they finally fell asleep.

The next morning, while I was enjoying my Saturday morning in bed,

the kids and the dog suddenly ran into my bedroom and jumped onto my bed, demanding breakfast. Good heavens! Don't they know how to serve themselves cereal? After breakfast, while they were watching a movie, I took the dog for a walk. When I came back, I smelled burning! The children were burning popcorn! The weekend was going from bad to worse!

I ordered pizza for lunch, of course. While I was receiving the pizza at the front door, the dog ran out and disappeared down the street. It took me twenty minutes to get him back into the house. In the afternoon, they were playing quietly while I was

washing the dishes. When I finished, I went to my bedroom to rest. After a while, I heard a lot of noise, so I came downstairs to investigate. The kids were covered in paint, and so was the kitchen! I was still cleaning up when my parents arrived home!



OPENING

**GENERIC COMPETENCY**  
 4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.

- 1 What did the dog do while Alexa was trying to get her siblings to bed?  
 \_\_\_\_\_
- 2 What did the children do when Alexa was reading the eighth book?  
 \_\_\_\_\_
- 3 What was Alexa doing when the kids demanded breakfast?  
 \_\_\_\_\_
- 4 What were the kids doing when she smelled burning?  
 \_\_\_\_\_
- 5 What happened with the dog while Alexa was receiving the pizza?  
 \_\_\_\_\_



**PREP** Draw students' attention to the instructions and ask them to paraphrase them. Prepare strips of paper beforehand to make the activity work smoothly. Model the activity by telling students what you were doing or what a friend was doing at different moments in time. As an alternative, have students say an activity so their peers guess when they were doing it. Monitor the activity walking around the classroom and providing help.

**OPENING**

**1 READING** Before doing the activity, present or review strategies to locate main ideas and encourage students to underline the ones they find. Draw students' attention to the photo at the bottom of the text. Ask students to predict the content using only the title and the photo. Let students share their predictions with a classmate and then check how close they were by reading the text. Have students locate the sections that contain the answers to the

activity and then have students check their answers in pairs. Monitor the activity walking around the classroom and providing help. Check they underlined only the main ideas.

**GENERIC COMPETENCY**

Draw students' attention to the competency box. Elicit the context of the text from students (familiar context); discuss the importance of understanding the context before approaching a text. Explore with them how the title, pictures, and repeated words can help them understand or figure out the context of a text. Let them discuss a personal moment that is similar to the one described in the text. Monitor students at a distance so they can open up with their classmates.

**Answers:**

- 1 The dog destroyed her collection of origami animals.
- 2 They finally fell asleep.
- 3 She was enjoying her Saturday morning in bed.
- 4 They were burning popcorn.
- 5 The dog ran out and disappeared down the street.

**EXTRA ACTIVITY**

If time allows, you could play Simon Says with students. Call students names randomly from the class' list. Encourage the student you name to locate a verb in the text and give instructions for their classmates to act out that verb. Model the activity and have a test round to check understanding. The students who follow the instructions without the starting phrase *Simon Says* are out. The winners are the students who are left after a certain number of rounds.

## DEVELOPMENT

**2 GRAMMAR** Have students take turns reading the instructions to a classmate and have them do the activity individually to later check their answers in groups or pairs. Monitor the activity walking around the classroom and providing help. Take mental notes of the most common mistakes. Address the mistakes with the class and give more examples on the board or elicit them from students. Close the activity by letting students create their own examples and discussing their use. Refer students to the Language Guide on page 80 for further explanation and practice.

## Answers:

1 b 2 c 3 d 4 a

**LANGUAGE** Draw students' attention to the Language box. Have them discuss it with their partner and ask questions to check understanding. Have some students paraphrase it and guide them if needed. Provide some examples on the board and let them choose the correct answer in pairs.

**3** Model the activity by providing examples on the board or eliciting the first one from volunteers. Have students answer the activity with a classmate. Give students enough time to answer and check their answers in groups. Monitor the activity walking around the classroom and providing help. Concept check weaker students and let them self-correct if possible. Take notes of common mistakes. Elicit corrections to the common mistakes from strong students.

## Answers:

1 was sleeping, ran 2 escaped, was standing 3 were working, heard 4 arrived, was cleaning

## 10 LESSON 1

## DEVELOPMENT

**2 GRAMMAR** Read the examples. Underline the simple past and circle the past progressive. Then write the letter of the example that matches each use.

- a I was reading them the eighth book, when they finally fell asleep.  
 b I ordered pizza for lunch.  
 c I heard a lot of noise and I went to investigate.  
 d They were playing quietly while I was washing the dishes.

- 1 We use the simple past to describe an action that started and finished in the past. \_\_\_\_\_  
 2 It is possible to have two actions in the simple past in a sentence and it means that both actions finished in the past. \_\_\_\_\_  
 3 It is possible to have two actions in the past progressive in a sentence and it means that both actions happened simultaneously. \_\_\_\_\_  
 4 We use the past progressive with the simple past to contrast an ongoing past action and a shorter, often interrupting, action. \_\_\_\_\_

## LANGUAGE

When a short action interrupts another one in the past, we use the words *when* and *while* to link both actions. *When* is usually followed by the simple past. *While* is usually followed by the past progressive.

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

**3 Complete the sentences with the correct form of the verb in parentheses.**

- 1 He \_\_\_\_\_ (sleep) when the children \_\_\_\_\_ (run) into the room.  
 2 The dog \_\_\_\_\_ (escape) while I \_\_\_\_\_ (stand) at the door.  
 3 We \_\_\_\_\_ (work) on the computer when we \_\_\_\_\_ (hear) a noise.  
 4 My parents \_\_\_\_\_ (arrive) while I \_\_\_\_\_ (clean) up the paint.

**4 Complete the sentences with the pairs of verbs from the box in the correct tense.**

call / get watch / order rest / hear listen / ring come / burn

- 1 While they \_\_\_\_\_ television, I \_\_\_\_\_ a pizza.  
 2 When I \_\_\_\_\_ home, the popcorn \_\_\_\_\_  
 3 My parents \_\_\_\_\_ while I \_\_\_\_\_ the children's breakfast.  
 4 She \_\_\_\_\_ in bed reading when she \_\_\_\_\_ some noises.  
 5 While we \_\_\_\_\_ to the story, the bell \_\_\_\_\_

## LANGUAGE

It is possible to invert the sentences without changing the meaning. You can say, *While they were playing games, I finished my homework.* And you can also say, *I finished my homework while they were playing games.*



**4** Ask students to paraphrase the instructions and have them do the activity individually. Let students mingle to check their answers in groups. Monitor the activity walking around the classroom and providing help. Ask volunteers to read the correct sentences; correct pronunciation as needed for *-ed* endings. Get students into pairs and have them create three new sentences about things that happened to them. Elicit corrections from students that had a harder time or from their partners. Ask for the best

examples to be read out loud to close the activity.


## Answers:

1 were watching, ordered 2 came, was burning. 3 called, was getting 4 was resting, heard 5 were listening, rang.

**LANGUAGE** Draw students' attention to the Language box. Invite them to play changing the position of clauses in the sentences in Activity 4. Monitor the activity walking around the classroom and providing help.



## LESSON 1 11

**5 WRITING**  In pairs, write a story about a terrible weekend. Use *when* and *while*.


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

**CLOSURE**

**6 SPEAKING** Tell your story to another pair. Try to tell it without looking at what you wrote.

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

- |   |           |
|---|-----------|
| 1 I know when to use the simple past in affirmative sentences.                  | 1 2 3 4 5 |
| 2 I know when to use the past progressive in affirmative sentences.             | 1 2 3 4 5 |
| 3 I can write an anecdote using these tenses and <i>when</i> and <i>while</i> . | 1 2 3 4 5 |
| 4 I can talk about a past event using these tenses.                             | 1 2 3 4 5 |

### RESPONSIBLE DECISION MAKING




Think of a time when you made a bad decision. Complete the table and exchange experiences with your classmates.

What decision did you make?	What went wrong?
I skipped a class to go to the mall.	While I was eating ice cream at the mall, my parents came into the ice-cream shop.

How can you learn from previous bad decisions? Discuss as a class.



### CLOSURE

**5 WRITING**  Before doing the activity, get students into pairs to review the uses of *when* and *while*. Have students discuss their worst recent weekend. Have them write a short story from their own experience or an imaginary one; let the pairs choose. Alternatively, you could have students start the story and exchange their books so that their partner finishes it. Let early finishers discuss alternative endings. You can use this activity as evidence of learning to build up your students' portfolio.

### DISCIPLINARY COMPETENCY


Draw students' attention to the competency box. Write relevant linkers on the board and encourage students to explain how to use them. Then provide the communicative situation for the text they are going to write or elicit it from stronger students.

**6 SPEAKING** Give students some time to read their texts to each other to practice and memorize important details in order to make the activity more successful. Have pairs mingle and find another pair to read their stories to. Have students close their

books before narrating it so they try to do it without looking. Monitor the activity walking around the classroom and providing help. Congratulate students that struggle but have the courage to try. Consider letting students narrate their story to another pair. Close the activity by letting students select the story they liked the most and explain why.

**7 SELF-ASSESSMENT** Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Give students some time to do the activity individually. Look for students that circled 1 to help them improve and feel more confident. Get students into pairs and encourage them to have a conversation about their performance. Address common mistakes with the class.

### RESPONSIBLE DECISION MAKING

 Have students read the instructions and discuss a moment when they made a bad decision. Draw their attention to the sample answers and say a real or an imaginary example of your own. Give some time for students to do the activity individually. Let students stand up and exchange with multiple peers. Encourage a friendly discussion for the last question.

For additional practice, refer students to the Workout on page 12. You can find the answers to this section on page 85.

**FOLLOW UP** Ask students to do some research about job interviews and ask their parents about the kind of questions they ask.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 1, Lesson 1</b>	<b>Lesson outcome:</b> Students write a story about a terrible weekend using simple past and past progressive.	

**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 actions that were interrupted when reading a text.</b>	The student cannot identify actions that were interrupted when reading a text.	The student can somewhat identify actions that were interrupted when reading a text.	The student can identify actions that were interrupted when reading a text with minor mistakes.	The student can correctly identify actions that were interrupted when reading a text.
<b>The student can form the simple past and the past progressive.</b>	The student cannot form sentences in simple past or past progressive.	The student can form a few sentences in simple past and past progressive with errors.	The student can form sentences in simple past and past progressive with minor mistakes.	The student can correctly form sentences in simple past and past progressive.
<b>The student can use past tenses to write an anecdote.</b>	The student cannot consciously use the tenses to write an anecdote.	The student is somewhat aware of how to use the tenses to write an anecdote.	The student is aware of how to use the tenses with minor mistakes.	The student is conscious of how to use the tenses to tell an anecdote.
<b>The student can talk about past situations using simple past and past progressive.</b>	The student cannot talk about past situations using either tense.	The student can talk about past situations using one of the tenses.	The student can talk about past situations with both tenses and minor mistakes.	The student can talk about past situations using simple past and past progressive.

**Notes:**

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Giving tips for a job interview  
 Vocabulary: Job interview  
 Grammar: Modals for advice, suggestions, and predictions

## LESSON 2 13

### PREP Play Chain Game.

- Get into teams of 10 and stand in a circle. Ask questions about job tools. For example, *Who uses a hose to work?*, *Who uses a camera?*, *Who uses a board?*, *Who uses a helmet?*, *Who uses the constitution?*, *Who uses a ladder?*, etc.
- A person in the circle asks his or her question, the person to the right should answer and then ask his or her question.
- Continue until everybody in the circle has asked a question. Make sure not to repeat them. You could repeat the game asking different questions.

### 1 READING Read the article. Order the tips from 1 the most useful to 7 the least useful. Then compare your answers in small groups.

### 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

www.gettingyourfirstjob.org

### Tips Before a Job Interview

**A** You should prepare carefully for the interview. For example, be ready to answer questions about your qualifications, goals, and skills. Remember what you wrote on your application, your résumé or CV!

**B** The interviewer may ask about your experience. You could talk about relevant experience in volunteer jobs, for example.

**C** He or she will probably ask you about your strengths and weaknesses. Think about what they are beforehand. You could mention the strengths that are particularly important for the job you are applying for.

**D** It's a good idea to think of some questions to ask your possible future employer. You should learn as much about the company and the job as possible, and be ready to ask some intelligent questions of your own. That will certainly impress your interviewers.

**E** Why not practice interviewing with a teacher or friend who has been to an interview before? That might give you more confidence.

**F** Think about your clothes. They should be clean and neat, and not too casual. You shouldn't wear jeans, for example, and you shouldn't wear your headphones!

**G** You shouldn't be late for the interview, so find out where it is beforehand! You should plan how to get there and decide how much time it will take.

What are the odds you'll get the job? It all depends, but you'll have a better chance if you follow these tips!

### 2 VOCABULARY In pairs, look at the underlined words in Activity 1 and guess their meaning by comparing them to your own language. Then read the Language box and check answers in a dictionary. Discuss if this strategy helped.

I thought qualifications meant school grades.

Yeah, me too!

### LANGUAGE

A cognate is a word that looks very similar to the word with the same meaning in your own language. But, be very careful, because *actually* doesn't mean the same as *actualmente*, for example. So, when you use this strategy, use the words around it to make sure it makes sense.

### DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and have them discuss with their groups how grouping information into two categories can help them understand what a text is about. Encourage them to reach a conclusion. Have them share their ideas as a class.

### Suggested answers:

A1 B6 C7 D3 E2 F4 G5

**2 VOCABULARY** Have students list the words that are underlined in the text. Give them enough time to write and check their answers with their partners. Let students write the meaning by comparing words that are similar to their own language (cognates). Then, they can check their answers using a dictionary. Have students read their definitions out loud.

**LANGUAGE** Draw students' attention to the Language box. Have students discuss how they can understand and learn new words. Use the previous text to exemplify and ask them to give more examples of real cognates.

**PREP** Before class, have a list of jobs prepared, include jobs that are relevant to your class, and decide the rules for the activity, for example, how much time they will have to answer. Arrange students so that you can walk behind them. Model the activity with a volunteer and ask a couple of times before letting them work in their teams. Mediate students and explain the rules again when necessary.

### OPENING

**1 READING** Draw students' attention to the instructions and have them answer the first item to check comprehension. Have students discuss their answers in pairs. Ask students to replace the ones they consider the least useful ones with those they think would be better. Ask students to stand up with their books and mingle to discuss the tips they wrote. Let students choose the ones they like the most.

## DEVELOPMENT

**3 GRAMMAR** Let students read the instructions and then the examples. Get students into pairs to do the activity and check their answers as a class. Let early finishers add three more pieces of advice and predictions. Monitor the activity walking around the classroom and providing help. Let volunteers participate by sharing what they wrote. To close the activity let students talk about the predictions and advice for job interviews. Refer students to the Language Guide on page 80 for further explanation and practice.

**Answers:**

- 1** the simple form    **2** offering advice  
**3** give a suggestion    **4** will certainly  
**5** will possibly happen

**LANGUAGE** Draw students' attention to the Language box. Ask students to exchange predictions about job interviews using *may* or *might*. Monitor students by walking around and taking notes of any mistakes to address later on.

**4** Have students read the instructions and elicit the first answer. Have students do the activity individually and check their answers in pairs when they finish. Monitor the activity walking around the classroom and asking peers to help each other notice the correct answers. Address common problems with the whole class. Have early finishers discuss if the sentences are predictions or advice to close the activity.

**Answers:**

- 1** will    **2** should    **3** should    **4** shouldn't  
**5** might / may    **6** might / may    **7** could  
**8** will

## 14 LESSON 2

**3 GRAMMAR** Read the examples and underline the correct option.

DEVELOPMENT

**Giving advice and suggestions**

You *should* prepare carefully for the interview.  
 You *shouldn't* wear jeans.  
 You *could* talk about relevant experience in volunteer jobs.

**Predicting**

He or she *will* probably ask you about your strengths and weaknesses.  
 That *will* certainly impress your interviewers.  
 The interviewer *may* ask about your experience.  
 Practicing beforehand *might* give you more confidence.

- The verb following a modal (*should, could, will, may, might*) is in the **-ing form** / the simple form.
- The modal *should* is used for **offering advice** / talking about obligation.
- Could* is used to **predict** / give a suggestion.
- To make a prediction you are very confident about, you use **will probably** / *will certainly*.
- We use *may* and *might* to talk about what we think **will possibly happen** / will definitely happen.

**LANGUAGE**


In everyday speech, there is no difference between *may* and *might* when referring to possibility.

Go to the **LANGUAGE GUIDE** on page 80.**4 Complete the sentences using the correct modal.**

- I'm sure that you \_\_\_\_\_ get the job if you wear appropriate clothes.
- During the interview you \_\_\_\_\_ look the interviewer in the eye.
- Also, you \_\_\_\_\_ be polite.
- You \_\_\_\_\_ show a lack of enthusiasm.
- The interviewer \_\_\_\_\_ probably ask you about why you want the job. That's a possibility.
- You \_\_\_\_\_ be nervous. That's possible.
- Here's a suggestion, if you're feeling very nervous, you \_\_\_\_\_ do some breathing exercises.
- That \_\_\_\_\_ certainly give you the job!

**5 Imagine a friend is going to have a job interview. Write three pieces of advice and make two predictions about it. Make sure they are different from the ones in Activity 4.**

You *should* speak clearly.



**5** Ask for volunteers to read the instructions and have other students paraphrase them to ensure they understood. Have students do the activity individually and have them stand up and mingle to share their answers. Have students take notes of advice they like. Have students sit down with a partner and discuss the advice they gathered. Instruct students to make more predictions while talking. Monitor the activity walking around the classroom and providing help. If possible, participate with the groups while they mingle.

**Suggested answers:**

- 1** You should speak clearly.    **2** You could take a notebook and a pen.    **3** You might want to take notes about talking points.  
**4** You should ask questions at the end.  
**5** You shouldn't interrupt your interviewer.

## LESSON 2 15

**6 SPEAKING** In pairs, take turns giving advice to a classmate who is going to have an imaginary job interview.



CLOSURE

**GENERIC COMPETENCY**  
6. The student effectively participates and collaborates on diverse teams.

**7 SELF-ASSESSMENT** Circle the correct option for you.

- I can identify cognates and some false cognates using context.
  - I do it very well.
  - I do it most of the time.
  - I still need to look them up.
- I can give written and oral advice in English.
  - I do it easily.
  - I do it with some difficulty.
  - I need more practice.
- I can make predictions in English.
  - I do it easily.
  - I need to think about it.
  - I need help.

**RESPONSIBLE DECISION MAKING**

Think of decisions you made recently. Then rate the tips from 1 the most important through 5 the least important.

- You should consider what others think.
- You should talk to a friend and ask for advice before the decision.
- You should think of all the pros and cons.
- You should think carefully about the consequences.
- You should consider what the Internet says.



Why is your own opinion the most important factor when making decisions for yourself? Discuss in pairs.

during the semester. Have students read the instructions and all the statements and have students do the activity individually. Monitor the activity walking around the classroom and taking notes of any students that feel they still need help. If possible, address the problem to boost students' confidence. Elicit an example from students that are not sure and help them notice their progress. Get students into pairs and encourage them to have a conversation about their performance.

**RESPONSIBLE DECISION MAKING**

Have students read the instructions and paraphrase them. Have students compare their answers in pairs. Draw their attention to the question at the bottom so they discuss it. Monitor the activity walking around the classroom and providing help. Elicit the best answer you hear and praise the responses.

For additional practice, refer students to the Workout on page 16. You can find the answers to this section on page 85.

**CLOSURE**

**6 SPEAKING** Bring some strips of paper to class with situations for an imaginary job interview and have students select one. Have students read the instructions in pairs. Have them take turns giving advice to each other. Monitor the activity walking around the classroom and providing help. Support any pair that struggles with providing advice by giving possible examples. To close the activity, have each pair choose who gave the best advice. You can use this activity as evidence of

learning to build up your students' portfolio.

**GENERIC COMPETENCY**  
Draw students' attention to the competency box. Have students discuss the importance of having a partner that participates and collaborates in this type of activities. As a class, discuss what happens when a partner does not participate actively in a speaking activity.

**7 SELF-ASSESSMENT** Remind students that self-assessment activities are opportunities to think about their performance and improve

**EXTRA ACTIVITY** If time allows, you could encourage students to have a group session to ask for and give advice on a more personal level. Make sure you create a friendly and trustworthy environment where students feel confident to share their problems without being judged or criticized.

**FOLLOW UP** Remember to bring speakers or a CD player for the next lesson. Also, for the Prep activity you will need a bag of beans, or you could make some paper balls so that each student has six pieces.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 1, Lesson 2</b>	<b>Lesson outcome:</b> Students take turns giving advice about an imaginary job interview.	

**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 is able to identify false cognates.</b>	The student cannot identify false cognates.	The student can randomly identify some false cognates.	The student can identify false cognates with some misunderstandings.	The student can successfully identify false cognates.
<b>The student is able to write and give oral advice.</b>	The student is not able to give written or oral advice.	The student is able to write advice, but not give it in a comprehensive way.	The student is able to give written and oral advice with some mistakes.	The student is able to give written and oral advice with no major mistakes.
<b>The student can make predictions in English.</b>	The student cannot make predictions in English.	The student is able to make predictions in English with some confusion.	The student can make predictions in English with minor mistakes.	The student can make predictions in English.
<b>The student can talk about a job interview and give advice about it.</b>	The student cannot talk about a job interview or give advice about it.	The student can talk about a job interview but can't give advice.	The student can give advice about a job interview with minor mistakes.	The student can talk about a job interview and give advice about it.

Notes:

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**Sharing rules and suggestions**  
 Vocabulary: Clothing and accessories  
 Grammar: Modals for rules

## LESSON 3 17

### PREP Play Beans Fun.

- As a class, each student takes six beans or little balls of paper.
- Everybody gets up and walks around the room with their beans.
- Greet a classmate, and say one thing about yourself for every bean you have.
- Move on to the next classmate and continue until you have talked to five classmates.

### 1 LISTENING Listen and check (✓) the information that is mentioned. Then discuss if you would be interested in volunteering there.

- 1 the hospital's address
- 2 clothes regulations
- 3 specific times for work
- 4 possible activities
- 5 dos and don'ts
- 6 the benefits of volunteering



#### GENERIC COMPETENCY

4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.

OPENING

### 2 VOCABULARY Complete the sentences with words from the box. Listen again to check your answers.

scrunchies bobby pins scrubs badge high-heel

- You must wear the identification \_\_\_\_\_.
- You don't have to wear \_\_\_\_\_.
- You can't wear \_\_\_\_\_ shoes.
- Tie your hair with \_\_\_\_\_.
- You can wear \_\_\_\_\_ to fasten short hair.

### 3 GRAMMAR Read the examples and complete the sentences with words from the box.

You *have to* be at least 18 years old.      You *can't* wear high-heel shoes.  
 You *must* wear your volunteer uniform.      You *can* play games with them.  
 You *don't have to* wear scrubs.      You *should* wear comfortable shoes with closed toes.

Can't    Don't have to    Have to and must    can    Should and shouldn't

- \_\_\_\_\_ express obligation.
- \_\_\_\_\_ expresses prohibition.
- \_\_\_\_\_ express advice.
- \_\_\_\_\_ expresses lack of necessity or obligation.
- \_\_\_\_\_ expresses a possibility.

#### LANGUAGE

In American English, *have to* is used for obligation and *can't* for prohibition. *Must* and *must not* are used only in formal, usually written, situations. In British English, *must* and *have to* are both used for obligation, and *mustn't* and *can't* are both used for prohibition. In both American and British English, *don't have to* expresses lack of obligation.

DEVELOPMENT

scrunchies, and you shouldn't wear big or garish head accessories. You can wear bobby pins to fasten short hair.

As a volunteer you will work with patients. You can play games with them, but you can't assume you know the activities they can do, you have to ask the medical staff what the children can and cannot do. When children are confined to their beds, reading stories with them is a good activity. You should check the stories you're reading are suitable. They can't contain any distressing material. If you don't find a good book in the hospital's library, you don't have to bring one from home, you can let the staff know and they'll help you.

As for the meals, you have to make sure that children get the right meal, as this is often part of their treatment. You can't make any decision on their menus.

A volunteer represents the hospital, and so, he or she has to behave responsibly at all times.

### 2 VOCABULARY Have students do the activity in pairs. Elicit the meaning of some of the words.

#### Answers:

1 badge. 2 scrubs. 3 high-heel  
 4 scrunchies. 5 bobby pins

### DEVELOPMENT

### 3 GRAMMAR

Discuss the importance of rules in a hospital. You might want to go through the class rules so they can better grasp the importance of rules in general. Let students do the activity and check answers in small groups.

#### Answers:

1 *Have to and must* 2 *Can't* 3 *Should and shouldn't* 4 *Don't have to* 5 *Can*

### LANGUAGE

Have students have fun creating their own rules for the day. Model and write some examples on the board.

**PREP** Make sure you have enough materials. Model the activity and have students imitate you.

### OPENING

### 1 LISTENING

Play the audio for students to answer. Let them check their answers in pairs and play the audio again.

### GENERIC COMPETENCY

Explain that this activity is aimed at listening for specific information; therefore, they first need to read the checklist so that they are aware of what they might listen to.

**Answers:**  
**Checked:** 2, 4, 5

### AUDIO SCRIPT

Thank you for thinking about being a volunteer at Colima Children's Hospital. For your information, here are our rules and regulations.

You have to be at least 18 years old and commit to volunteering a minimum of three hours per week for six months. You must wear your volunteer uniform and the identification badge the hospital gives you at all times when in the hospital, but you don't have to wear scrubs. You should wear comfortable shoes with closed toes. You can't wear high-heel shoes. If your hair is long, you have to tie it back with

4 Have students complete the table and allow enough time for everyone to finish. Early finishers can add one more element to each section. Have students stand up and check their answers in groups. Monitor the activity walking around the classroom and providing help. Take notes of common mistakes and elicit the corrections from strong students. Refer students to the Language Guide on page 81 for further explanation and practice.

**Answers:**

1 have to 2 has to 3 don't have to  
4 can't 5 can 6 should 7 shouldn't

5 Have students read the instructions, then elicit the first answer from the whole class. Have students do the activity individually. When checking answers, ask students to raise their right hand if they underlined the first option or the left hand if they underlined the second one. Allow volunteers to say why they chose that answer or provide an explanation for it.

**Answers:**

1 have to 2 can't 3 should 4 don't  
have to 5 must 6 can't 7 can  
8 has to

**CLOSURE**

6 **WRITING** Let students read the volunteer poster and discuss whether they would like to participate or not and why. Ask volunteers to give their reasons. Draw students' attention to the instructions, model an example for them, and discuss it briefly. Let students discuss their answers with a classmate and select the top eight

18 LESSON 3

4 Complete the table with the correct modals in American English.

Type	Subject	Modal	Complement
Obligation	(1) You		wear your volunteer uniform and the identification badge.
	(2) He or she		behave responsibly at all times.
Lack of necessity or obligation	(3) You		wear scrubs.
Prohibition	(4) You		make any decision on their menus.
Possibility	(5) You		wear bobby pins to fasten short hair.
	(6) Volunteers		wear comfortable clothes.
Advice	(7) People at the hospital		wear big head accessories.

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

5 Underline the correct option according to the function in parentheses.

- They should / have to commit to six months. (obligation)
- Volunteers can't / shouldn't make decisions on patient's food. (prohibition)
- You can't / should check the story is suitable. (advice)
- You can't / don't have to volunteer for more than six months. (lack of obligation)
- Volunteers should / must be polite to everyone. (obligation)
- Patients can't / have to eat candy. (prohibition)
- You can / should bring a board game. (possibility)
- She has to / can wear her uniform. (obligation)



**CLOSURE**

6 **WRITING** In pairs, use all the modals from this lesson to write rules and regulations for the volunteer job.

**Do you love reading?**  
Volunteer to help children improve their reading skills.  
Did you know that eight children in every primary class will leave school unable to read well?  
They need your help!  
Contact the community center and share your passion.

Before you apply, think of your time commitments, age limits, attitudes, behavior, and activities.  
Call 1123581321 for more information.


best rules and regulations. Have students discuss with another group and see if they can convince them that they have better answers. Monitor the activity walking around the classroom and providing help.

**EXTRA ACTIVITY** You might want to bring some paper and colored pencils for the activity. Get students into small groups and let them create their own posters, but ask them to include two suggestions and two rules for the job. Let students

present them to the class and, for large classes, to another group. If possible, allow students to vote for the best one.



## LESSON 3 19

**7 SPEAKING** In groups, share the list of rules you wrote in Activity 6 and check if the other pair used modals appropriately. Give and receive feedback.

We think treating children respectfully is an obligation, not a suggestion.

Oh! You're right. You must always treat people respectfully.



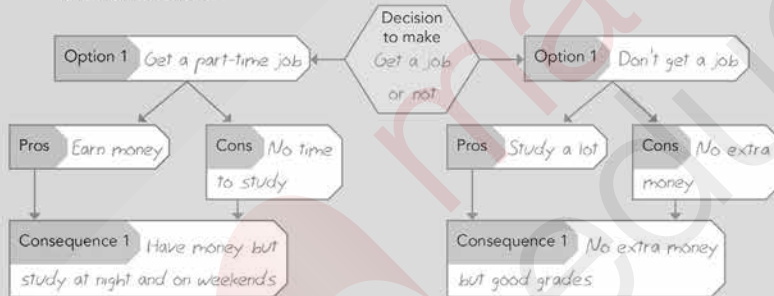
**DISCIPLINARY COMPETENCY**  
**11.** The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.

**8 SELF-ASSESSMENT** For each statement write: *I'm very confident, I'm almost there, I have some questions, or It's still new to me.*

- 1 I can identify rules. \_\_\_\_\_
- 2 I can express permission and prohibition. \_\_\_\_\_
- 3 I can express advice. \_\_\_\_\_
- 4 I can express obligation and lack of necessity. \_\_\_\_\_

### RESPONSIBLE DECISION MAKING

In pairs, look at the diagram and discuss if it helps visualize options and their consequences. Complete a similar diagram in your notebook about a decision you have to make.



What is more important to consider when making decisions: pros, cons, or consequences? Discuss in small groups.

**7 SPEAKING** Draw students' attention to the instructions and have them paraphrase them to check understanding. Ask them to change groups. Monitor the activity walking around the classroom and checking they correct each other properly. Have students discuss their reasons for using the modals they used. Alternatively, you can provide students with strips of paper for them to write their corrected rules and suggestions and have them pick others from a bag or hat. Get students into pairs and have them categorize

the ones they pick. To close the activity, have them find the owner of a couple of them and see if they agree or not. You can use this activity as evidence of learning to build up your students' portfolio.

### DISCIPLINARY COMPETENCY

Have students read the competency box and ask them to analyze the work they have done in this block so far. Students will discuss the mistakes they can notice and what their strong points are. You can help students notice mistakes. Motivate them by praising their strengths.

**8 SELF-ASSESSMENT** Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Have a volunteer read the instructions and then ask volunteers to model a couple of examples to check their understanding. Have students do the activity individually. Monitor the activity walking around the classroom and providing help. Work with students that feel the topic is new to them or that still have questions first. Get students into groups and encourage them to have a conversation about their performance. Address common doubts with the whole class and elicit answers from stronger students.

### RESPONSIBLE DECISION MAKING

Let students discuss the diagram and decide whether or not it is helpful for them. Model an alternative to that diagram so that students can generate their own in their notebooks. Have students share their diagrams in groups and ask them to discuss the importance of analyzing pros and cons before making a decision.

For additional practice, refer students to the Workout on page 20. You can find the answers to this section on page 85.

**FOLLOW UP** Ask students to bring a picture of a new piece of technology they are excited about for the next lesson.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 1, Lesson 3</b>	<b>Lesson outcome:</b> Students share a list of rules for a particular job using modals.	

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 sentences related to rules and regulations.</b>	The student cannot identify sentences related to rules and regulations.	The student can identify sentences related to rules and regulations with confusion.	The student can identify sentences related to rules and regulations with minor mistakes.	The student can successfully identify sentences related to rules and regulations.
<b>The student can differentiate obligation, permission, prohibition, and advice through modals.</b>	The student cannot differentiate obligation, permission, prohibition, and advice through modals.	The student can differentiate obligation, permission, prohibition, and advice through modals with confusion.	The student can differentiate obligation, permission, prohibition, and advice through modals with minor mistakes.	The student can clearly differentiate obligation, permission, prohibition, and advice through modals.
<b>The student can write sentences stating obligation, permission, prohibition, and advice.</b>	The student cannot write sentences stating obligation, permission, prohibition, and advice.	The student can write sentences stating obligation, permission, prohibition, and advice with confusion.	The student can write sentences stating obligation, permission, prohibition, and advice with minor mistakes.	The student can correctly write sentences stating obligation, permission, prohibition, and advice.
<b>The student is able to share rules and regulations for a particular job.</b>	The student cannot share rules and regulations for a particular job.	The student can share rules and regulations for a particular job with confusion.	The student can share rules and regulations for a particular job with minor mistakes.	The student can clearly share rules and regulations for a particular job.

Notes:

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Writing and telling an anecdote  
Vocabulary: Hi-tech products  
Grammar: Past perfect and simple past

## LESSON 4 21

### PREP Play *The Longest List*.

- In teams of five, make a list of all the gadgets, devices, or machines that you know.
- The winner is the team that has the longest list after two minutes.
- Write the winning list on the board and have other teams add to it.

### 1 READING Read the Skills box and the sentences. Then scan the text to complete them.

- 1 The writer invited his friends to see the \_\_\_\_\_ he had recently bought.
- 2 The first thing he showed them was his new \_\_\_\_\_.
- 3 When the TV disappeared, in its place there was a \_\_\_\_\_.
- 4 The second high-tech toy he showed his friends was \_\_\_\_\_.
- 5 The material of the jacket glows \_\_\_\_\_.

#### 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

#### SKILLS

Scanning consists of reading a text quickly to find certain information.



www.hitechbloggers.org

It was 6:30 last Saturday evening, and I was anxious because I had invited some friends over and they hadn't arrived. I wanted them to see two amazing new technology products I had bought recently. I wanted my friends to admire them!

When they had all arrived, I showed them into my living room to see my new 50-inch-high-resolution television screen, which was mounted on the wall. "Very nice, but what's new about that?" asked Edwin. I asked them to leave the room for a moment and then I invited them back in. They were amazed! The television had disappeared! In its place was a work of art! It was a new Frame TV. I had turned it off and the screen hadn't just gone black; it had turned into

a work of art! Everyone gasped in amazement! They said they hadn't seen anything like this in their lives.

The second hi-tech toy I showed them was my solar-charged jacket! I hadn't seen an ad for it, but when I arrived at the store I saw it and loved it! I had to wait for 10 days to get one! It's great! The material absorbs light during the day and glows bright green in the dark! The material can absorb light from any source. "Wow!" Ethan exclaimed. The jacket's not just cool, but keeps you safe too! I had gone running after dark the day before, and with my glowing jacket I wasn't afraid for my safety!

When my friends had left, I wondered: had I been a little too boastful about my new tech toys? Probably! But I can't help it. I just love high tech!

**PREP** Before class, brush up on high-tech information to better relate to students. Get students into small teams. Draw students' attention to the instructions and ask them to paraphrase them. Give students enough time to write their lists, but keep it short so students don't get distracted. Alternatively, have students look up images of some of the gadgets and describe them together. To close the activity, ask volunteers to share their lists.

### OPENING

**1 READING** Ask students if they watch or read any high-tech news. Have students discuss where they find out about new technological developments (blogs, reviews, friends, family, etc.). Let students scan the text applying what they learned from the Skills box. Have students do the activity individually and check their answers in pairs. Monitor the activity walking around the classroom and providing help.

**SKILLS** Draw students' attention to the Skills box. They should be familiar with scanning, so elicit the techniques to do the activity (reading the questions first and then running their eyes quickly through the text looking for the information they need).

### DISCIPLINARY COMPETENCY

Draw students' attention to the competency box, explain that scanning is a very useful ability when they need to look for specific information in a fast way. Encourage them to practice it every day in their native language as well.

#### Answers:

- 1 new technology products
- 2 50-inch-high-resolution television screen.
- 3 work of art.
- 4 his solar-charged jacket.
- 5 in the dark.

**EXTRA ACTIVITY** You might want to prepare a ball or a similar object for this activity. Have students work in teams and stand up in a circle. Each student will say one word related to technology and devices. Then the student throws the ball, and the next classmate has to repeat all the previous words and his or her own word. Give students enough time so they can come up with different words during the activity. Monitor the activity walking around the classroom and providing help. Be careful not to overcorrect and thus interrupt the activity.

## DEVELOPMENT

**2 GRAMMAR** Draw students' attention to the instructions and check understanding. Model the first example for them. Get students into pairs to underline. Then have them do the activity individually. Finally, have them check their answers in groups. Monitor the activity walking around the classroom and providing help. Have stronger students model corrections for common mistakes. Refer students to the Language Guide on page 81 for further explanation and practice.

**LANGUAGE** Draw students' attention to the Language box. Give enough time for them to discuss the difference between the sentences. Have them provide a couple of examples about some current events or an anecdote using the verb *arrived*. Monitor the activity walking around the classroom and providing help.

**Answers:**

**Underlined:** When they had all arrived, The television had disappeared.  
**1** before **2** sequence **3** happened  
**4** past participle

**3** Ask volunteers to read the instructions. Draw students' attention to the timeline and have them locate every part of the statement on the line. Once they draw their timelines individually, tell them to stand up and mingle to discuss their answers, taking note of the number of classmates that have the same answers they have. Check the answers as a class. Start with the ones that most of the group agreed on and if correct, move to the next one.

## 22 LESSON 4

**DEVELOPMENT** **2 GRAMMAR** Underline the action that happened first in sentences 1 and 2. Then complete the rules with words from the box.

- 1 When they had all arrived, I showed them into my living room.
- 2 They were amazed! The television had disappeared.
- 3 The screen hadn't gone black; it had turned into a work of art.
- 4 I hadn't seen the ad, but I saw the jacket and loved it.

sequence past participle happened before

- 1 We use past perfect to talk about an action that happened \_\_\_\_\_ another action or before a specific time in the past.
- 2 This tense is useful to show how the \_\_\_\_\_ of events happened.
- 3 It doesn't matter which event you mention first. The tense of the verb tells you which \_\_\_\_\_ first.
- 4 We form the past perfect with *had* or *hadn't* and the \_\_\_\_\_ of the verb.

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

**3** Look at the timeline for the first sentence. Draw similar timelines for the rest of the sentences.

- 1 It was six o'clock on Saturday night. I had invited some friends over.



- 2 When they had all arrived, I showed them into my living room.

- 3 They were amazed! The television had disappeared.

- 4 I had seen the ad and bought the jacket immediately.

**4** Complete the table with the correct form of the verbs in parentheses.

	Subject	Auxiliary + verb in past participle	Complement
Affirmative	I	had invited	some friends over.
	(1) The television	_____ (disappear).	
	(2) It	_____ (turn)	into a work of art.
	Subject	Auxiliary + not + verb in past participle	Complement
Negative	(3) My friends	_____ (arrive).	
	(4) The screen	_____ (go)	black.
	(5) They	_____ (see)	anything like this in their lives.

**Answers:**

**2** all arrive, show into living room  
**3** television disappear, amazed  
**4** see the ad, buy the jacket

**4** Let students read the instructions and then elicit the first answer from the class. Get students into pairs to complete the table with the given verbs. Have students check their answers as a class.

**Answers:**

**1** had disappeared **2** had turned  
**3** hadn't arrived **4** hadn't gone  
**5** hadn't seen

## LESSON 4 23

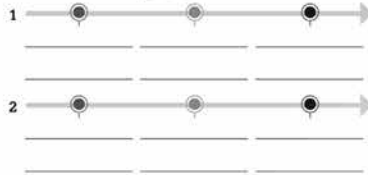
### 5 WRITING

In pairs, think of an anecdote and make notes. Use the timelines to sequence the events. Write your anecdote in your notebook.

### GENERIC COMPETENCY

4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.

### CLOSURE



**6 SPEAKING** Tell your anecdote to another pair. Ask them questions about it afterwards to make sure they understood.

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

What I didn't know	What I know now	What I need to practice

### RESPONSIBLE DECISION MAKING



Read the story and answer the questions.

Diana worked for several months to buy a second-hand laptop. She was very excited when the day to buy it arrived. She went into the store and noticed that someone had bought the laptop.

There was another laptop, but it was more expensive than the one she had planned on buying. She didn't know what to do, so she stood outside the store to think of her options.

- 1 What would you do if you were Diana?
- 2 How would you feel if you were her?
- 3 What would you do in her place?
- 4 Has something like this happened to you? How did you feel?

When making decisions, how important is it to be able to adjust to changes? Why? Discuss as a class.



### CLOSURE

#### 5 WRITING



Elicit the meaning of the word *anecdote* from students. Ask them to read the instructions and do the activity. Then have them mingle to compare answers with different people. Get students into pairs and have them ask questions to find out more. Give students enough time to write two paragraphs. Then get them into pairs again to check for mistakes. 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 explain that using graphic support like timelines, tables, or graphic organizers before a writing task is a very useful skill they could apply to visualize the overall contents for their text.

**6 SPEAKING** Ask students to stand up and get them into pairs. Have students share their anecdotes and then ask questions to ensure they were understood. Alternatively, you could have the whole group switch partners every certain time. Let

students check the timelines and notice the elements they forgot or the last ones they added. Have students complement their anecdotes with ideas in pairs. Let them practice their texts and have them narrate it to another partner without reading it.

**7 SELF-ASSESSMENT** Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Ask students to get into pairs to discuss how they felt and what they learned during the lesson. Let students look back and check what they have done. Draw students' attention to the instructions and ask them to give one or two answers for the first and second column. Give students time to do the activity individually. Get students into pairs and encourage them to have a conversation about their performance. Ask students questions about their tables and help them solve any problems that linger.

### RESPONSIBLE DECISION MAKING



Have students read the text and discuss Diana's situation together. Ask them to read the questions and answer them together. Prompt students to discuss whether or not they like change and how they adapt to it. Let students answer the final question and have volunteers share their answers with the class.

For additional practice, refer students to the Workout on page 24. You can find the answers to this section on page 85.

**FOLLOW UP** Remember to bring markers for the next lesson, so students can write on the board.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 1, Lesson 4</b>	<b>Lesson outcome:</b> Students make timelines to tell an anecdote using past perfect.	

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 locate in a timeline which actions happen first when using past perfect.</b>	The student cannot locate in a timeline which actions happen first when using past perfect.	The student can locate in a timeline which actions happen first using past perfect, with confusion.	The student can locate in a timeline which actions happen first when using past perfect, with minor mistakes.	The student can effectively locate in a timeline which actions happen first when using past perfect.
<b>The student can write sentences to express actions that happen at different moments in the past using simple past and past perfect.</b>	The student cannot write sentences to express actions that happen at different moments in the past using simple past and past perfect.	The student can write sentences expressing actions that happen at different moments in the past using simple past and past perfect with confusion.	The student can write sentences expressing actions that happen at different moments in the past using simple past and past perfect with minor mistakes.	The student can correctly write sentences to express actions that happen at different moments in the past using simple past and past perfect.
<b>The student can make a timeline and use it to tell an anecdote using past perfect.</b>	The student cannot make a timeline and use it to tell an anecdote using past perfect.	The student can make a timeline and use it to tell an anecdote using past perfect with confusion.	The student can make a timeline and use it to tell an anecdote using past perfect with some mistakes.	The student can effectively make a timeline and use it to tell an anecdote using past perfect.

Notes:

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Expressing regrets  
 Vocabulary: Moving around the city  
 Grammar: Modals of regret, *If only*, and *I wish*

## LESSON 5 25

### PREP Play Ten and Stop.

- Play in teams of four. Write a list of 10 words connected to the street and traffic.
- The first team to complete their list is the winner.
- Write all the words on the board. Add words from other teams to your list.



### 1 READING Read and underline the events that led up to the accident. In pairs, discuss whose fault you think it was.

**GENERIC COMPETENCY**  
 4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.

**OPENING**

### TODAY'S NEWS

## LOCAL YOUTH CAUSES MAJOR TRAFFIC JAM



León Sánchez, 18, was cycling to school this morning when he saw a friend walking along the sidewalk. He waved and shouted a greeting. Then suddenly, he noticed an elderly lady right in front of him. He swerved to avoid her, narrowly missing her. She dropped her basket, sending fruit and vegetables all over the three-lane road. Two cars behind skidded to a halt, crashing into each other. It took police an hour and a half to open the road to normal traffic.

Bystanders were surprised to hear León shouting at Mrs. Gómez, blaming her for the accident. Later, León was very sorry about everything. "If I hadn't waved to my friend, the accident wouldn't have happened," he admitted. "I should have followed the traffic rules and kept my eyes on the road. And I wish I hadn't shouted

at Mrs. Gómez. There was no reason to do that! I certainly could have handled the situation better, but I felt very nervous. I apologized to her and she accepted my apology."

Mrs. Gómez regretted her actions too. "It was partly my fault. If only I had crossed at the pedestrian crossing 100 meters down the road! But I wish I hadn't lost all my shopping!"

Jaime Pérez, whose car was damaged in the incident, said "I shouldn't have crashed! If I had reacted faster, I would have avoided the accident! Now my car will be in the repair shop for a week and I'll need to use public transportation!"

The local police said accidents involving cyclists were common. "Luckily, nobody was injured in this incident," he added.

For vocabulary about moving around the city go to the **VISUAL GLOSSARY** on page 87.

**PREP** Bring enough markers and give two per team. Ask students about their way to school from their home. Have them discuss the amount of traffic there is and the means of transportation they use. Get students into groups. Model the activity. Give them three easy words to exemplify and tell them they can't use the words you selected. Let students write the words on the board and point out any mistakes.

### OPENING

**1 READING** Get students into pairs and have them look at the picture and predict how the accident happened. Ask volunteers to give their descriptions to the class. Ask students to vote for the one they think most likely. You could have students look at the picture for 10 seconds and then close their books, so they are not tempted to read the text. Draw students' attention to the instructions and then have them paraphrase them to check understanding. Alternatively,

you could use the reading to show students new strategies for reading, scanning, skimming, or close reading. Refer students to the Visual Glossary on page 87 for more vocabulary related to this topic.

### GENERIC COMPETENCY

Draw students' attention to the competency box and review with the whole class what media, codes, and tools are. Guide a discussion towards reflecting on the usefulness of predicting content from pictures and other graphic elements and provide an example using the text or other material you have at hand.

### Answers:

**Underlined:** He waved and shouted a greeting. He swerved to avoid her. She dropped her basket. Two cars behind skidded to a halt.

**EXTRA ACTIVITY** Prepare some strips of paper with roles in an accident: policeman, driver, guilty party, witness, etc. Get students into groups so they can act out the situation in their corresponding roles. Monitor the activity walking around and trying to intervene only when indispensable, so they feel confident enough to do it. If possible, have a couple of teams perform for the class in an improvisation.

## DEVELOPMENT

**2 GRAMMAR** Elicit the meaning of *regret* from students. Get them into pairs and have them discuss what they think León's and Mrs. Gómez's regrets are. Allow students to read the instructions and ask someone to paraphrase them to check understanding. Get students into pairs or small groups and discuss their answers. Monitor the activity walking around the classroom and providing help. Check the answers as a class by asking them to raise their hands for either True or False. Tell them to explain the correct answer briefly. Close the activity by having students discuss how the examples match the text, or even locating the sections.

**Answers:**

1 T 2 T 3 T 4 F (past actions or situations)

**3** Get students into pairs to complete the table and ask them to discuss their answers. Give them enough time to finish it and let early finishers provide a new example for each row. Check answers as a class by eliciting the correct option from volunteers. Address common mistakes at the end of the activity and let students participate if possible. Refer students to the Language Guide on page 82 for further explanation and practice.

**Answers:**

1 avoided 2 should have 3 could have, handled 4 If only, I 5 If only, had crossed 6 I wish, hadn't shouted

## DEVELOPMENT

**2 GRAMMAR** Analyze the examples. Then circle T (True) or F (False). Correct the false statements.

I should have followed the traffic rules and kept my eyes on the road.  
If I hadn't waved to my friend, the accident wouldn't have happened.  
I could have handled the situation better.  
If only I had crossed at the pedestrian crossing.  
I wish I hadn't shouted at Mrs. Gómez.

- 1 *Should have* is used to express a regret about something you wanted to do but didn't. T F
- 2 *Could have* is used to talk about possibilities if something had been different in the past. T F
- 3 *Would have* is used in conditional sentences to imagine a result if something had been different in the past. T F
- 4 *If only* and *I wish* with past perfect express regrets about present actions or situations. T F

**3 Read the article in Activity 1 again and complete the tables.**

Subject	Modal + have	Verb in past participle	Complement
(1) I	would have		the accident.
(2) He		followed	the traffic rules.
(3) I			the situation better.

If only / I wish	Subject	Had (not) + verb in past participle	Complement
(4)		hadn't waved	to my friend, the accident wouldn't have happened.
(5)	she		at the pedestrian crossing.
(6)	I		at Mrs. Gómez.

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

**4 Put the words in order to make regrets.**

- 1 I / walked / didn't / I / have / but / could / .  
\_\_\_\_\_
- 2 We / the / shouldn't / disobeyed / rules / have / .  
\_\_\_\_\_
- 3 wishes / He / done / his homework / he had / .  
\_\_\_\_\_
- 4 politely / If / only / with mom / behaved / I / had / .  
\_\_\_\_\_
- 5 wishes / helped / She / had / she / .  
\_\_\_\_\_

**4** Ask students to read the instructions and give them a couple of minutes. Then have them give you the first answer to check understanding. Have them do the activity individually and then check their answers in pairs. Let early finishers add to each sentence so it becomes a more complex idea. Model the extra instructions if necessary. Monitor the activity walking around the classroom and taking note of common mistakes. You could also have stronger students help out.

**Answers:**

1 I could have walked, but I didn't.  
2 We shouldn't have disobeyed the rules.  
3 He wishes he had done his homework.  
4 If only I had behaved politely with my mom. 5 She wishes she had helped.

**EXTRA ACTIVITY** Have students talk about their wishes and regrets in the last week, last month, and last year. Ask students to rate their regrets and wishes from 1 to 10 according to importance. Allow students to stand up and mingle to find people that have similar ideas.



## LESSON 5 27

### 5 WRITING

Write five sentences expressing your regrets. Use all the options you have learned.

### DISCIPLINARY COMPETENCY

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

CLOSURE

### 6 SPEAKING In pairs, take turns exchanging your regrets.

I should have listened to my friend when she told me it was dangerous.



If you had listened to her, you wouldn't have fallen over.

### 7 SELF-ASSESSMENT Answer the questions about your experiences in this lesson and identify what you need to improve.

- 1 Can you express regrets? Why or why not? \_\_\_\_\_
- 2 Can you choose the moments when you express regrets? Why or why not? \_\_\_\_\_
- 3 Can you use *If only* and *I wish* with past perfect? Why or why not? \_\_\_\_\_

### RESPONSIBLE DECISION MAKING



Read the hypothetical situation and underline the consequences of the decision. In pairs, discuss and answer the questions.

You are checking out of the supermarket and the man in front of you has dropped a \$500 bill on his way out. You pick it up and look for the man to give him his bill, but he has disappeared. You decide there is nothing you can do about it, so you put the bill into your pocket. Without you noticing it, the man had returned and sees you putting the bill in your pocket. He alerts the guard on the door, and they both accuse you of theft. Nobody listens to your explanation, and they call the police.



1. What was the mistake related to decision-making?  
\_\_\_\_\_
2. What could you have done differently to avoid a bad outcome?  
\_\_\_\_\_

In pairs, discuss the advantages and disadvantages of making decisions at the right time.

### CLOSURE

#### 5 WRITING



Ask students to talk about their worst regrets about past actions or situations. Also, you can give students a list of five situations for them to use as reference, for example, school, friendship, family, etc. Model the activity by providing a personal example. Have students do the activity individually and have early finishers write three extra ones. Get students into pairs to discuss their regrets, ask them to correct each other using the previous activities to check. Monitor the activity walking

around the classroom and providing help to reach conclusions when possible. 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 some tools that could be useful for them to communicate more effectively in English.

**6 SPEAKING** Ask students to read their sentences to a classmate. Have them reflect on the questions. *What can you learn from the experience?*

*Why do you think that regret is impossible to fix? What can you do differently now?* Ask volunteers to report the best advice they heard. Focus on error correction of modals to express wishes and regrets, give suggestions if needed.

### 7 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 about their experiences during the lesson. Get students into groups and encourage them to have a conversation about their performance. Try to gather students that have the same doubts if possible, if not, just elicit a way to improve or to remember what was checked in class.

### RESPONSIBLE DECISION MAKING



Ask students to read the text and follow the instructions. Have students work in pairs to say what they would have done differently, then let them answer and discuss the questions. Give them time to discuss the advantages or disadvantages and then have them report back their ideas. Have students analyze the situations they described in their writing task so they can notice the speed at which they made their decisions and what they were based on.

For additional practice, refer students to the Workout on page 28. You can find the answers to this section on page 86.

**FOLLOW UP** Ask students to do some research about ways to let go of regrets.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 1, Lesson 5</b>	<b>Lesson outcome:</b> Students write sentences expressing their regrets about past situations.	

**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 identify modals to express regrets.</b>	The student cannot identify modals to express regrets.	The student can somewhat identify modals to express regrets.	The student can identify modals to express regrets with minor mistakes.	The student can correctly identify modals to express regrets.
<b>The student can use modals to express regret.</b>	The student cannot use modals to express regret.	The student can somewhat express regret, but gets the modals confused.	The student can express regret using modals with minor mistakes.	The student can use modals to express regret with clarity and understanding.
<b>The student can write his or her regrets about past situations.</b>	The student cannot write his or her regrets about past situations.	The student can write his or her regrets about past situations with some confusion.	The student can write his or her regrets about past situations with minor mistakes.	The student can clearly write his or her regrets about past situations.
<b>The student can express regrets about the past.</b>	The student cannot express regrets about the past.	The student can express regrets about the past with some confusion.	The student can express regrets about the past with minor mistakes.	The student can correctly express regrets about the past.

Notes:

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## CROSS-CURRICULAR PROJECT HISTORY 29

You will create a slideshow presentation about a historical event in your community that has had consequences in the present.

### Professional Skill: Preventing and Solving Problems

#### Diagnostic Information Gathering

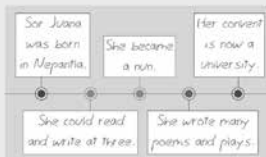
Identifying the information needed to clarify a situation and seeking it from the appropriate sources by

- identifying the accurate information.
- checking multiple sources.

- questioning others to set a course of action.
- asking questions to clarify any situation.
- seeking the perspective of others.

1 In groups, answer the questions on a piece of paper to start gathering information for your presentation.

1. Where do you live?
2. Has your community changed throughout history?
3. Which events have changed your community?
4. Have these events benefited or harmed your community?



2 Choose one of the events and research its consequences and the hypothetical consequences if it had not happened.

3 Order the information you gathered about the event you chose in chronological order. Include the hypothetical consequences.



4 Make a timeline with the events from Activity 3. Add all the necessary information about each event, including their hypothetical consequences.

5 Discuss as a class what a slideshow presentation should include. Then read the suggestions and add what you deem necessary. Then make your presentation and make sure you don't miss anything.

- Write sentences for 10-15 slides.
- Choose the correct font and design.
- Decide if you need to use any type of illustrations and choose them.
- Proofread and use a dictionary to correct your mistakes, if necessary.
- Play your presentation to make sure it works correctly.

6 Get together with another group and make any necessary changes with the feedback you received.

## CROSS-CURRICULAR PROJECT HISTORY 30

7 Listen to your classmates' presentations and tell them your opinions on their work according to the checklist.

I think the presentation had a lot of text. You should have used more pictures!

- The presentation is about a specific community.
- It reflects the events in a chronological order.
- The information is clear.
- The presentation includes hypothetical consequences of the events.



### SELF-ASSESSMENT RUBRIC

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

Project aspect	Needs improvement	OK	Good	Outstanding
Identifying accurate information	I didn't know which information to choose and I couldn't find any criteria that helped me.	I chose information that was somewhat useful for the presentation.	I chose information that was very useful for the presentation.	I chose the proper information from the beginning and it was all useful for the presentation.
Checking multiple sources	I only checked one source.	I checked fewer than three sources.	I checked fewer than four sources.	I checked more than six sources.
Asking questions to clarify any situation	I didn't ask any questions and I didn't have any doubts.	I asked a few questions and I clarified one doubt or less.	I asked some questions and I clarified some of my doubts.	I asked plenty of questions and I clarified all my doubts.
Seeking the perspective of others	I didn't talk to anyone to ask for their opinion.	I talked to one person and asked for their opinion.	I talked to my group at all times and we shared our opinions.	I talked to my group and class at all times and we shared our opinions.

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

1. Something you can do to identify the proper information easier: \_\_\_\_\_
2. Something you can do to choose better sources: \_\_\_\_\_
3. Something you can do to ask for others' opinions: \_\_\_\_\_

Draw students' attention to the main instruction of the project and explain what they will do. Get students into groups before doing Activity 1. Then ask groups to discuss what they know about the place where they live. Draw students' attention to the questions and have them answer and discuss together. Model a couple of personal examples or about an imaginary place. Have students take notes of the information they have and what they would like to say.

Elicit different answers about the events for Activity 2. Have students select one of the events they worked on and research it. Monitor the activity walking around the classroom and providing help.

For Activity 3, model a way to organize the events in a

chronological order so they have a visual representation. Have teams share their ideas and give them enough time to make changes.

You might want to provide some materials for Activity 4 so that students work on their timelines on a larger scale. If not, ask students to place the elements on the timeline with either simple text or a drawing.

For Activity 5, elicit from students the elements of a good slideshow presentation; ask students to add some others they think they could include to make it interesting. Have students follow the plan to make their presentations.

Have groups give and receive respectful feedback for Activity 6. Give them enough time to make any necessary changes to improve their presentations.

For Activity 7, read the checklist as a class, let groups present to the whole class. Mind that students give positive feedback.

### 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 grade themselves. Then have them complete the phrases in Activity 9 individually. Get them into small groups to discuss how to improve their performance. Monitor the activity walking around the classroom and providing help.



## Key concept: TAKING ACTION

**1** Write the pages that students will revisit on the board so it is easier for them to do the activity. Draw students' attention to the instructions and guide the class to do the activity. Monitor the activity walking around the classroom and providing help. Ask them why they think each step is important.

**2** Model some examples for students, try to be sincere about important decisions so they can relate and take the task seriously. Help students by guiding them or elicit cooperation from stronger students. Monitor the activity walking around the classroom and trying to participate when possible so that students feel engaged. Let students stand up and mingle to get ideas from their peers.

**3** Provide an example on the board so that students can visualize the task. Give them enough time to finish their task but let early finishers add more decisions or ask them to divide them into topics.

**4** Get students into small teams, ask them to share their decisions, and set dates on a calendar. Ask students to discuss things they would need to plan or do to make this decision a reality and if possible, help students create a checklist that the class can check every so often to see how they advance.



## Key concept: TAKING ACTION

**1** Go back to pages 6, 11, 15, 19, 23, and 27 and write down all the aspects you need to take into account before you make a decision.

### Aspects to Take into Account

Page 6	Page 19
Page 11	Page 23
Page 15	Page 27

**2** Now think of a very important decision that you have to make, like the profession you will chose and where you will study. Write it down.

**3** Go back to Activity 1 and write down steps you need to follow to make the decision.

Action	Date

**4** Share your steps with a classmate and set dates for the actions. Add them to a calendar and make sure you carry them out on time.

### FOR YOUR LIFE

When making decisions, it is important to know which steps you will follow, the aspects you will consider, and to set a date. If you don't set a date, everything can be left written in a notebook or in your mind and stay there forever. It is very important to set realistic dates and carry out the actions on time. In this way, you will be taking action and achieve whatever goal you choose.

### FOR YOUR LIFE

Draw students' attention to the For Your Life box. Then invite students to read it and say what they understand. Encourage a class discussion about setting goals and dates. Make sure they come up with the importance of pursuing a goal and reaching it. Also, explain that even if they do not manage to reach the goal in the given time, they can reschedule the due date but that they shouldn't give up just because they couldn't reach it on a given date.