

ENGLISH

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Teacher's Guide **3**

QUAD

INDEPENDENT COMMUNICATION IN ENGLISH

Exchange of information in the present and future

Unit 1A LEARNING OUTCOMES

1.1 Compare people, objects, and places using gradable adjectives

1.2 Talk and write about personal goals in different contexts using the structure *will* and *going to*

	Lesson 1	Lesson 2	Lesson 3
Expected Learning Outcomes	<ul style="list-style-type: none"> Students write a paragraph to describe and compare TV shows. 	<ul style="list-style-type: none"> Students describe and compare movies. 	<ul style="list-style-type: none"> Students give the main reasons to visit a place of interest.
Specific Contents	<ul style="list-style-type: none"> Comparative adjectives TV shows and genres 	<ul style="list-style-type: none"> Superlative adjectives Movies 	<ul style="list-style-type: none"> <i>Will</i> and <i>going to</i> Places of interest
Generic Competencies		<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.</p> <p>8. The student participates and collaborates effectively in groups.</p>	<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.</p>
Disciplinary Competencies	<p>4. The student produces texts based on the normative use of the language, considering the intention and communicative situation.</p> <p>11. The student communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>		<p>11. The student communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>

PROJECT: Comparison Chart

OTHER AREAS OF LEARNING:

Pronunciation reinforcement:

Than (comparatives), *Going to* (future)

Socio-emotional skills:

Social Awareness

ADDITIONAL RESOURCES:

Student's digital component:

Socio-emotional worksheets (Social Awareness)
 Grammar Drills Unit 1A: Comparative adjectives, Superlative adjectives, *Will* and *going to*
 Video 1A: Planning a party
 Video Activities worksheet
 Audios 2–6

Teacher's digital component:

Test Generator Unit 1A
 SE Skills (Social Awareness): Teaching notes for students' worksheets
 Students' Grammar Drills Unit 1A with answers
 Video 1A: Planning a party
 Video Activities worksheet with answers
 Audios 2–6

Unit 1B

LEARNING OUTCOMES

1.3 Describe skills, possibilities, and recommendations of people in their environment, using modals verbs

	Lesson 1	Lesson 2	Lesson 3
Expected Learning outcomes	<ul style="list-style-type: none"> Students write a conversation about abilities and possibilities. 	<ul style="list-style-type: none"> Students talk about rules and recommendations at a public place. 	<ul style="list-style-type: none"> Students make formal and informal requests.
Specific contents	<ul style="list-style-type: none"> <i>Can and could</i> Food 	<ul style="list-style-type: none"> <i>Should, shouldn't, must, and can't / must not</i> Museums 	<ul style="list-style-type: none"> <i>Want and would like</i> Formal and informal language
Generic Competencies		<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.</p>	<p>10. The student respects cultural diversity, beliefs, values, ideas, and social practices.</p>
Disciplinary Competencies	<p>1. The student identifies, orders, and interprets the ideas, data, and explicit and implicit concepts in a text, considering the context in which it was generated and received.</p> <p>4. The student produces texts based on the normative use of the language, considering the intention and communicative situation.</p>	<p>11. The student communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>	<p>10. The student identifies and interprets the general idea and possible development of an oral or written message in a second language, using previous knowledge, nonverbal elements, and cultural context.</p>

PROJECT: Email to a friend

OTHER AREAS OF LEARNING:

Pronunciation reinforcement:
Could and would

Socio-emotional skills:
Social Awareness

ADDITIONAL RESOURCES:

Student's digital component:
Socio-emotional worksheets (Social Awareness)
Grammar Drills Unit 1B: *Want and would like, Can and could, Must, mustn't, should and shouldn't*
Video 1B: Life and Culture and Video Activities worksheet
Audios 7–11

Teacher's digital component:
Test Generator Unit 1B
SE Skills (Social Awareness): Teaching notes for students' worksheets
Students' Grammar Drills Unit 1B with answers
Video 1B: Life and Culture
Video Activities worksheet with answers
Audios 7–11

Unit 1A

Lesson 1

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

OPENING

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

Disciplinary Competency 11

Draw students' attention to the mentioned competency and ask them how well they could communicate their opinions and preferences in English.

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

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

Answers:

- 1 more romantic 2 newer 3 earlier
4 worse

AUDIO SCRIPT

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

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

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

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

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

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

Unit 1A

Lesson 1

Comparing TV shows

Vocabulary: TV shows and genres
Grammar: Comparative adjectives

KICK OFF

A Follow the instructions and play Name the Stars.

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



Robby Star!

B READING

Read quickly (skim) the TV guide. Check (✓) three shows you like and share your opinions.

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

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

C LISTENING

Listen and underline the correct option.

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

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DEVELOPMENT

D GRAMMAR Draw students' attention to the rules and apply each with different examples. Have students get into pairs to do the activity and then check their answers in groups. Monitor the activity walking around the classroom and providing help. Encourage early finishers to generate more examples using the rules and comparing their favorite TV shows. Elicit answers from volunteers. Refer students to the Language Guide on page 34 for further explanation and practice.

Answers:
1 b 2 a 3 d 4 c

PRONUNCIATION

Draw students' attention to the pronunciation box. Play the audio. Focus students' attention on the voiced /th/ sound in the words. Play the audio again as needed. Demonstrate the sound and then have pairs check their partner's pronunciation focusing on the vocal cord vibration and that the tongue is out between the teeth. Then, have pairs practice saying the sentences. Close the activity by inviting volunteers

to say each of the sentences. If time allows, elicit other words with the same sound in initial, middle, and final position.

AUDIO SCRIPT

- 1 He is older than I am.
- 2 I'm taller than he is.
- 3 She's stronger than we are.
- 4 My dog is smarter than his parrot.



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

Answers:

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

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

Answers:

- 1 better 2 more exciting 3 more interesting
- 4 more entertaining 5 more educational

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

GRAMMAR

D Read the examples in the box and match each to a rule to make comparatives.

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

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

**Unit 1A
Lesson 1**

PRONUNCIATION

Listen and repeat the sentences.

- 1 He's older *than* I am.
- 2 I'm taller *than* he is.
- 3 She's stronger *than* we are.
- 4 My dog is smarter *than* his parrot.

Go to the **LANGUAGE GUIDE** on page 34.

E Complete the table according to the rules in Activity D.

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

F Complete the paragraph with comparative adjectives.

COOKING COMPETITIONS ARE COOLER THAN REALITY SHOWS

A wave of TV shows is taking over our screens. Are they all the same? Are reality cooking competitions simply a sub-genre of reality shows? I don't think so. I think cooking competitions are (1) _____ (good) than reality shows. Yes, they are (2) _____ (exciting) and (3) _____ (interesting) than shows following celebrity families. Cooking shows are (4) _____ (entertaining) too because you genuinely want to know who wins. Finally, they are (5) _____ (educational) because you learn new recipes and they show you how to cook.

Unit 1A

Lesson 1

CLOSURE

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

Disciplinary Competency 4

Draw students' attention to the mentioned competency and elicit if they could apply the structures learned in this lesson to compare the TV shows.

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

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

I SELF-ASSESSMENT

Draw students' attention to the activity and remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. If appropriate, have students share their answers with a classmate after answering the questions

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

SOCIO-EMOTIONAL SKILLS

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

K Have students read and reflect on the question. If you have time available,

you can ask them to create a small list with ideas. Then have the class share opinions. Remind students to have examples to support their claims.

For additional practice, refer students to the Tryout on page 9 in their books. You can find the answers to this section on page 86.

Unit 1A
Lesson 1

WRITING

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

Disciplinary Competency 4

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

H TEAM UP

Read your paragraphs out loud. When you finish, have a feedback session.

SELF-ASSESSMENT

I Answer the questions about your experience during this lesson.

1 What did I already know? _____

2 What did I learn? _____

3 What do I want to learn more about? _____

SKILLS

Be kind and supportive when you give feedback to your peers. A good approach is to say two things your classmates were successful at and then say something you think could be improved.

SOCIO-EMOTIONAL SKILLS

J Think of your favorite TV shows and complete the table. Then answer the questions orally.

What I like	What we both like	What my classmate likes

1 Do you like the exact same shows? 3 How did you feel when you didn't share the same opinions?

2 Was it hard to find things in common?

K

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

Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students write a paragraph comparing two TV shows.

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

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

Notes:

Unit 1A

Lesson 2

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

OPENING

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

Answers:

- 1 d, exciting 2 c, funny 3 a, boring
4 b, thought-provoking

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

Answers:

- 1 *Back to the Beach* 2 *thriller*
3 *She's a Mystery*

Generic Competency 4

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

AUDIO SCRIPT

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

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

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

Movie critic: No, it's not the best. Another one I can recommend is the new action film, *Blue Lion*. It's about a superhero from another planet. It is powerful, exciting, and original. I also give it four stars.

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

Movie critic: The best movie of the week, in my opinion, is the thriller called *She's a Mystery*. It is the newest, freshest, most thought-provoking

movie of the week. The lead actress gives the finest performance in a film I can remember.

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

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

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

students to do the activity in pairs and check their answers in groups. Elicit the correct sentences from volunteers.

Answers:

- 1 comparison. 2 -est 3 -y
4 the most 5 the best

DEVELOPMENT

D GRAMMAR Have volunteers read the examples and model the activity with the first sentence. Ask

Lesson 2 Comparing movies

Vocabulary: Movies
Grammar: Superlative adjectives

KICK OFF

A Follow the instructions and play Guess the Movie!

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



I know! The movie is *Dr. Fun*.

B VOCABULARY

Look at the movie posters. Match each poster with a genre from the box. Then underline an option to describe each one.

a drama b thriller c comedy d action



1

slow / exciting



2

funny / terrifying



3

boring / funny



4

hilarious / thought-provoking

C LISTENING

04 Listen and answer the questions.

- What is the worst movie? _____
- What is the genre of the best movie? _____
- What is the best movie according to the critic? _____

GRAMMAR

D Read the examples below and complete the statements on page 11 with words from the box.

It is one of the funniest and sweetest movies of the year.
It is the slowest, most boring, and most unoriginal film I've seen.
The best movie of the week.

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

answers from volunteers recreating the table on the board. Refer students to the Language Guide on page 34 for further explanation and practice.

Answers:

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

EXTRA ACTIVITY If time allows, tell students to make a similar table to the one in Activity E but with different adjectives that they can use to describe movies. Invite them to use dictionaries for adjectives they do not know in

English. Explain that they will exchange tables with a classmate and complete their partner's table. Monitor the activity walking around the classroom and providing help. Check answers as a class and write the new adjectives students proposed on the board.

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

Answers:

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

the most -est the best -y comparison

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

E Complete the table with information from Activity D.

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

Go to the LANGUAGE GUIDE on page 34.

F Complete the comparison of movies with words from the box.

director actors best more powerful beautiful most powerful good better

like fantasy movies. The (1) _____ fantasy movie, in my opinion, is *The Lord of the Rings* trilogy. It has the most amazing (2) _____ and the most (3) _____ scenery! Elijah Wood gives the best performance of all time as Frodo Baggins. The movies are based on the books by J.R.R. Tolkien. The books are (4) _____, but the movies are (5) _____ because they add pictures and music to the story. *The Fellowship of the Ring* is a powerful movie but *The Two Towers* is (6) _____ and *The Return of the King* is the (7) _____ of all. Jackson is the most incredible (8) _____ of fantasy movies.



Unit 1A

Lesson 2

CLOSURE

G WRITING Recreate the table on the board and model the activity with your own information. Provide students with sentence prompts to help them complete the second and third columns. Elicit the difference between the terms *best* and *recommend*, if necessary. Have students do the activity individually and compare their tables in pairs. Monitor the activity walking around the classroom and providing help. You can use this activity as evidence of learning to assess your students' progress.

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

Generic Competency 8

Draw students' attention to the mentioned competency. Elicit the benefits of working in teams and participating in group activities as they just did. If appropriate, post the benefits described around the room as reminders for future lessons.

I SELF-ASSESSMENT

Draw students' attention to the statements and remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. Allow them to go back to the lesson before answering. Encourage them to answer honestly and share their answers with a classmate if appropriate.

Get students into pairs and encourage them to have a conversation about their performance.

SOCIO-EMOTIONAL SKILLS

J Get students into groups of three. Draw their attention to the sentence prompts modeling the activity with your own examples. Have students complete the sentences individually. Then have volunteers read the instructions about giving opinions. Ask students to share their opinions in their groups following the instructions.

K Read the question out loud and organize a brief debate with your class. Encourage students to reflect on how diversity plays an important role in shaping our opinions.

For additional practice, refer students to the Tryout on page 13 in their books. You can find the answers to this section on page 86.

Unit 1A
Lesson 2

WRITING

G Think of movies you have seen and write notes for each category.

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

H TEAM UP

Take turns comparing the movies in Activity G giving your criticism. Pretend you are a movie critic.

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

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

Generic Competency 8
The student participates and collaborates effectively in groups.

SELF-ASSESSMENT

I Read the sentences and circle the option that fits you best. If your answer is No, go back to the lesson and review it.

1 I can talk about movie genres.	Yes No
2 I can use comparative adjectives to talk about movies.	Yes No
3 I can use superlative adjectives to talk about movies.	Yes No

SOCIO-EMOTIONAL SKILLS

J Complete the sentences and then share your answers. Follow the instructions to give your opinions.

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

1 The best movie is _____

2 The worst food is _____

3 The best singer is _____

4 The worst sport is _____

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

Unit 1A

Lesson 3

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

OPENING

B LISTENING  Invite volunteers to read the questions out loud and elicit what they think the presentation will be about. Have students do the activity individually or in pairs. Play the audio and give students some time to write their answers. Have students check their answers in pairs. Play the audio as many times as necessary for students to answer the questions. Close the activity by eliciting answers from volunteers. Play the audio again to confirm answers if necessary.

Answers:

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

Generic Competency 4

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

AUDIO SCRIPT

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

Alex: Are you going to go to Europe?

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

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

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

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

Alex: Why London?

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

providing help. When students have finished, elicit answers and other examples from volunteers. It is important for students to clarify that some words in English change if they are said in British English, as in *underground* which is the British word for *subway*.

Answers:

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

C VOCABULARY Have students do this activity in pairs and check their answers in groups. Monitor the activity walking around the classroom and

Lesson 3 Giving reasons to visit a place

Vocabulary: Places of interest
Grammar: Will and going to

KICK OFF

A Follow the instructions and play Places in My Country.

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



The Degollado Theater.

LISTENING

B  **Listen to Rita's presentation. Answer the questions.**

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

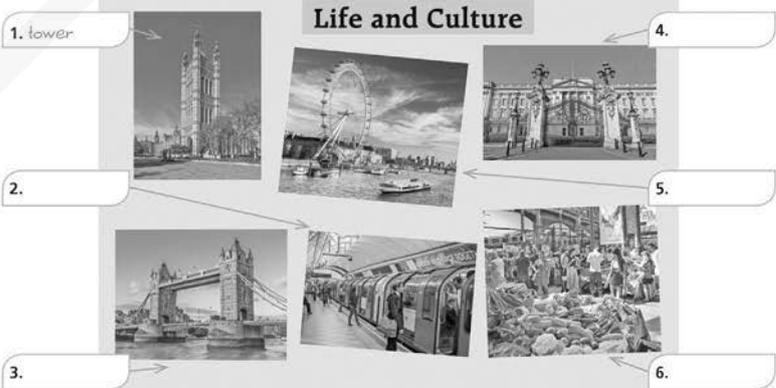
- 1 What city is she going to go to? _____
- 2 What is she going to do there? _____
- 3 What is she going to do in her free time? _____
- 4 What places will she visit? _____
- 5 How will she move around the city? _____
- 6 Why did she choose this place? _____

VOCABULARY

C Look at the collage. Label the places with words from the box.

palace tower tourist attraction market bridge underground

Life and Culture



DEVELOPMENT

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

Answers:

1 a 2 c 3 b

PRONUNCIATION

Draw students' attention to the pronunciation box. Play the audio. Focus students' attention on the *ng* sound in *going to*. Model the pronunciation and play the audio again as needed. Have pairs repeat the sentences out loud and check their partner's pronunciation focusing on the sustained sound which does not end in a glottal stop but continues to the /t/ in *to*. Then, have pairs practice saying the sentences. Close the activity by inviting volunteers to say each of the sentences.

AUDIO SCRIPT

- 1 We're going to go to Veracruz.
- 2 We're going to travel by bus.
- 3 We're going to stay a week.
- 4 We're going to swim in the ocean.



E If appropriate, provide a mini-review of the structures before having students do the activity. Post the formulas on the board and provide examples to model the activity. Have students complete the table individually. Then ask them to check their answers in pairs. Monitor the activity walking around the classroom and providing help. Encourage early finishers to compare their answers with another pair and create more examples. Refer students to the Language Guide on page 35 for further explanation and practice.

Answers:

1 going to 2 is not / isn't 3 Are
4 are. 5 will 6 will not / won't
7 will. 8 will not

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

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

Answers:

1 am going to go 2 am going to take
3 will compete 4 am going to work
5 will not be / won't be

GRAMMAR

D Read the examples in the box and match them to the descriptions.

- a I'm going to work as an au pair with a family called Evans.
- b I won't send postcards. I'll post photos online.
- c I'll visit Big Ben, but I don't know when yet.

- 1 A future plan decided before the moment of speaking. _____
- 2 A prediction based on a tentative idea. _____
- 3 A promise based on intention. _____

PRONUNCIATION

Listen to and take turns completing the sentences orally. Then, with a partner, repeat the sentences.

- 1 We're...to go to Veracruz.
- 2 We're...to travel by bus.
- 3 We're...to stay a week.
- 4 We're...to swim in the ocean.



E Read the formulas and complete the table.

Going to (for certain plans)		
Form	Formula	Example
Affirmative	Subject + <i>be</i> + <i>going to</i> + verb in simple form	(1) I'm _____ visit Paris.
Negative	Subject + <i>be</i> (not) + <i>going to</i> + verb in simple form	(2) Rita _____ going to go to Rome.
Interrogative	<i>Be</i> + subject + <i>going to</i> + verb in simple form	(3) _____ they going to lend you a car?
Short answer	Yes, subject + <i>be</i> No, subject + <i>be</i> (not)	(4) Yes, they _____ No, they aren't.
Will (for predictions and promises)		
Affirmative	Subject + <i>will</i> + verb in simple form	(5) I _____ visit the most important landmarks, but I don't know when.
Negative	Subject + <i>will</i> (not) + verb in simple form	(6) She _____ send postcards.
Interrogative	<i>Will</i> + subject + base form	Will you send postcards to your friends?
Short answer	Yes, subject + <i>will</i> No, subject + <i>will</i> (not) / won't	(7) Yes, I _____ (8) No, I _____ / won't.

Go to the LANGUAGE GUIDE on page 35.

F Read the paragraph and complete it using *will* or *going to* and the verbs in parentheses.

It is all planned! I (1) _____ (go) to Puerto Rico to learn salsa dancing. I (2) _____ (take) lessons every day from 9:00 a.m. until 2:00 p.m. I (3) _____ (compete) in events, but I'm not sure where yet. I (4) _____ (work) as an assistant to the instructor to reduce costs. I think it (5) _____ (be) hard to get around because they have good public transportation. I'm so excited!



Unit 1A

Lesson 3

CLOSURE

G WRITING Draw students' attention to the instructions. Model the activity with your own example. Provide examples of the use of *will* and *going to*. Post sentence starters on the board. Tell students they can use the text in Activity F as reference and give them some time to write their texts. Monitor the activity walking around the classroom and providing help. You can use this activity as evidence of learning to assess your students' progress.

H TEAM UP Get students into groups. Organize the classroom so students have space to create their collages and share supplies. Give students enough time to design their collages. Monitor the activity walking around the classroom and providing help. When students have finished, create a gallery walk in which one group presents while the other walks around listening to the presentations. After the first group finishes, change roles and have the listeners present.

Disciplinary Competency 11

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

I SELF-ASSESSMENT

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

SOCIO-EMOTIONAL SKILLS

J Draw students' attention to the instructions and ask them to paraphrase them. Get students into pairs. Read the statements out loud to ensure everyone understands them. Set a time limit for the first discussion.

K As a class, share conclusions from the previous discussion and suggestions on how to be more empathetic. Encourage them by giving an example of your own.

For additional practice, refer students to the Tryout on page 17 in their books. You can find the answers to this section on page 86.

Unit 1A Lesson 3

WRITING

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

H TEAM UP

H Make a collage similar to the one in Activity C about the country you chose for Activity G. Take turns presenting your collage and asking questions.

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

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

SELF-ASSESSMENT

I Circle the number that best describes your performance. Number 5 is excellent and 1 is I need help.

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

SOCIO-EMOTIONAL SKILLS

J Read the sentences and choose one to talk about. Then share your opinion with another pair that chose a different sentence.

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

K What can you do to be more empathetic with the people around you? Discuss as a class.



Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students make a collage about a place they would like to visit and present it saying their plans and intentions.

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

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

Notes:

Project

Comparison Chart

Fostering Diversity

Your students will work together to choose a topic of interest, discuss their opinions, and create a chart comparing their opinions on the topic. Students will face diversity of opinions in their groups and will get the opportunity to develop tolerance and value differences.

For **Activity A**, explain to students that they will work in a group to create a chart comparing their opinions with the other group members about a topic of common interest. Draw students' attention to the list of suggested topics and invite a volunteer to paraphrase the instructions. Emphasize they are free to choose a different topic if they agree to do so. Give groups time to choose a topic. If necessary, model appropriate ways of disagreeing before starting this activity. Monitor and provide help as needed, keeping groups on track and noting good language use.

For **Activity B**, have students read the instructions and invite a volunteer to paraphrase them. Then, draw students' attention to the questions so that they can see an example to guide them in their own conversation. If needed, write model questions on the board for students to refer to during the activity. Give groups time to ask and answer questions and make their notes. Monitor and provide help as needed.

Ask students to read the instructions for **Activity C** and invite volunteers to paraphrase them. If appropriate, show images of different types of charts for students to choose from. Give students time to review their notes and decide how they want to create their comparative chart. Give groups time to create their charts in the form they have chosen. Monitor the activity, helping as needed to keep groups on task.

IT Draw students' attention to the IT box. Have volunteers read the text and invite students to review the templates online or provide them with printed examples before creating their charts.

Project Comparison Chart

Fostering diversity
Task: You will prepare and present a chart comparing your personal tastes with your friends.

A Work in groups of four. To make a chart comparing your tastes, decide on a topic that is interesting for all of you. You can choose one from list A or propose a different one. Remember to listen to the opinions of others and, if you disagree, express yourself without being rude.

- Movies
- School subjects
- Sports teams
- Music
- TV programs
- Food

B Once you have agreed on a topic, ask each other questions to find out your preferences, likes, and dislikes about it. Look at the example questions from list B as a guide. Listen carefully and make notes about all your opinions. You will use this information to prepare your chart.

What is your favorite type of music?
Why do you like rock music?
Do you think pop is the best kind of music?
Do you think classical music is more relaxing than jazz?

C Use your notes to put together the information about your tastes. Then, create a chart with the information. You can draw it on construction paper, or make a digital chart using templates you can find online. If you want to try something different, you can make an interactive chart as well.

IT
You can use online tools to create an interactive chart or you can find attractive easy-to-use templates. Online tools and templates are available on sites such as: <http://www.edutics.mx/5jV> and <http://www.edutics.mx/5j>

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Have students read the instructions for **Activity D** and ask a volunteer to paraphrase them. Provide or elicit a checklist of aspects of the presentation for listeners to evaluate. Organize the groups in sets of two and give them time to complete the activity including giving constructive feedback based on the checklist. If needed, elicit examples of constructive feedback from volunteers. Monitor and help as needed. Close the activity by giving groups time to

make any recommended changes to their presentations.

For **Activity E**, ask students to read the instructions and paraphrase them. If needed, model or elicit effective presentation styles including tone of voice, body language, and other aspects appropriate for your group. Then, give groups time to rehearse their presentation. Monitor by walking around the room, helping as needed.

For **Activity F**, have students ask questions or summarize the information each group presented. Set up the classroom for the presentations. If possible, display or project the charts around the room. Give groups time to present their charts, taking note of good language use and errors to review at the end of the activity.

SELF-ASSESSMENT RUBRIC

Explain to students that, for **Activity G**, they will reflect on their individual and group participation throughout project. Draw students' attention to the self-assessment table. Invite them to read the descriptions and have them evaluate themselves. Encourage them to evaluate their work honestly. Remind them that the self-assessment is an opportunity to think about their performance during the project.

Finally, have students work individually to complete the sentences in **Activity H**. Invite volunteers to read the sentence prompts out loud and confirm understanding. Have students compare and discuss their sentences with a classmate. Invite them to express their opinions of their classmate's responses in a respectful and constructive way. Close the activity by eliciting ways to improve performance in future projects. If appropriate, post the ideas around the room.

FOSTERING DIVERSITY

Draw students' attention to the **Fostering Diversity** box. Invite volunteers to read the text and paraphrase the information. Elicit the benefits of working in diverse groups. Then, invite volunteers to share ideas on how they can ensure diversity is respected in group projects.

D Check your presentation with another group. Listen to suggestions. Discuss and make changes where necessary.

E Rehearse presenting your chart. Use your notes to help you explain your tastes. Don't forget to use a convincing tone of voice and gestures to get the audience interested.

F Present your chart to the rest of the class to share your opinions on the topic.



SELF-ASSESSMENT RUBRIC

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

Project aspect	Needs improvement	OK	Good	Outstanding
Did you include all the team when deciding your topic?	I ignored people I don't like or who have tastes different from mine.	I tried, but my partners ignored someone, and I didn't do anything about it.	I listened to everyone respectfully but did not motivate shy people to speak more.	All opinions were expressed, heard, respected, and taken into account.
Did everyone cooperate in the making of the chart?	We were not interested and didn't finish the chart.	Most of us worked hard, but we didn't know how to motivate uncooperative partners.	Everyone participated, but we need to improve our organization.	We had great organization, and everyone participated actively.
How well did your presentation go?	Our chart was improvised / incomplete, and we couldn't explain it.	We were enthusiastic, but our explanation wasn't clear for everyone.	It was clear, but we didn't mention enough points of comparison.	It was clear, and we gave enough reasons and examples to explain and compare our tastes.
Were you open to value and learn from different opinions?	I'm not really interested in opinions if I don't like them.	I listened respectfully but did not really consider ideas too different from mine.	I showed an open attitude but did not try to learn more about others' ideas.	I was open and interested. I learned new things and felt great about it.

H Complete with your ideas on how to improve.

- 1 Something to improve your attitude:

- 2 Something to improve your performance:

- 3 Someone who can help you improve:

FOSTERING DIVERSITY

Working effectively with everyone regardless their race, culture, disabilities, gender, etc. by

- including everyone in decision-making and solving problems.
- communicating and cooperating with others.
- making others feel valuable regardless of differences.