

TEACHER'S GUIDE

Tomo 1

English 7^o

básico



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ORGANIZACIÓN GUÍA DIDÁCTICA

Los componentes de la propuesta editorial para la asignatura de inglés, considera lo siguiente: Texto del Estudiante, Cuaderno de actividades, y Guía Didáctica del Docente. Este último componente incluye láminas y CD de audios. Estos componentes se articulan a partir de un hilo conductor que cruza los distintos momentos didácticos y establece una secuencia progresiva que da cuenta de los Objetivos de aprendizaje (OA) del nivel.



Se organiza en

unidades

que son:

que están construidas a partir
de tres momentos didácticos:

Inicio

Desarrollo

Cierre

Unit 1: Feelings and Opinions

Lesson 1: This Is Me!

Lesson 2: My Fashionable Friends

Unit 2: Healthy Habits

Lesson 3: Healthy Food

Lesson 4: A World of Healthy Habits

Unit 3: Sports and Free-time activities

Lesson 5: The Wonderful World of Sports

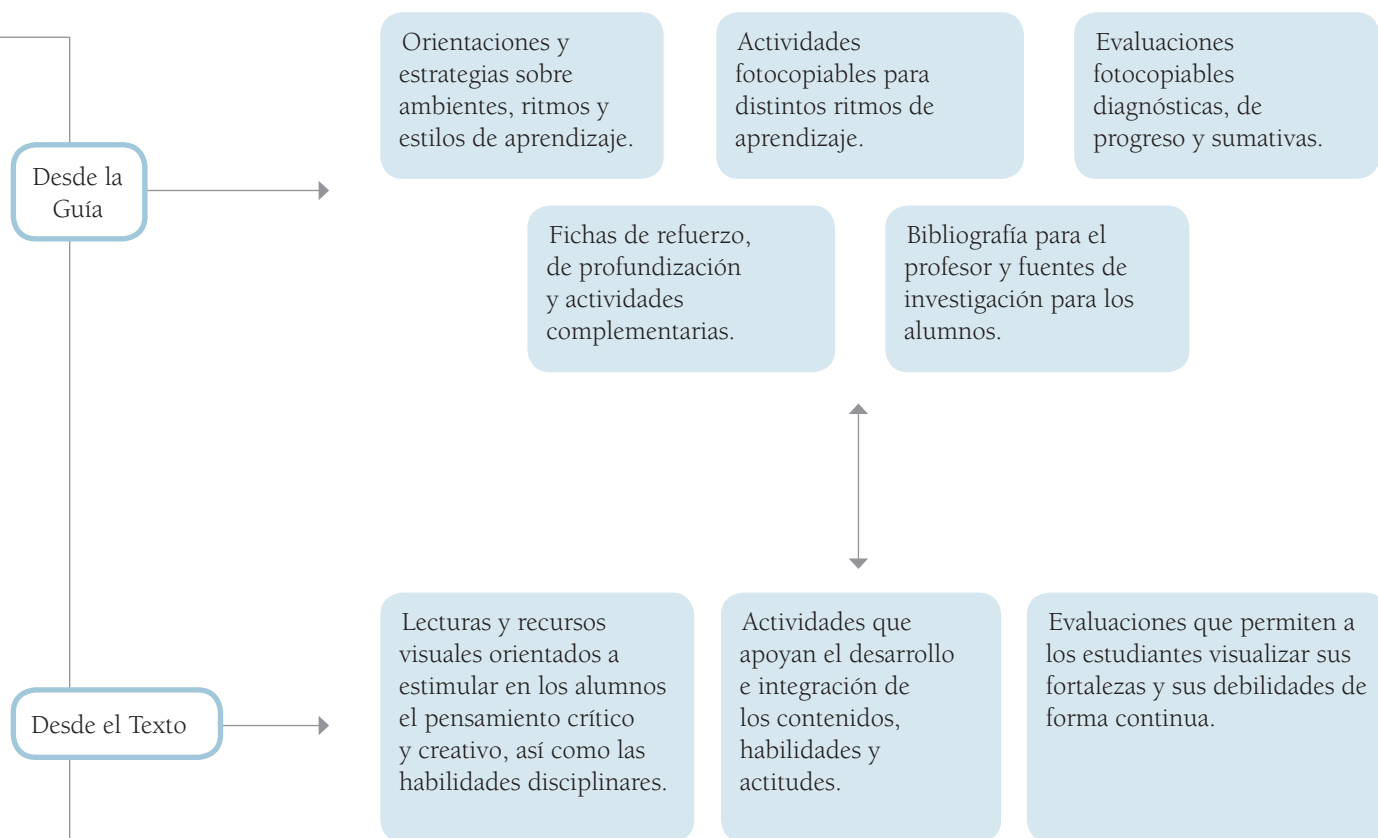
Lesson 6: My Hobbies

Unit 4: Green Issues

Lesson 7: Protecting the Environment

Lesson 8: Natural Disasters

Para dar cuenta de los OA, las habilidades y las actitudes, en el modelo didáctico del Texto, del Cuaderno y de la Guía Didáctica del Docente, se proponen las siguientes instancias:



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Lesson 1: This Is Me!	6
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CLASSROOM LANGUAGE

Track 89

Classroom language

Good morning everyone!

Good afternoon everyone!

How are you today?

OK, let's start today's class.

Taking attendance

OK everyone, your attention please.

I'm going to take the attendance.

Giving instructions

Silence, please.

Let's calm down.

Come to the board.

Please, go back to your seats.

Please, open your books to page...

Close your books, please.

Pay attention, please.

Let's clean up, please.

Please repeat after me.

Raise your hand.

Hands up!/Hands down!

Thumbs up/Thumbs down.

Check your answers.

Wait for your turn.

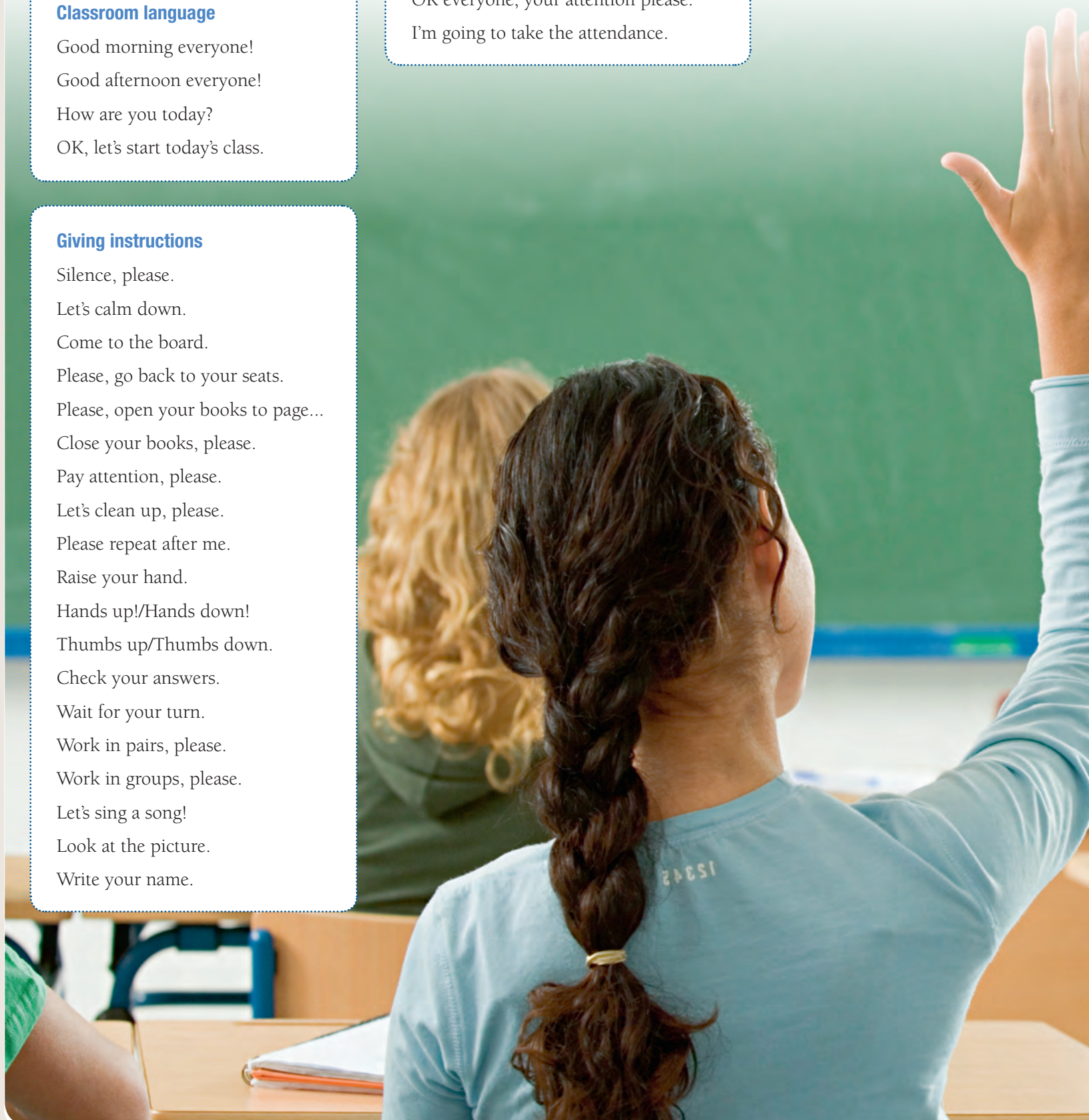
Work in pairs, please.

Work in groups, please.

Let's sing a song!

Look at the picture.

Write your name.





Checking for understanding

Do you understand?
Do you need help?
Can I help you with this?
Is that clear?
Are you sure?
Are there any questions?
Are you done?
Have you finished yet?

Encouragement

Super!
Well done!
Excellent!
Brilliant!
Wonderful!
Congratulations!
Good job!

Saying goodbye

Alright, that's it for today.
Class is over.
See you next class!
Goodbye, everybody.
Have a nice weekend!

Unidad 1: Feelings and Opinions

Actitudes:

- Manifestar una actitud positiva frente a sí mismo y sus capacidades para aprender y usar el idioma, valorando a la vez los logros de los demás. (OA A)
- Demostrar interés por el aprendizaje continuo e independiente como parte de un proyecto personal y para contribuir a la sociedad. (OA C)

Habilidades:

- Comprensión auditiva de textos variados, adaptados y auténticos breves y simples.
- Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral por medio de diálogos y presentaciones en torno a temas de la vida cotidiana y textos leídos.
- Expresión escrita de acuerdo a un modelo en torno a temas de la vida cotidiana, textos leídos, temas de otros países. de otras asignaturas.

	OA	Temas/ Objetivos específicos	Nº de clases (45min c/u)
L1: This is me! (14 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar y comprender un diálogo sobre las preferencias y emociones.	1
	OA2 Comunicación Oral: Identificar palabras y frases clave, expresiones de uso frecuente, vocabulario temático, conectores, sonidos /z/, /s/, sonido inicial /h/ y los sonidos /g/ y /dʒ/.	Escuchar y crear conversaciones similares a las del texto, expresando gustos, preferencias y sentimientos varios.	3
	OA3 Comunicación Oral: Identificar en los textos escuchados: Tema e ideas generales. Información específica y detalles relevantes asociados a personas y sus acciones, lugares, tiempo, hablantes y situaciones.	Identificar sufijos, conectores, intensificadores y expresiones de cantidad.	2
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (artículo) al identificar: ideas generales, relaciones de adición y secuencia entre ideas, palabras y frases clave, conectores y palabras derivadas de otras.	Leer y comprender un diario personal de alguien que habla de sus actividades y emociones.	2
	OA14 Expresión Escrita: escribir una variedad de textos breves, como cuentos, correos electrónicos, utilizando los pasos del proceso de escritura, recurriendo a herramientas como el procesador de textos y diccionario en línea.	Crear un post en una página web sobre una situación personal, hablando sobre sus emociones y preferencias.	2
	Proyecto	Crear un post en un blog.	3
L2: My Fashionable Friends (14 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar y comprender una canción de una publicidad.	1
	OA7 Comunicación Oral: Reaccionar a textos escuchados por medio de exposiciones orales o en discusiones y conversaciones grupales en las que expresan opiniones (you should /shouldn't) y preferencias (like, don't like, love, hate, enjoy).	Trabajar en pares y dar consejo acerca del correcto uso de las redes sociales.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (artículos) al identificar: propósito o finalidad del texto., ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender un texto un artículo de internet sobre diferentes estilos de moda.	3
	OA14 Expresión Escrita: Escribir una variedad de textos breves como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura.	Escribir un post de redes sociales, usando el vocabulario aprendido en la unidad.	2
	Proyecto	Hacer una presentación de diferentes estilos de moda.	4

Unidad 2: Healthy Habits

Actitudes

- Trabajar responsablemente en forma proactiva y colaborativa con una meta en común, y demostrando respeto por los intereses e ideas de los demás. (OA D)
- Desarrollar una conciencia cultural o comprensión intercultural, demostrando interés, respeto y tolerancia por otras culturas y por la propia y valorando su aporte al conocimiento. (OA B)

Habilidades

- Comprensión auditiva de textos variados, adaptados y auténticos breves y simples.
- Comprensión de lectura de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral por medio de diálogos y presentaciones en torno a temas de la vida cotidiana, textos leídos, temas de otras asignaturas, temas de la cultura de otros países.
- Expresión escrita de acuerdo a un modelo en torno a temas de la vida cotidiana, textos leídos, temas de otros países.

	OA	Temas/ Objetivos específicos	Nº de clases (45min c/u)
L3: Healthy Food (14 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, endiversos formatos audiovisuales, acerca de temas variados como de interés global o de otras culturas.	Escuchar y comprender una conversación telefónica sobre comida saludable. Expresar concordancia o desacuerdo.	2
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de la siguiente función: - comparar.	Escuchar conversaciones y expresar concordancia o desacuerdo.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (descripciones, artículos de revista, páginas web, biografías) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender una receta de cocina.	2
	OA14 Expresión Escrita: Escribir una variedad de textos breves como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar).	Escribir un poster informativo ofreciendo consejos y posibilidades.	3
	Proyecto	Crear un poster	5
L4: A World of Healthy Habits (14 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, endiversos formatos audiovisuales.	Escuchar y comprender un documental de TV sobre ciclismo en los países bajos.	2
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de las siguientes funciones: - solicitar y dar información sobre tiempo.	Expresar sugerencias, obligaciones y prohibiciones.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (descripciones, artículos de revista, páginas web, biografías) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender sobre un artículo informativo sobre actividades físicas y de relajación.	2
	OA16 Expresión Escrita: escribir una variedad de textos breves como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura.	Escribir un ensayo sobre hábitos saludables para adolescentes en Chile.	2
	Proyecto	Crear un ensayo.	4

Orientaciones y estrategias

Unidad 1 • Inicio

Ideas previas

Para introducir el tema de las emociones puede crear con los alumnos una "Rueda de los sentimientos" similar a la de este enlace: <http://feelingswheel.com/> Para esto, dé la siguiente instrucción: *How do you feel? Name all the feelings you've ever had.*

La idea es que, a través de unas cuantas emociones básicas (*happy, sad, angry*), el docente pueda revisar cuánto vocabulario sobre emociones manejan los alumnos. Si lo desea, puede organizar a los estudiantes en grupos, asignar a cada grupo una emoción principal y pedirles que escriban la mayor cantidad de emociones relacionadas a esta: *Gather in groups. You'll receive an emotion and you'll have to write other emotions related to it.*

Ambientes de aprendizaje

Recuerde que en caso de discusión en grupos pequeños, debe moverse entre los grupos para monitorear las respuestas y prestar atención a los errores frecuentes. Posterior a las discusiones grupales, recuerde tener una discusión como clase en donde los alumnos compartan lo que conversaron en sus grupos y opinen sobre lo compartido en otros grupos. Indique: *Share your conclusions with the class.*

UNIT 1

Feelings and Opinions



Lesson 1

Oral Communication

- Listen to and understand personal introductions.
- Express likes and dislikes.

Reading

- Read and understand a personal journal.

Writing

- Write a personal web page post.

Attitudes

- Show interest in my own constant and independent learning process. Have the ability to contribute to personal and collective development.

In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about myself and about my friends related to our feelings and opinions.

4 | Unit 1 Feelings and Opinions

Propósito y recomendaciones

El propósito de la unidad es que los estudiantes logren retomar y ampliar sus conocimientos con respecto a distintas situaciones comunicativas, tales como dar información personal, hablar de su día a día y expresar sus gustos y preferencias. Algunos de los objetivos gramaticales de esta unidad son el uso de verbos para expresar preferencias (*like/dislike*), el uso de conectores, el uso de *present continuous* y de *present simple* para hablar de rutinas. Si lo desea, puede mostrar el siguiente artículo a los alumnos y hacer una encuesta sobre su ropa favorita: <http://learnenglishteens.britishcouncil.org/magazine/fashion/my-favourite-item-clothing>

Indique: *Read the article and then carry out a survey about your classmates' clothes. Share your results with the class.*

Before you start

1. Look at the photo and the title and use them to discuss the topic of the unit.
2. How do you think the people in this photo are feeling?
3. Is it important to give your opinion on important things? Why or why not?
4. Find the following items in the unit and write their location (lesson and page number) in your notebook
 - A photo of a girl playing a computer game.
 - An activity about identifying items of clothing.
 - A text about giving your opinion.
5. What do you think you will learn in this unit? Discuss with a classmate.
6. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
7. Read the objectives for each lesson. Do you think these are practical?

Preguntas de profundización

Las preguntas 5 y 6 de la actividad previa se enfocan en la metacognición del estudiante. Puede profundizar en esta discusión a través de preguntas de seguimiento como:

- *How much do I know about this?*
- *How am I going to prepare to learn this?*

Ritmos y estilos de aprendizaje

En caso de que su clase cuente con alumnos con mayores fortalezas en la discusión y otros que casi no participen, puede separar a la clase en grupos pequeños (3-5 personas) o en su defecto, para clases de tamaños pequeños se puede sentar a los alumnos en semicírculo con el profesor al frente. Para la primera opción, dé la siguiente instrucción: *Gather in small groups, from 3 to 5 students and discuss*. Para la segunda opción, indique lo siguiente: *Bring your chairs to the center of the classroom and let's make a semi-circle and discuss*. Estas dos modalidades potencian la interacción entre ellos y permiten que más alumnos puedan hablar. Sobre todo la discusión en semicírculo ya que le permite a usted actuar como moderador y hacer preguntas a alumnos que no hayan participado.

Solucionario

Before you start

1. Respuesta variable.
2. They are feeling happy/relaxed (u otros sentimientos positivos)
3. Respuesta variable.
4. • A photo of a girl playing a computer game: page 6.
 - An activity about identifying items of clothing: page 22.
 - A text about giving your opinion: page 13.
5. Respuesta variable
6. Respuesta variable.
7. Respuesta variable.

Lesson 2

Oral Communication

- Listen to and understand an advertising jingle.
- Give and ask for information in a dialogue.

Reading

- Read and understand an internet article about different fashion styles.

Writing

- Write social media posts.

Attitudes

- Show a positive attitude towards my own ability to learn and use the language. Respect my own achievements and those of others.

Unidad 1 • Lesson 1

Ideas previas

Para introducir el vocabulario del audio, se les puede preguntar a los estudiantes: *What is the first word you say when you meet someone?* Se puede escribir opciones en la pizarra en desorden, como por ejemplo: *Hello, Goodbye, How are you?, I'm good, Farewell, Hi.* Se puede juntar a los estudiantes en pares y que se tomen turnos en presentarse ante el curso o entre ellos.

Ritmos y estilos de aprendizaje

En muchos casos, su clase tendrá diferentes niveles. Cabe señalar que hay estudiantes con mayores fortalezas en el idioma que pueden apoyar a los que presentan algún tipo de dificultad. La importancia del trabajo en equipo propicia el desarrollo de destrezas comunicativas y la asignación de roles dentro del mismo. Para esto, designe las parejas al momento de trabajar las actividades que lo requieran, diciendo: *For this activity, you'll work in pairs designated by the teacher.*

Solucionario

Before Listening

Personal Introductions

1. a. Respuesta variable.

b. Respuesta variable.

While Listening

2. Dialogue 1 - B

Dialogue 2 - C

Dialogue 3 - A

3. a. Because she swims for an hour.

b. When she gets home and sees his dog.

c. She does her homework.

d. Because they enjoy what they do.

4. a. Positive

b. Positive

c. Negative

d. Positive

e. negative

f. Negative

5. Respuesta variable.

Lesson 1 This Is Me!

In this lesson you will listen, speak, read and write about your own opinions and feelings through personal introductions, a journal and articles.

What is the difference between an opinion and a feeling?

Personal Introductions

Before Listening

1. Look at the pictures below and answer the questions.

a. What things do you mention when you introduce yourself?

b. What are some of the main differences between the three people in the pictures?



While Listening

2. Listen 1 to the personal introductions and match the three dialogues with the pictures A-C using your fingers.

3. Listen again and answer the questions orally. Discuss your answers as a class.

a. Why does Antonella feel tired?

b. When does Jaime feel happy?

c. What does Amy do before she does her favorite thing?

d. All three speakers feel excited for different reasons. What are those reasons?

4. Say if these adjectives are positive or negative. Then use one word in a sentence created by you.

a. Friendly

c. Bored

e. Tired

b. Excited

d. Happy

f. Sad

Listening Tip

Prediction

Look at pictures to generate ideas about an audio.

Propósito y recomendaciones

En esta sección se espera que los alumnos logren identificar ideas generales e información específica en un audio. De igual forma se espera que puedan usar imágenes para predecir información sobre el audio a escuchar. Finalmente, se espera que los alumnos puedan hablar de sus gustos y preferencias y que sean capaces de presentarse a ellos mismos.

After Listening

5. Using the personal introductions as an example, introduce yourself to a classmate. Use words from activity 4.

Speaking Task: Expressing Likes and Dislikes

1. Read the sentences below and express your likes or dislikes exchanging your sentences with your classmates.
- | | |
|--|---|
| a. I dislike going to the cinema. | e. They hate playing basketball in the summer. |
| b. I prefer to take it easy with friends. | f. Do you like reading? |
| c. I love to study! | g. I can't stand watching TV. |
| d. I don't like to study either! | h. Manuel enjoys skateboarding. |

Expressing likes	Expressing dislikes
like, ...	hate, ...

2. Read and complete the text about Antonella and Jaime's favorite movies orally, using the bold words from exercise 1.



My Favorite Movie

My favorite movie is *Avengers: Endgame*. I was very happy when it came out!
I (1) everything in that movie. The action, the special effects, and the characters!

My favorite thing about the movie are the characters. I really (2) Thor!

The one thing that I (3) about superhero movies is that there are too many! I don't have time to watch all of them.

I (1) superheroes, so I don't watch superhero films. Instead, I prefer *Star Wars* films! My dad really (2) them, so when I was little he showed them to me.

What (3) about the movies is that they are too long, but I still watch every new *Star Wars* film. I am really glad that we have new movies! And my dad (4) the new movies too, so we watch them together.

Source: Archivo editorial.



3. In your notebook, write questions to ask a classmate about his or her favorite movie. Eg: Who is your favorite character from *Avengers*?
4. Exchange your questions with your classmates. Are there any mistakes?
5. In pairs, ask and answer each other's questions. Talk about your likes and dislikes concerning other things (TV shows, music, etc.).

Solucionario

Speaking task

1. Expressing likes: prefer, love, like, enjoy.
Expressing dislikes: dislike, don't like, hate, can't stand.
2. (1) like (or similar)
(2) like (or similar)
(3) don't like (or similar)
(1) hate (or similar)
(2) likes (or similar)
(3) don't like (or similar)
(4) likes (or similar)
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.

Preguntas de profundización

Para profundizar en la expresión de preferencias y para que los estudiantes comprendan el uso de verbos para hablar de quiénes son y su identidad, puede preguntar lo siguiente:

- What is the difference between all the words to talk about likes/dislikes?
- Can you put the words in order from the one that expresses the most liked to the least liked?

Profundización y variaciones

Para reforzar la habilidad escrita puede cambiar la actividad de hablar de sus cosas favoritas, por escribir sobre ellas, como si fuese una carta para un compañero. Luego, cada uno deberá leer la carta que le fue entregada y revisará los posibles errores que tenga, entregándosela de nuevo al emisor. Para esto, dé la siguiente instrucción: *In activity 5, instead of talking about your preferences, you can write a letter to a classmate expressing your likes and dislikes. Correct the letter you receive, provide respectful feedback and give it back to the sender.*

Solucionario

Before Reading

1. a. Respuesta variable.
- b. Fear and relax.
- c. Respuesta variable.

Errores frecuentes

Algunos errores frecuentes en pronunciación son:

Afraid: muchos estudiantes pronuncian esta palabra como /a'frard/ cuando en realidad se pronuncia /ə'freɪd/

Relaxed: muchas veces pronunciado como /re'læksed/ cuando la pronunciación correcta es /rɪ'læksɪd/

Annoyed: muchas veces pronunciado como /a'noyed/ (con la y sonando como una "ll" española) cuando en realidad se pronuncia /ə'nɔɪd/

Los errores de pronunciación se deben principalmente a la interferencia del idioma nativo, ya que los estudiantes tienden a leer cada letra de la palabra tal como lo hacen en español.

Para corregir, explique lo siguiente: *In English, words are not pronounced as they are written, like in Spanish. For example, the words "afraid", relaxed and annoyed. The first one is pronounced /ə'freɪd/, not /a'frard/; "relaxed" is pronounced /rɪ'læksɪd/, not /re'læksed/ and "annoyed" is pronounced /ə'nɔɪd/ instead of /a'noyed/.*

Preguntas de profundización

Antes de leer, pregunte a los alumnos: *What predictions can you make about the text?* Dé unos minutos para discutir en grupo. Para esto, indique: *Gather in groups and discuss what the text is about. Focus on the images and titles. What kind of text is it?*

Esto ayudará a que los estudiantes estén más interesados en la lectura y que presten atención si sus predicciones se cumplen o no.

A Journal

Before Reading

1. Look at the text and images below and discuss the following questions.
 - a. Do you keep a personal journal? Why or why not?
 - b. What feelings do the images communicate?
 - c. Have you ever felt like the pictures? What makes you feel like that?

Today I feel...



Afraid



Relaxed

Katie's Super Secret Journal

Monday, April 6th.

Dear Diary,

Today is the start of a new week! Last week we went to the beach with my family and it was very fun! Now I am well-rested and ready to start the week.

I have an important math test this week, but my friends say that it is nothing to worry about. The test is on Friday, and it's only Monday! So I have a looooot of days to study. I am a little worried, but maybe I am overreacting.

Wednesday, April 8th.

Dear Diary,

Ugh! Today was not a good day.

My friend Paulina always bothers me because she wants me to go out with her brother. But I don't like him! He is super mean, and he is not very intelligent. I always tell her that I don't want to go out with him, but she insists every day. I hope that she stops insisting soon.

The math test is only two days away so I am a bit anxious now. I study every day after school, but I am very tired today so I don't think I can study. I blame Paulina, she insists so much that when I get home I don't want to do anything! I want her to stop talking to me about her brother.

Propósito y recomendaciones

En esta sección los estudiantes relacionarán el tema de un texto a leer con su vida cotidiana. Además identificarán ideas principales e información específica en un texto escrito. Finalmente, los alumnos expresarán sus sentimientos y describirán estados de ánimo de ellos y otras personas.

While Reading

2. Read the text quickly and answer the questions below. Answer orally and discuss your answers with a partner.
- Why was Katie annoyed?
 - How did Karla help Katie?
 - Why was Thursday the worst day of Katie's life?

Today I feel...



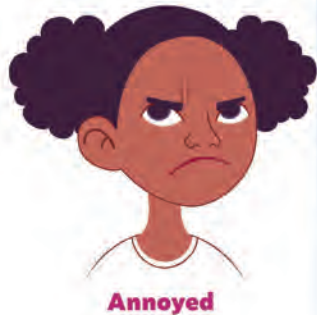
Thursday, April 9th.

Dear Diary,

Today is the worst day of my life!

I hate fighting. I hate fighting with my friends even more! I had to tell my friend to stop bothering me about her brother because she asks me every single day! I hate it because I'm her friend and she doesn't want to understand.

The worst thing is that tomorrow is the test and I haven't studied! I'm very lucky to have Karla because she is at my house right now to help me study for the test. But I'm terrified! I regret not studying before, I made a terrible mistake and now I'm scared for tomorrow.



Friday, April 10th.

Dear Diary,

The math test was not that bad! I was so afraid but studying helped. I learned a valuable lesson this week: always study many days before a test!

After the test, something better happened. Paulina talked to me and she said that she was sorry. She told me that she feels bad for insisting so much and that she wants to be friends with me again. I know that she was really annoying this week, but I love her and she's one of my best friends. Now everything is cool again and we are back to being friends! I'm so happy!!

Source: Archivo editorial.

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Errores frecuentes

Un error frecuente se da en la manera de leer las fechas, específicamente en el orden de los componentes, ya que se genera una interferencia de la lengua materna, ya que en inglés se pronuncia primero el día, luego el mes y el número del día al final, en cambio en español es día, número y mes. Recuerde a los estudiantes que en inglés el orden es diferente: *In English, dates are said in a different order than Spanish. In English the order is day, month and number of the day, while in Spanish the order is day, number of the day and month. Remember to say the correct order while talking about a date.*

Solucionario

While Reading

2. a. Katie was annoyed because Paulina was insisting that Katie should date her brother.
b. Karla helped Katie study for the test.
c. It was the worst day of her life because she fought with Paulina and she didn't study for the test.

Contexto

Recuerde a los estudiantes que en inglés norteamericano dicen primero el mes, luego el día y finalmente el año. Ej: 12/01/2020 sería el primero de diciembre y no el 12 de enero. En inglés británico la fecha se dice día/mes/año al igual que en Chile.

Profundización y variaciones

Para profundizar en el aprendizaje relacionado con el vocabulario de opiniones y sentimientos, puede pedir a los estudiantes que lo pongan en práctica a través de la escritura de una entrada de diario de vida, en el que relaten un día de la semana en curso y hablen de cómo se sintieron a partir de diversas situaciones. Para aquellos estudiantes que son más tímidos y no quieren exponer sus vidas personales, puede sugerirles que escriban el diario poniéndose en el lugar de uno de sus personajes favoritos de tv, películas, libros o cómics. Para esta actividad, dé la siguiente instrucción: *Write a diary entry. Describe your feelings about the situations faced in one day of this week. If you don't want to write about yourself, you can write as if you were your favorite character from T.V, movies, books or comics.*

Unidad 1 • Lesson 1

Preguntas de profundización

Algunas preguntas para profundizar en la lectura y para que los estudiantes pongan en práctica el vocabulario relacionado con los sentimientos, pueden ser:

- *How would you feel in Katie's situation?*
- *What would you do if you were in Katie's shoes?*
- *Is it similar to what Katie did? Why/ why not?*

Solucionario

After Reading

- Green: Delighted
• Blue: Relaxed
• Purple: Annoyed
• Orange: Afraid
- d, a, b, f, e, c.
- a. a bit/ a little
b. so/ very/ really/ super
c. a bit/ a little
d. so/ very/ really/ super
e. so/ very/ really/ super
f. so/ very/ really/ super
- Respuesta variable.

Lesson 1

After Reading

- Read the descriptions of some of the feelings that Katie felt this week and label them with the correct drawing from pages 8 and 9. Write the answers in your notebook.

Today I feel...

I'm super happy because I am friends with Paulina again, and because I did well on my math test!

Today I feel...

I just got home after a weekend at the beach. I have a test, but it will be on Friday. I love feeling like this!

Today I feel...

Paulina asks me to date her brother every single day. I don't like him and she never stops asking me. That really bothers me.

Today I feel...

The math test is tomorrow and I haven't studied! I also got into a fight with Paulina and I'm scared that we will not be friends again.

- Find the following intensifiers in pages 8 and 9 and order them in terms of intensity **in your notebook**.

- | | |
|---------------------|------------------|
| a. So afraid | d. Super mean |
| b. Really annoying | e. A bit anxious |
| c. A little worried | f. Very Lucky |

- Complete the sentences below in your notebook with the correct form of the intensifiers from activity 4.

- I am ____ tired today, but I think that I can still go running!
- Karina is ____ happy because she finally bought a new computer.
- He's usually confident, but today he's feeling ____ nervous, but not too much.
- That movie made me ____ sad. I've been crying for half an hour!
- I am ____ bored! I really don't know what to do.
- My dog is ____ friendly. He will never bite you.

- Compare your answers with a classmate. Are there any differences between your answers? Is there only one correct answer for intensifiers?

Vocabulary Tip

Intensifiers
We use intensifiers to make an adjective stronger (or less strong in some cases).

Ambientes de aprendizaje

- Para las actividades 4 y 5 se sugiere pedir a los estudiantes que primero discutan las preguntas en grupos pequeños (2-4 personas). Esto le dará la posibilidad de monitorear la actividad y escuchar cuáles son los errores más frecuentes para corregirlos más tarde como clase. Tras la discusión, se pueden trabajar las preguntas como clase

y pedir que opinen sobre las distintas respuestas que se reciban. Para esto dé la siguiente instrucción: *Gather in groups of 2 or 4 and discuss the use of intensifiers. When do you use these words? What for?*

Reading and Vocabulary

- Read the text again and write **T** (true) or **F** (false) for the following statements **in your notebook**.
 - One of the reasons why Katie didn't really like Paulina's brother was that he was not a good person.
 - Katie had a fight with Paulina because Paulina didn't want to study.
 - All of the different feelings that Katie had were exclusively related to her math test.
 - Katie learned that it is always better to study many days before a test.
 - In the end, Katie and Paulina remained friends.
- Read the events below and say them to a partner in the correct order. Use connectors such as *first, second, next* and *finally*.
 - Karla helps Katie.
 - Katie comes back from a weekend at the beach.
 - There's a big fight between Katie and Paulina.
 - Katie's friends tell her not to worry about the math test.
 - Paulina tells Katie to go out with her brother.
 - Katie does well on her math test.
- Katie mentioned many feelings in her journal. Write **in your notebook** different situations that make you feel:

a. Happy	c. Relaxed
b. Annoyed	d. Scared
- Compare your answers with a classmate. Is there any situation that makes you feel differently?
- Look at the images below and discuss; what feelings do the images communicate?



Errores frecuentes

Algunas veces los alumnos olvidan usar “a” con *little* o *bit*. Por ejemplo, podrían decir: *He was little scared*, siendo que lo correcto sería *He was a little scared*. Es común olvidar utilizar los artículos, ya sea definidos o indefinidos al aprender inglés ya que son palabras muy cortas que suelen omitirse. Para evitar esto, explique: *remember to use the word “a” before “Little” and “bit”*. “A” is an indefinite article used with singular countable nouns.

Solucionario

Reading and Vocabulary

- T
 - F
 - F
 - T
 - T
- First, Katie comes back from a weekend at the beach. Second, Katie's friends tell her not to worry about the math test. Next, Paulina tells Katie to go out with her brother. Then, there's a big fight between Katie and Paulina. After, Karla helps Katie and finally, Katie does well in her math test.
- Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.
- Respuesta variable.
- Respuesta variable.

Profundización y variaciones

A modo de profundización puede pedirle a los alumnos que, en grupos, hagan una lluvia de ideas sobre los sentimientos que puedan estar teniendo las personas en las fotos 57, 68, 84 y 99 de la página:

- <https://learnenglishteens.britishcouncil.org/study-break/photo-captions/>

Pregunte: *How do you think people in these pictures are feeling?*

Escriba en la pizarra las palabras que digan los estudiantes para que así mantengan un registro de vocabulario.

Unidad 1 • Lesson 1

Ritmos y estilos de aprendizaje

En clases con estudiantes con mayores fortalezas en el idioma y otros con algún tipo de dificultad es necesario modelar las actividades que pueden generar confusión. En el caso de la actividad 4 de *Language Focus* modele la actividad completando el primer espacio en blanco en conjunto con los estudiantes.

Solucionario

Language Focus Present Simple

- has
 - do, like, to do, to relax.
 - feels, tells, to date.
 - is, is.
 - are, tells, is.
 - does, feel.
- habits and routines.
- We form questions and negatives statements using the auxiliary verb "do". In questions, the auxiliary verb is placed at the beginning. In negative statements, the auxiliary is placed after the subject and it is followed by "not".*
 - There is an "s" added at the end of the verbs in the third person singular.*
- Are - (1) am - (2) do - (3) know - (4) seems - (5) Are - (6) play - (7) listen - (8) sounds feel - (9) sleep - (10) is

Lesson 1

Language Focus: Present Simple

- Copy the following sentences in your notebook and underline the verbs.
 - Katie has an important math test on Friday.
 - What things do you like to do to relax?
 - She feels annoyed because her friend Paulina tells her to date her brother.
 - Katie is afraid because the math test is only one day away.
 - Paulina and Katie are friends again after Paulina tells Katie that she is sorry.
 - How does Katie feel today?
- Write the rule in your notebook and underline the correct option below to complete the rule.

We use the present simple tense to talk about *habits and routines / something we are doing now*.

- In pairs, answer the following questions.
 - How do we form questions and negative statements in the present simple?
 - What happens to the verb in affirmative statements in the third person singular (*he / she / it*)?
- Use the correct verbal form in each case. Use the words from the word bank (you may use a verb more than once).

Be – Do – Play – Sleep – Sound – Know – Seem – Listen – Feel

Matt: Hey Finn, how (1) you today?

Finn: I (2) great! Thank you. Hey, (3) you (4) José?

Matt: Yes! He (5) friendly. (6) you his friend?

Finn: Yes! We (7) the same sport and (8) to the same music.

Matt: Awesome! Hey, your voice (9) a bit tired.

Finn: Yeah, I am a bit tired. I (10) like I don't (11) enough at night.

Matt: Well, sleeping (12) very important, Matt.

Finn: Yeah, I think you're right. I will start sleeping better!

Matt: Okay, buddy. Goodbye!

Source: Archivo editorial.



Ideas previas

Para iniciar la clase, puede pedir a los estudiantes que escriban tres oraciones con cosas que hacen habitualmente. También puede pedirles que dibujen un comic en el que ilustren y describan su rutina diaria. Para la primera actividad, dé la siguiente instrucción: *In your notebook, write three sentences describing things you usually do. Then share them with the class.*

Para la segunda actividad, indique lo siguiente: *In your notebook, draw a comic strip in which you portray what you usually do every day. Describe the images with a short text below and then share your work with the class.*

An Article

Reading Task

Speak Up! 3

Adults like to say that the opinions of kids and teenagers don't matter that much. Well, they're wrong! Your opinion is very important and you have the right to say it.

If you feel happy, sad or angry, say it! But remember that it is always important to respect the ideas of others.

It is crucial to say what you think and what you feel, because it will make you a unique person, with your own opinions about things. Don't let anybody make you think that your voice can't be heard or listened to.

Take the time to listen to your friends too. The best way of learning about somebody is to listen to what they have to say.

Remember: Your best weapon is your voice. Use it!

Source: Archivo editorial.



1. In pairs, look at the picture and read the text. Answer the following questions in your notebooks.

- What does she have in her hand? What is it for?
- What does "your best weapon is your voice" mean?
- Why is it important for you to give your opinion?

2. Say if these sentences are T (true) or F (false).

- Adults don't respect the opinion of kids, but respect the opinion of teenagers.
- Giving your opinion is important, but you also have to respect different opinions.
- Listening to what other people have to say is important. It will help you to know that person better.
- It is better if you give your opinion only when you are happy.
- You have a right to give your opinion.

3. In pairs, answer the following questions.

- Do you usually give your opinion?
- Do you listen to other people's opinion?
- What opinions do teenagers have which are usually ignored by adults?

4. Write **in your notebook** sentences that contain your opinion about important things. Compare them with your partner.

Writing Tip

Verbs of opinion
You can use many verbs to express your opinion, such as *think*, *feel* and *believe*.

Preguntas de profundización

Para que los estudiantes puedan reflexionar sobre el proceso de lectura y comprendan mejor las ideas que se presentan en el texto, puede hacerles las siguientes preguntas:

- *What is the main idea in the text?*
- *Do you agree with this idea? Why/Why not?*
- *Have you ever felt unheard or misunderstood by an adult? When and Why?*

Solucionario

Reading Task:

- a. She has a megaphone. It's used to make your voice louder.
 - b. Respuesta variable.
 - c. Respuesta variable.
- a. F
 - b. T
 - c. T
 - d. F
 - e. T
- a. Respuesta variable.
 - b. Respuesta variable.
 - c. Respuesta variable.
- a. Respuesta variable.

Propósito y recomendaciones

El propósito de las actividades de esta página es leer y comprender un texto, de manera que los estudiantes puedan inferir información (actividad 1) implícita y extraer información explícita a la vez (actividad 2).

La actividad 3 tiene como propósito que, a partir del texto, los estudiantes puedan desarrollar pensamiento crítico, a través del cuestionamiento de lo que está establecido y cómo esto les afecta. Para continuar con la discusión de esta actividad, puede preguntarles lo siguiente: *What would your advice be for teenagers who don't feel heard or considered by their families or society in general?*

Unidad 1

Contexto

Como contexto puede comentar con los estudiantes qué es una *personal webpage*: *It is a section inside a webpage in which the author of the page describes him or herself and his or her likes and dislikes.* A modo de actividad puede preguntar a los estudiantes si conocen a alguien que tenga una *personal webpage* y pedirles que describan cómo es tal página (puede buscar ejemplos de artistas, *influencers* o *bloggers* para mostrar a los alumnos. Algunos ejemplos que puede usar:

<http://nataliemean.com/about-2>
<https://www.shethespy.com/new-page>

Para esto, dé la siguiente instrucción: *Do you know any celebrity who has a personal webpage? Describe its characteristics and parts in your notebook.*

Solucionario

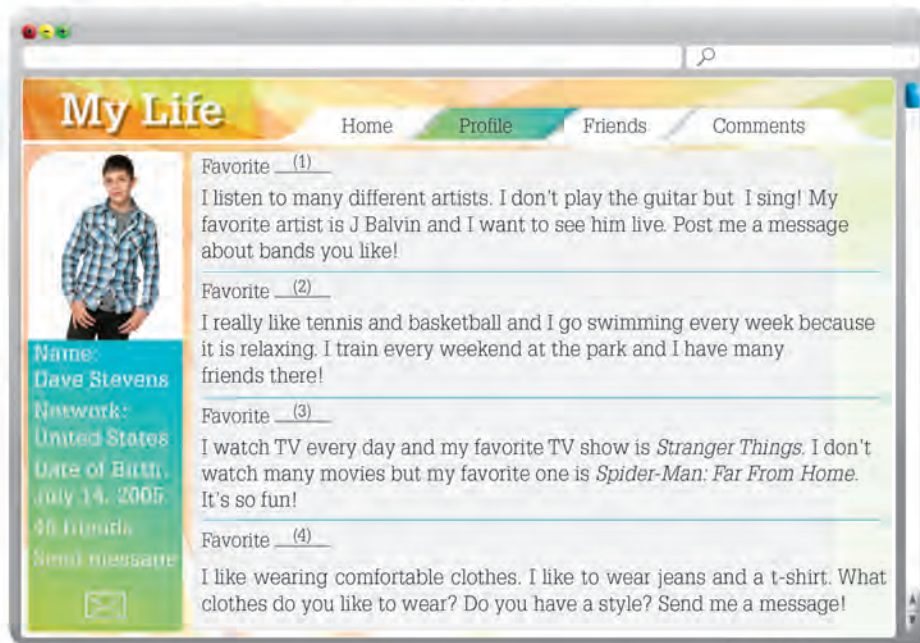
Writing task

- a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
- (1) Music
(2) Sports
(3) Movies/ TV Shows
(4) Clothes
- The text is informal because it uses contractions.
- Respuesta variable.
- Respuesta variable.

Lesson 1

Writing Task: A Personal Web Page

- In pairs, look at the text and make predictions.
 - Who do you think is the author of the text?
 - Who do you think is going to read it?
 - What type of information are you going to find in the text?



- Read the online profile and complete the section headings in your notebook from the choices in the box below.

Clothes - Music - Sports - Movies/TV Shows

- Look for any contractions on the web page. Decide if the text is formal.
- Write an online profile describing your interests following these instructions:
 - Create sections about each area of interest.
 - Write a short paragraph about each. Describe routines and the things that you like or dislike.
- In pairs, exchange and correct your work.

Writing Tip

Punctuation
Remember to use capital letters at the beginning of names of people, songs, movies, places, etc.

Propósito y recomendaciones

Se espera que los estudiantes logren entender y completar un texto con información personal, además de replicar el formato del texto y poder escribir un perfil personal que contenga información sobre sus gustos, hábitos y quiénes son. De esta forma podrán poner en práctica el uso de la estructura de *present simple* y el vocabulario relacionado a sentimientos.

Cross Curricular Literature

Thinking 4

Walter D. Wintle, 1905

If you think you are beaten, you are,
If you think you dare not, you don't,
If you like to win, but you think you can't,
It's almost a "cinch" you won't.
If you think you'll lose, you've lost,
For out in the world you find
Success begins with a fellow's will;
It's all in the state of mind.

If you think you're outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before
You can ever win a prize.
Life's battles don't always go
To the stronger or faster man,
But sooner or later, the man who wins,
Is the fellow who thinks he can.

Adapted from: <https://allpoetry.com/poem/8624439-Thinking-by-Walter-D-Wintle>



- 1 Listen to the poem 4 and answer the following questions. Write the answers in your notebook.
 - a. Is the poem about negative feelings or positive feelings? Why?
 - b. How does the poem relate to the picture?
 - c. What do you feel when you read or listen to it?
- 2 Are there any words that you do not understand? Look for their definitions in a dictionary and write their meanings in your notebook.
- 3 Get together with a partner.
 - a. Think about a feeling or topic that you both like.
 - b. Write a poem that represents that feeling or that talks about that topic.
 - c. Compare it to your partner's poem and decide which of the two is better.

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Preguntas de profundización

Al momento de comparar el poema entre compañeros, indíqueles que las siguientes preguntas pueden ayudarlos a decidir qué poema es mejor:

- What's the strongest aspect of your partner's poem?
- What's the weakest aspect of your partner's poem?
- What would you change about your partner's poem and your own poem?

Solucionario

1. a. The poem is about negative feelings.
b. The poem is about not giving up before trying, and the picture is a race, in which, if you give up, you'll never win.
c. Respuesta variable.
2. Respuesta variable.
3. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.

Propósito y recomendaciones

En esta sección los estudiantes escucharán un poema y serán capaces de reconocer el género literario, identificar las ideas generales, relacionar el texto con una ilustración y desarrollar actividades en base al texto.

Esto les permitirá a los estudiantes utilizar estrategias para reconocer la forma y comprender el contenido de un texto literario sencillo, contextualizando el vocabulario y estructuras aprendidas a lo largo de la lección.

Al final de la actividad, puede motivar a los estudiantes a reflexionar sobre el trabajo que realizaron, a través de preguntas como:

- What was the most difficult part of the activity?
- How would you improve your performance in the activity?

Unidad 1 • Final Task

Ideas previas

Puede iniciar la actividad usando la rueda de los sentimientos que los estudiantes escribieron al principio de la lección. Pregúnteles qué sentimientos añadirían, teniendo en cuenta lo aprendido a lo largo de la lección. También puede preguntar si cambiarían alguno de lugar: *What feelings would you add to the wheel? Consider the activities done throughout the lesson and try to remember as many feelings as you can. Would you move the feelings on your wheel to another category?*

Ritmos y estilos de aprendizaje

Recuerde que el asignar grupos heterogéneos para actividades grupales y proyectos es una buena alternativa para que los estudiantes colaboren entre ellos. En general los alumnos con más fortalezas son capaces de corregir y ayudar a los alumnos que presentan algún tipo de dificultad, mientras que los alumnos con niveles básico e intermedio son buenos reconociendo errores fosilizados que sus compañeros puedan tener.

Final Task

Act It Out!

1 | Decide rules and roles

- In groups, get together and prepare to play a game of "Act It Out" with different feelings and emotions.
- Before you start playing, decide if there will be any special rules (no talking, raising your hand before guessing, etc).
- Decide who will be the first actor. The actor doesn't get to guess, he or she only acts a feeling or emotion with body language, while the others try to guess.



16 | Unit 1 Feelings and Opinions

Propósito y recomendaciones

Para clases con estudiantes con mayores fortalezas, puede pedir que jueguen en 3 etapas: **Etapa 1:** el estudiante actúa el sentimiento. **Etapa 2:** el estudiante describe el sentimiento usando palabras. **Etapa 3:** el estudiante describe el sentimiento usando una palabra. Cada etapa se juega hasta que se acaban los papeles, posterior a eso se pasa a la siguiente etapa. Para esta modalidad, dé la siguiente instrucción: *To add more difficulty to the game, play three different levels. Level 1: Act out the feeling. Level 2: Describe the feeling with words. Level 3: Describe the feeling using only one word. Every level must be played until you have no pieces of paper left.*

2 | Create the full list of words

- As a group, discuss all of the words that can be acted out. The more words that you choose, the better!
- Be careful! Only choose feelings and emotions that can be acted out.
- If you write too many words, you can write all of them on a sheet of paper and keep it in the middle of the table.
- Write the words on small pieces of paper and put them in a bag.

**3 | Play!**

- The person who was chosen to be the actor draws a piece of paper from the bag and acts it out. Without saying the word, he or she tries to act it while the other players try to guess the word.
- The person that guesses first, scores a point.

**4 | Rotate and keep playing**

- After a point is scored, another person takes the role of the actor.
- Play until somebody scores five or ten points!

Self-evaluation

- 1 Assess your performance during the "Act It Out" game session. Complete the table on page 11 of your Activity Book.

Preguntas de profundización

Es importante que una vez finalizada la actividad, los estudiantes reflexionen sobre su desempeño y el de sus compañeros. Algunas de las preguntas que puede hacer para que evalúen su trabajo en grupos son las siguientes:

- *What strategy did we use to come up with ways to illustrate the feelings?*
- *How did we work as a group? Did everyone participate? Why/why not?*
- *Say the best aspect of working in your group.*

Ambientes de aprendizaje

La naturaleza lúdica y grupal de esta actividad puede facilitar un ambiente no adecuado para el aprendizaje, generándose un poco de desorden dentro del aula. Para evitar esto, señale antes de la actividad lo siguiente: *Remember that this is a learning activity, so try to keep the volume low so every group can develop the activity correctly.*

Propósito y recomendaciones

Se espera que los estudiantes demuestren la mayor cantidad posible de contenidos aprendidos durante la lección, específicamente sobre sentimientos, a través de una actividad lúdica que les exija pensar de manera creativa. Para esto, se los debe incentivar a usar una variada cantidad de emociones. Para que la actividad sea desafiante, pídale a los estudiantes que traten de escribir emociones no tan comunes y que utilicen el texto del estudiante para buscar palabras para el juego. Para esto, dé la siguiente instrucción: *Try to use emotions that represent a challenge to act out, and choose words that you don't usually use. If you need help try to think of new words, make a quick review of lesson 1 to get some fresh ideas.*

Unidad 1 • Lesson 2

Ideas previas

Para activar conocimientos previos, pida a los estudiantes que nombren diferentes tipos de moda y anote sus ideas en la pizarra. Luego pídale que, en conjunto, describan cada una de ellas de forma oral. Para esto, dé la siguiente instrucción: *Name as many fashion trends as you can. What are the characteristics of each one?*

Ritmos y estilos de aprendizaje

Para clases con habilidades menos desarrolladas que necesiten reforzar la estructura de presente simple, se puede utilizar la siguiente actividad: <http://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/present-simple>

Utilice las actividades presentadas en la página para que los estudiantes trabajen, ya sea de forma individual o grupal. Esto va a beneficiar a estudiantes cuyo estilo de aprendizaje sea más visual. Para introducir el video, indique lo siguiente: *Watch the video and pay attention to its content. Then individually or in pairs, answer the questions about the present simple tense.*

Solucionario

Before Listening

1. Respuesta variable.

While Listening

2. A

After Listening

3. a. They are cheap and good. They also have pockets.
b. Respuesta variable.
4. a. Same h sound.
b. Different h sound.
c. Different h sound.
d. Same h sound.

Lesson 2 My Fashionable Friends

In this lesson you will listen, speak, read and write about your feelings and opinions about your friends and their clothing through jingles, articles and social media posts.

What is your opinion about fashion trends?

What fashion trends do you know of? Do you follow any trends?

An Advertising Jingle

Before Listening

1. Work in pairs. Compare the ads below and discuss which one you think is better.



While Listening

2. Listen to  and identify the correct ad.

After Listening

3. Discuss the following questions with a classmate. Then, share your answers with the class.
 - a. What are the characteristics that make the jeans "cool"?
 - b. What is your opinion about the jingle? Do you like it? Why or why not?
4. Compare the word pairs between clothing items or accessories and other words that start with *h*. Is the pronunciation of *h* the same or different in the two words?
 - a. Hat – History
 - b. Hairpin – Honor
 - c. Headband – Hour
 - d. Hoodie – Hit

Pronunciation tip

different consonant
Remember that sometimes consonants are not pronounced.

Propósito y recomendaciones

El propósito de esta sección es presentar el tema de la lección, que es la moda. Además, se espera que los estudiantes sean capaces de reconocer y asociar la imagen de un anuncio publicitario a un *jingle* escuchado en clases. Los estudiantes también aprenderán el uso de *do/does* como verbo auxiliar para preguntas en *present simple*.

Para refrescar la memoria de los estudiantes, puede preguntarles para qué sirve la estructura de *present simple*: *What's the function of the present simple tense?*

Speaking Task: A Dialogue

1. Read the dialogue and discuss with a classmate who is giving information and who is asking for information.

How many friends do you have?



I have ten friends!



2. Match the questions with the answers in your notebook.

- | | |
|--|---------------------|
| a. Do you have a best friend? | (1) Yes, she does. |
| b. Does Gabriela wear cool clothes? | (2) Yes, she does. |
| c. Does Chris like to wear caps? | (3) No, he doesn't. |
| d. Does Alicia enjoy going out with her friends? | (4) No, I don't. |
| e. Do you like fighting with your friends? | (5) Yes, I do. |

3. Complete the following rules in your notebook.

- a. With *he, she* and *it*, we use ____.
- b. With *I, you, we* and *they*, we use ____.

4. Use the words provided in the word bank to complete the sentences in your notebook. Then practice saying it with your partner.

do - like - do - doesn't - Does - don't - does

A: Do you (1) to leave messages on other people's phones?

B: To my friends, but I (2) send messages to my mother.

A: Why not?

B: Because she (3) have a cell phone.

A: (4) your father have a cell phone?

B: Yes, he (5). He needs it for his job.

A: How (6) you get in touch with your friends?

B: I use social media. (7) you?

Source: Archivo editorial.

5. Personalize the dialogue with a classmate. Talk about the way you communicate with your friends and relatives.

Preguntas de profundización

Para continuar con el aprendizaje de la estructura de presente simple, pregunte:

- Do you like pizza?
- Does your seat partner have a brother?
- Do you wear tight jeans?

El objetivo de estas preguntas es que los estudiantes sean capaces de descubrir ellos mismos la regla detrás de la estructura de negación en presente simple. Luego, para aclarar lo que pueden haber inferido, pregunte: *How do we answer yes and no questions in present simple?*

La idea es que respondan que se utiliza el auxiliar *do* para responder.

Profundización y variaciones

Para profundizar en el contenido de las páginas 18 y 19 y reforzar la estructura de *present simple*, puede pedirle a los estudiantes que creen un anuncio para algún artículo de ropa, similar al de la actividad 1 en la página 18. Luego, pídale que creen un *jingle* corto para promocionar el artículo. Para esta actividad, dé la siguiente instrucción: *Look at the ads on page 18 and create a similar one about a piece of clothing. Then, create a jingle to promote your ad and clothing. Share your results with the class.*

Solucionario

Speaking Task

1. Green: asking for information Red: giving information
2. a. (4)
b. (1)
c. (3)
d. (2)
e. (5)
3. a. does
b. do
4. (1) like - (2) don't - (3) doesn't - (4) does - (5) does - (6) do - (7) do
5. Respuesta variable.

Unidad 1 • Lesson 2

Preguntas de profundización

Para profundizar en el tema de la lectura, fomente la discusión y el pensamiento crítico a partir de las siguientes preguntas:

- What do you think about what you just read?
- Do you think having a defined style is important? Why/Why not?
- What style in the text is the most similar to your style?
- Do you think it is good or bad to label yourself and others within a particular style? Why/Why not?
- How has fashion changed since your childhood?

Errores frecuentes

Preste atención a los errores que cometen los estudiantes al utilizar la estructura de *present simple*. Uno de los errores más comunes será no transformar el verbo cuando se use la tercera persona singular. Para aclarar dudas, escriba en la pizarra una tabla conjugando el verbo *wear* con cada pronombre. Pida a los estudiantes que completen la tabla en conjunto: *Let's complete the chart*. Luego aclare: *When we use he, she and it, an "s" is added at the end of the verbs*.

Solucionario

Before Reading

1. a. Shirt, jeans, jacket, hoodie, etc.
b. Respuesta Variable.
c. Respuesta Variable.

While Reading

2. Skater, sporty, hip hop, hipster and comfy.
3. Respuesta variable.

An Internet Article

Before Reading

1. Look at the pictures and discuss the questions.
 - a. What clothes can you see in the pictures?
 - b. What's your favorite style?
 - c. How can you define "style"?

While Reading

2. Scan the text and write five clothing styles in your notebook.
3. Think about your friends. Do any of them dress according to the styles from the images below?

Reading Tip

Scanning

Read the texts quickly and look for specific information.

http://kids.usa.gov/

My Friends' Styles

What clothes do you like to wear?

What are you wearing now? Some people dress in order to identify with a particular group. Others choose their own individual style. The clothes you are wearing can tell others what you are interested in and what you like. Here are a few of my friends' styles!

Sporty

In summer, a simple T-shirt with a sports logo, three-quarter length shorts, and sneakers or sandals will do. In cooler weather, put on a hoodie, some denim pants and a cap. "I am wearing this hoodie because that way I am warm and ready for action!" says Jack. "I play basketball with my friends in the evenings. We are practicing for the school team."

Skater

It is easy and inexpensive to create the skater look. This summer, James is following skater fashion. "I like designing my own T-shirts" says James. "Hoodies are popular this year." He usually wears a beanie or a cap, loose-fitting jeans, and some sneakers.

Hip-Hop

Hip-hop fashion is big business, but the clothes are not necessarily expensive. Sam achieves the hip-hop look with colorful baggy clothes, khaki pants, or a cap tilted at an angle.

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Propósito y recomendaciones

El propósito de las actividades de esta página es que, a través de la lectura de un texto sobre diferentes estilos a la hora de vestir, los estudiantes sean capaces de extraer las ideas principales, buscar información específica en el texto y dar su opinión de manera crítica. Se recomienda que antes de leer el texto en conjunto, pida a los estudiantes leer rápidamente de manera individual. Para esto, dé la siguiente instrucción: *Before reading the text as a class, quickly read the text on your own in silence*.

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4. Choose the correct option and say it to your partner.

- You wear beanies and caps on your *feet* / *hands* / *head*.
- People who follow the *skater* / *sporty* / *hip-hop* style often wear colorful clothes.
- A *mall* / *swap meet* / *thrift shop* is a place where you can negotiate the price.
- The *comfy* / *skater* / *hipster* style is for young people who wear trendy clothes and glasses.
- Belts, bracelets and necklaces are types of *clothes* / *accessories* / *bargains*.
- In many cities, people can find a wider range of clothing styles at *street markets* / *shopping malls* / *thrift stores*.

Hipster

Hipsters are young people who usually don't like mainstream culture. They wear trendy clothes such as tight jeans and beanies, and they like to wear glasses. Brothers Claire and Jon are hipsters. "We love going on Instagram and taking selfies!" says Jon.

Comfy

If you are not interested in any particular trend, then maybe the comfy style is for you. Girls look great in a casual dress with leggings, while boys with no interest in fashion can still look cool in a short-sleeved T-shirt and jeans.

"We keep it simple!"

You can get fabulous clothes almost anywhere. Some kids in big cities often go to shopping malls with friends. However, in many cities, people buy their clothes from thrift shops or swap meets. You can sometimes find a wider range of clothes at these places than in stores. Another advantage of swap meets is that you can find bargains and negotiate the price. A thrift shop is also a great place to find accessories such as bracelets or necklaces!

Source: Archivo editorial.

Contexto

Para introducir la lectura, comente a los estudiantes que la moda ha cambiado mucho a través del tiempo y que ésta, más allá de ser solo ropa, da muestras de los cambios sociales que atravesamos, lo que se ve reflejado particularmente en los adolescentes. Para hacer esto puede usar el siguiente artículo:

<https://www.ranker.com/list/high-school-fashions-in-the-twentieth-century/mariel-loveland?page=3>

Para comentar lo anterior, indique: *Fashion has changed a lot throughout time and it is a way more than just clothes. Fashion is a reflection of the social processes our world goes through. Teenagers, particularly, are a good example of this. Now, let's read a text about teenager's fashion evolution.*

Pida a los alumnos que definan la forma de vestir de su generación: *Describe the most common styles of your generation.*

Solucionario

While Reading

- head
 - hip hop
 - swap meet
 - Hipster
 - accessories
 - thrift stores

Unidad 1 • Lesson 2

Profundización y variaciones

Para practicar el vocabulario aprendido, pida a los estudiantes que en grupos presenten sobre alguno de los estilos vistos en clases u otro que les parezca interesante. Deben explicar los distintos accesorios y tipos de ropa que usan, donde podrían comprarlos y usar imágenes como ejemplos. Para esto, dé la siguiente instrucción: *In groups of four people or less, choose a style you think it's interesting. It can be one from the text or other of your choice. Search the characteristics, origins and types of clothes of your chosen style, also consider where you could buy the pieces of clothing. Share your findings with the class and use images to illustrate.*

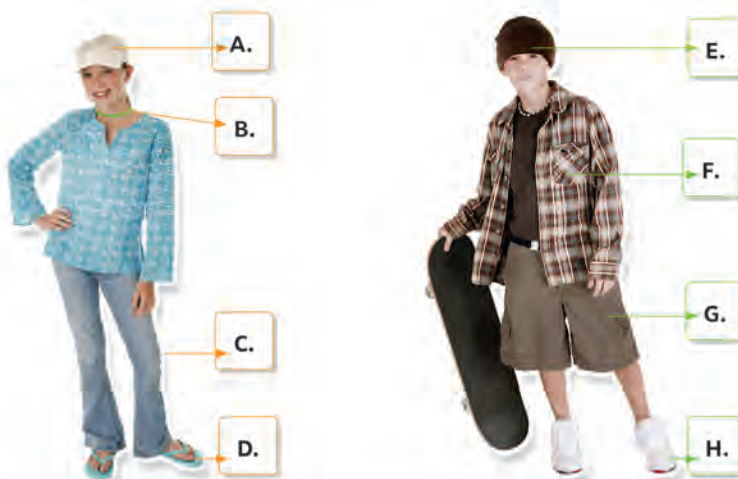
Solucionario

After Reading

5. a. Hipster
b. Comfy
c. Hip Hop
d. Skater
e. Sporty
6. a. hat
b. necklace/choker
c. jeans
d. sandals/ flip flops
e. beanie
f. plaid shirt
g. shorts
h. sneakers
7. Accesorios: b
Headwear: a, e
Legwear: c, g
Footwear: d, h
Upperbody: f
8. Respuesta variable.

After Reading

5. Write in your notebook what style corresponds to the descriptions.
- I don't like the clothes that many of my friends wear, but I like fashion! I have a selection of tight jeans and glasses.
 - I like to wear comfortable clothes. I'm not interested in fashion at all.
 - I like colorful clothes and big, baggy jeans. I always wear a baseball cap.
 - I like wearing a cap and loose jeans. My style is inexpensive.
 - My clothes depend on the weather, but I am always wearing something that I can use to play sports.



6. In pairs, label the clothes below. Use a dictionary if necessary. Write the answers in your notebook.
7. Classify the items from activity 6 into the groups in the box below. Write the answers in your notebook.
- accessories - headwear - legwear - footwear - upper body
8. In groups, come to a consensus about the most appropriate clothing for school, for outdoor activities and for parties. Share your ideas with the class.

Vocabulary Tip

Classification
Classify vocabulary into groups to help you remember words and phrases.

Propósito y recomendaciones

Como continuación de las actividades en la página anterior, se espera que en las aquí presentadas los estudiantes puedan trabajar y poner en práctica el vocabulario relacionado al texto, usando este último como apoyo para completar las actividades 5, 6, 7 y 8.

Reading and Vocabulary

1. Write the items of clothing that you can remember from the text or pictures, **in your notebook**.

Accessories
Headwear
Legwear
Footwear
Upper body

2. Match the words from the left column to the right column **in your notebook**.

- | | |
|------------------|--|
| a. bargain | (1) comfortable |
| b. baggy clothes | (2) a type of headwear |
| c. beanie | (3) cheap |
| d. comfy | (4) something that costs less than it usually does |
| e. inexpensive | (5) loose fitting clothes |

3. Complete the sentences below with the words in activity 2 **in your notebook**.

- In our school, students can't wear _____.
- It's difficult to find _____ clothes in a mall.
- My mom likes changing into something _____ when she gets back from work.
- I don't like baseball caps. I prefer to wear a _____.
- You can usually find a _____ at swap meets.

4. Answer and discuss the following questions.

- Which clothing styles are popular among your friends?
- What do you think about popular styles among young people in your country?



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Preguntas de profundización

Para continuar con la reflexión respecto a la ropa y las tendencias de moda, puede hacer las siguientes preguntas, que ayudarán a los estudiantes a cuestionarse el rol de la moda en la sociedad y en sí mismo, potenciando su pensamiento crítico:

- *Why do you think these trends are popular?*
- *Do you think that it's important to belong to a group?*
- *How important is clothing to our identity?*

Solucionario

Reading and Vocabulary

1. Accessories: glasses

Headwear: cap, beanie Legwear: three-quarter length shorts, denim pants, loose-fitting jeans, khaki pants, tight jeans, leggings

Footwear: sneakers, sandals, Upper-body: T-shirt, hoodie, dress

- (4)
 - (5)
 - (2)
 - (1)
 - (3)
- baggy clothes
 - inexpensive
 - comfy
 - beanie
 - bargain
- Respuesta variable.
 - Respuesta variable.

Errores frecuentes

En esta sección puede aplicar la técnica de TTT (*test, teach, test*) para corregir estructuras o vocabulario con los que los estudiantes estén teniendo dificultades. La estrategia consiste en usar las actividades propuestas a modo de prueba. Si los alumnos tienen dificultades con una actividad, enseñe la estructura gramatical o el vocabulario con el que estén teniendo dificultades, luego haga una actividad para revisar si el contenido quedó claro y luego continúe con las siguientes actividades. Para preguntar si hay dudas respecto a la actividad, formule: *Do you have any questions regarding this activity?*

Unidad 1 • Lesson 2

Ideas previas

Muestre en la pizarra una serie de imágenes que reflejen acciones, puede ser alguien corriendo, cocinando, etc. Pregunte a los estudiantes: *What is he/ she doing?* Para la primeras imágenes, modele la respuesta diciendo, por ejemplo, *she is running* o *he is cooking*. Haga especial énfasis en la sílaba *-ing* de cada verbo. Una vez modelado, deje que los estudiantes respondan y preste atención a si utilizan la estructura de *present continuous*.

Ambientes de aprendizaje

Algunos alumnos aprenden imitando y siguiendo su instinto. Otros aprenden viendo las fórmulas y estructuras usadas para las distintas conjugaciones vistas en clase. Es por esto que siempre es buena idea mostrar la estructura gramatical. Así que recuerde enseñar la estructura del *present continuous* en esta sección, luego de la actividad 1. Explique: *This is the structure for present continuous. First, we have a subject, then the verb to be corresponding to the subject and next is the main verb, but with the -ing ending.*

Solucionario

Language Focus

- a. to be
 - b. things happening in the momento.
- (1) are playing
 - (2) is wearing
 - (3) is not wearing
 - (4) is playing
 - (5) are practicing
- Respuesta variable.
- a. Respuesta variable.
 - b. Respuesta variable.

Lesson 2

Language Focus: Present Continuous

- Read the examples of the present continuous in the box below. Choose the correct option from the sentences that follow. Write them in your notebook.

What are you wearing now?
Skater fashion is getting popular.
I'm not buying any new clothes this winter.

- We form the present continuous tense with the verb *to be* / *to do* + present participle (verb + *ing*).
 - We use the present continuous to talk about *habits and routines* / *things happening in the moment*.
- Complete the sentences writing the correct form of the verb in your notebook.

Tom and Sara like sports. This year, they (1) (play) basketball for the school team. Tom (2) (wear) a red shirt to practice in. Sara (3) (not wear) red because in this practice she (4) (play) for the other team. "At the moment, we (5) (practice) for a tournament that starts next week," says Tom.

Source: Archivo editorial.

- Look at the pictures and write five sentences in your notebook to describe what the people are doing and wearing.



- Write a message to a friend describing what you are doing now or around now. Use the questions to help you.
 - What are you learning at school?
 - What music are you listening to? What television programs are you watching?
- Exchange messages, and tell the class about your partner.

Propósito y recomendaciones

El propósito de esta sección consiste en presentar a los alumnos la estructura y uso del *present continuous* para hablar de cosas que están sucediendo en este momento. Además los alumnos leerán un texto, tras lo cual realizarán actividades basadas en su entendimiento de las ideas generales e información específica de este mismo.

Reading Task: An Article

How to Bargain 7

Not everybody has the money to buy what they want. Fortunately, we can sometimes negotiate prices. Bargaining is not appropriate at regular stores or malls, but is an old tradition that is still popular at some markets or swap meets around the world. Bargaining takes a bit of practice, but it is good fun once you learn how to do it. Here are a few bargaining tips and rules!

1. When you ask "How much...?" the store owner will respond with the starting price. This is sometimes much more than he or she actually expects to receive.
2. Always offer lower than you are willing to pay—but not too low!



3. You can only raise your price. If you start at \$50, your next offer must be \$51 at least!
4. Smile each time you make an offer.
5. Walk away if the store owner does not accept your final offer (if it is a fair price).

Remember, if the store owner is smiling when you finally buy something, you did not bargain enough. Try harder next time!

Source: Archivo editorial.



1. In pairs, look at the pictures and answer the questions.
 - a. What places can you see?
 - b. What can you buy at these places?
 - c. Do you have similar places in your city?
2. Read the article and say if the sentences are True or False. Compare your answers with a partner.
 - a. To bargain means to spend money.
 - b. Bargaining is easy.
 - c. The starting price is what you offer the store owner.
 - d. If the store owner says no you need to offer more.
 - e. A successful bargain means that you are smiling but the store owner is not smiling.
3. In pairs, answer the questions.
 - a. What's your opinion about bargaining? Do you do it?
 - b. According to your personal opinion, what items would you bargain for? Compare your answers orally.

Preguntas de profundización

Para profundizar en la idea principal del texto y potenciar el pensamiento crítico, pregunte a los estudiantes:

- What are the advantages of bargaining?
- What are the disadvantages?
- What do you think about the final tip the text gives?

Solucionario

Language Focus

5. a. to be
b. things happening in the moment.
6. (1) are playing - (2) is wearing - (3) is not wearing - (4) is playing - (5) are practicing
7. Respuesta variable.
8. a. Respuesta variable.
b. Respuesta variable.
9. Respuesta variable.

Reading Task

1. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
2. a. F
b. F
c. F
d. T
e. T
3. a. Respuesta variable.
b. Respuesta variable.

Ritmos y estilos de aprendizaje

Una forma de mejorar la comprensión lectora de los estudiantes es hacerlo a través de las técnicas de skimming y scanning. La primera los ayudará a identificar la idea principal del texto a través de un examen rápido del texto. Luego para poder leer en profundidad, comprender mejor la lectura y localizar contenido específico de la lectura. Para invitarlos a aplicar estas dos técnicas en el texto, indique: *Before reading, skim the text. That means to read quickly looking to get a general idea of its content. Then scan the text for specific information.*

Unidad 1 • Lesson 2

Contexto

Para contextualizar la actividad, puede comentar con los estudiantes que la palabra *emoji* viene del japonés *e*—(imagen) y *moji* (personaje). Los *emojis* son relativamente recientes (1997), pero antes de usarlos la gente ya usaba algo similar llamado *emoticons* (del inglés: *emotions* + *icons*). Estos se crean usando los símbolos del teclado en vez de ser una imagen completa como los *emojis*. Para explicar esto, indique: *the word “emoji” comes from the Japanese words “e” (image) and “moji” (character). Emoji’s use is relatively recent (1997), but in previous years people used emoticons (emotion + icons). Emoticons are created using keyboard symbols such as parentheses, instead of full images, like emojis.*

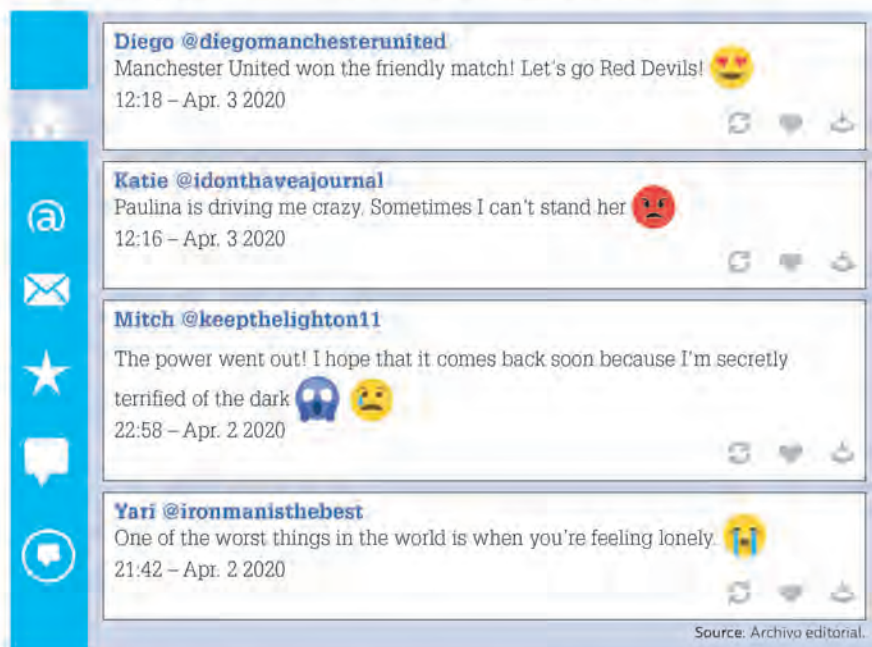
Solucionario

Writing Task

1. a. To express emotions.
b. Respuesta variable.
c. Respuesta variable.
2. a. Mitch
b. Katie
c. c. Yari
d. Diego
3. Respuesta variable.
4. Friendly, secretly, lonely.

Writing Task: Social Media Posts

1. Read social media posts from your virtual friends below and answer the following questions. Discuss your answers as a class.
 - a. Why do people use emojis?
 - b. Do you express your opinion in social media websites?
 - c. What is your opinion about using emojis instead of text?



2. Match the social media post with one of the following adjectives in your notebook. Use a dictionary to look up the words you don't know.

a. Afraid	c. Sad
b. Fed up	d. Excited
3. Write a social media post for each one of the adjectives from activity 2 in your notebook. Use the social media posts from activity 1 as an example.
4. Read the text again and look for adjectives that end with the suffix *-ly*. Can you think of any others? Exchange words orally with your classmates.

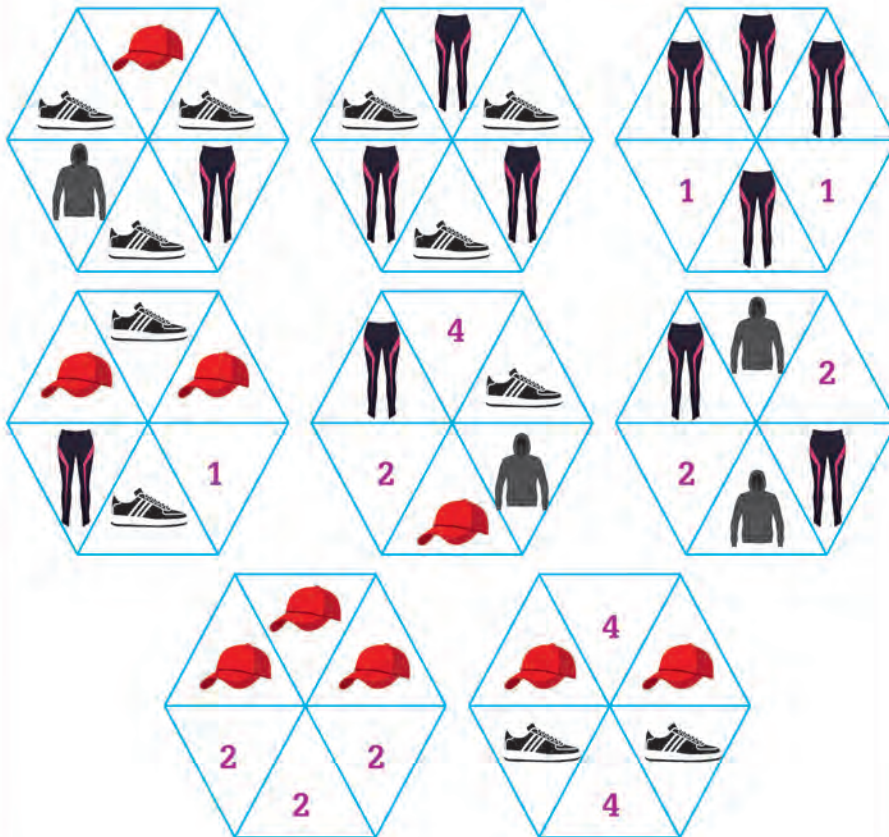
Propósito y recomendaciones

El propósito de las actividades de esta página es que, a través de un elemento conocido por la gran mayoría de los adolescentes, como lo son los *posts* en redes sociales, los estudiantes sean capaces de reconocer y expresar emociones específicas, además de aprender a usar adjetivos terminados en *-ly*. También pueden relacionar los *emojis* a cada adjetivo que encuentren. Para esto, puede escribir una lista de adjetivos en la pizarra y que estudiantes pasen a dibujar un *emoji* junto a cada palabra. Para esto, indique: *There are some adjectives on the board, come and draw an emoji you think might express what you read.*

Cross-Curricular Math

Guess the number for each clothing item

A clothing item always represents the same number and if you add the items, you always get the same result, for each hexagon. What are the missing numbers for the clothing items below? Write the answers in your notebook.



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Ideas previas

Para activar conocimientos previos respecto a matemáticas y geometría, dibuje signos matemáticos en la pizarra, tales como $+$, $-$, $\times$, $/$ y $=$. Pregunte a los estudiantes si están familiarizados con estos símbolos y qué significan. Luego, aclare en inglés como se dice cada operación matemática.

- Do you know these symbols? What are they for?

$+$ is plus, $-$ is minus, $\times$ times, $/$ is divided and $=$ is equals.

Preguntas de profundización

Para que los estudiantes reflexionen sobre la actividad y los desafíos que esta les plantea, puede hacer las siguientes preguntas:

- Are math and geometry difficult subjects for me? Why?
- What can I do to make this activity easier for me?

Solucionario

baseball cap = 8

leggings = 7

Propósito y recomendaciones

El propósito de esta sección consiste en permitir a los alumnos aplicar el uso del idioma a través de una discusión y actividades de otra disciplina, en este caso la geometría y matemáticas. Esto les permitirá a los estudiantes practicar el idioma de manera más natural, enfocándose en la actividad matemática y no en el inglés en sí, pero a la vez poniendo en práctica de manera contextualizada el vocabulario y estructuras aprendidas a lo largo de la lección.

Al final de la actividad, puede motivar a los estudiantes a reflexionar sobre el trabajo que realizaron, a través de preguntas como:

- What was the most difficult part of the activity?
- How would you improve your performance in the activity?

Unidad 1 • Final Task

Errores frecuentes

Se puede presentar una confusión en la estructura del *poster* o como se tiene que presentar la información. Para ayudar a los alumnos se les puede mostrar un ejemplo de *report questions* o un *poster* para presentación a modo de guía opcional. De todas maneras, se les puede explicar qué es una guía y que pueden ser más creativos si así lo desean. También, especificar el tiempo que debe durar la presentación ayuda a los estudiantes a organizarla y minimiza errores en el discurso.

Herramientas digitales

Para que los estudiantes puedan recopilar información para sus presentaciones, sugiérales que pueden usar sus redes sociales para buscar distintas celebridades y personas influyentes y usar sus estilos como inspiración al momento de realizar su presentación. Esto ayudará a que puedan desarrollar sus propias ideas. Para esto, dé la siguiente instrucción: *You may use your social networks and look for different celebrities and influencers to use their styles as an inspiration for yours.*

Final Task

Favorite Styles Presentation

1 Ideas session

- In groups, think of fashion styles or designs you like (hipster, sporty, comfy, etc.).
- Think of ideas for adding to or improving the style. Be creative, and design a new style if necessary. Make a list of clothes and colors you will use.

28 | Unit 1 Feelings and Opinions

Propósito y recomendaciones

En esta sección se espera que los alumnos sean capaces de trabajar en equipo y comunicarse en inglés para dar, discutir y organizar una presentación sobre un estilo de moda en particular. Para esto deberán pensar en formas de diseñar sus estilos o inventar nuevos, lo que los incita a poner su creatividad en práctica. Para esto se le recomienda al docente guiar al alumno en los diferentes pasos de la presentación, haciendo un *check-in* por grupo de vez en cuando, y revisar si necesitan la explicación de algo o tienen preguntas. Recaltar a los estudiantes que en la presentación oral la importancia es transmitir el mensaje y no la perfecta pronunciación; esto puede ayudarlos a hablar más en el idioma. Para mantener un ambiente de respeto se le recomienda al docente decirles: *Listen to your classmates respectfully. You may ask questions at the end of their presentation.*



2 Plan your designs

- In your groups, sketch and describe your ideas. Check each other's work, and change and improve your designs.
- When you are happy with the designs, make notes describing them.
- If you have the clothes you need for your favorite style, bring them to the next class.



3 Prepare your style presentation

- In your groups, put together your drafts and copy them onto a sheet of poster paper. Write the report questions and make sure the layout is logical and easy to read.
- Ensure that the results are presented correctly and easy to follow.
- Check each other's work.



4 Present your style

- Do a presentation. Describe your designs to the group.
- Ask and answer questions about each other's designs.
- Vote for the best design.



Self-evaluation

- 1 Assess your performance during the favorite styles presentation. Complete the table on page 19 of your Activity Book.

Preguntas de profundización

Para las actividades como esta, donde los estudiantes deberán hacer y a la vez responder preguntas, siempre es útil pedirles a los alumnos que se cuestionen como grupo:

- *What type of questions will my classmates ask?*
- *How can I answer them?*

De esta forma, podrán anticiparse a las preguntas que harán sus compañeros y preparar respuestas que resuelvan todas las dudas.

Ambientes de aprendizaje

Si los alumnos van a presentar frente a la clase sus estilos, entonces vale la pena que deje un tiempo para asesorar a los alumnos con su presentación. Durante la clase, mientras todos preparan sus presentaciones, vaya llamando a los grupos y evalúe su estado. Asesore a los alumnos, señale oraciones con errores y permítale corregir sus propios errores: *Before presenting your style, correct the mistakes you might have and that I pointed out, that way the information you share will be delivered in a clear way.*

Profundización y variaciones

La presentación final de esta actividad puede variar, dependiendo de los intereses y habilidades de los estudiantes. Puede darle a los grupos la libertad de elegir cómo presentarán sobre su estilo favorito o el que inventaron. Algunas opciones pueden ser un desfile de modas o un panel de conversación como un programa de televisión. Para esto, explique a los estudiantes lo siguiente: *The final step of the task consists of a presentation, however, you may choose other options to share your work. You can either have a fashion show in which you walk on the runway and describe the looks. Other option is to recreate a T.V show in which you discuss a style.*

Unidad 1 • Synthesize

Preguntas de profundización

Para que los estudiantes puedan profundizar en la diferencia entre *present simple* y *present continuous*, puede preguntarles lo siguiente:

- What do you do every day?
- What's your daily routine?
- What are you doing right now?
- What is your seat partner doing right now?

Ritmos y estilos de aprendizaje

En una clase con distintos niveles, las actividades de esta sección se pueden realizar en parejas compuestas por un alumno con mayores fortalezas en el idioma y con otro estudiante que presente algún tipo de dificultad. La idea de esto es pedir a los estudiantes con más fortalezas que actúen de mentores, apoyando a su compañero. De la misma forma, este formato es muy beneficioso para ambos estudiantes, ya que pueden aprender el uno del otro, generando un ambiente de apoyo y respeto.

Solucionario

Synthesize (respuestas sugeridas):

1.

Present Simple:

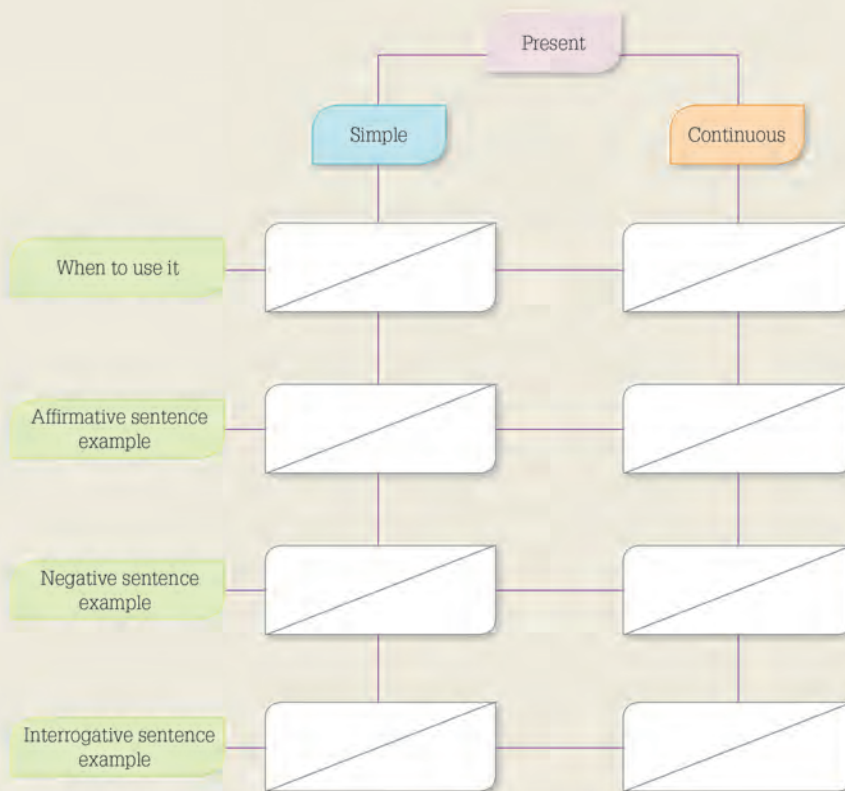
- When: We use the present simple to talk about habits, routines and something we are doing now.
- Affirmative sentence example: I play soccer on Tuesdays.
- Negative sentence example: I don't sleep enough at night.
- Interrogative sentence example: How are you today?

Present Continuous:

- When: We use it to talk about habits, routines and things happening in the moment.
- Affirmative sentence example: I am

Synthesize

1. In your notebook create a mind map with the ideas below. Remember to use vocabulary related to feelings, opinions or clothes.



2. Compare your mind map with a classmate to check the differences. Is there only one correct answer for each box?

Propósito y recomendaciones

El propósito de esta sección consiste en que los alumnos tomen un acercamiento metacognitivo hacia su aprendizaje, a través de la construcción de un resumen comparativo entre las estructuras y usos del *present simple* y *continuous*. Para que esta actividad se desarrolle de manera correcta, pida a los estudiantes que trabajen individualmente, y explíqueles que de esa manera podrán chequear su nivel de aprendizaje respecto a los contenidos de la unidad. Indique: *Activity 1 has to be developed individually. This is because the idea of this section is to check your understanding of the unit's contents.*

Check point

1. Read the report and write **T** (true) or **F** (false) in your notebook. (4 points)

Around the World

Different people from different parts of the world express their feelings and opinions in different ways. In Chile, greeting somebody with a kiss on the cheek is normal but in other countries, like Japan, it could lead to a misunderstanding. This is why it's important to know other people's boundaries. Learning how to express your feelings and opinions is very important to develop your own personality, but listening to the other person is equally important.

If you visit another country, learn a few polite phrases, listen to traditional music, taste the food - every little effort can have a positive effect. After you understand a few basic rules, you will soon discover just how similar we all are.



Source: Archivo editorial.

- People communicate their feelings and opinions in the same way in all countries of the world.
 - It is important to try to adapt to the culture of another country if you go there.
 - Expressing feelings of affection in another continent can lead to misunderstandings.
 - Travelling around the world will develop your personality.
2. Complete following sentences from the text **in your notebook** (2 points).
- It is important to know how to express your opinion but also ____.
 - Learning how to express your feelings and opinions is important to ____.
3. Indicate orally to your classmates which options are the correct ones. (3 points)
- What ____ you ____ now?
 - do / wear
 - are / wearing
 - is / wear
 - I ____ my basketball uniform
 - 'm wearing
 - 're wearing
 - 's wearing
 - How ____ you ____ when you're on vacation?
 - does / feeling
 - do / feel
 - do / do
 - I usually ____ very ____!
 - feel / annoyed
 - felt / fed up
 - feel / relaxed

Propósito y recomendaciones

En las actividades 1, 2 y 3 los estudiantes harán una revisión final de los contenidos vistos en esta unidad a través de distintas actividades. Los estudiantes practicarán el uso de *present simple* y *continuous*, además de practicar el uso de vocabulario relacionado con moda. También usarán el pensamiento meta-cognitivo para analizar su aprendizaje a lo largo de la unidad.

feeling very sad right now.

- Negative sentence example: I don't like playing for the other team.
- Interrogative sentence example: What are you learning at school?

2. Respuesta variable.

Preguntas de profundización

Para fomentar la discusión a partir del texto presentado en la actividad 1, pregunte lo siguiente:

- Have you visited another country or met someone from a different country?
- How different were their traditions and manners from yours?
- Do you think that the tips in the article are good?
- What tip could you give to someone going to a different country?

Ambientes de aprendizaje

Para llevar a cabo la lectura en las que se basan las actividades 1 y 2, puede pedir a los estudiantes que escaneen el texto una vez antes de leer en conjunto. Pídeles que también identifiquen palabras con las que puedan no estar familiarizados para aclarar su significado. Dé la siguiente instrucción: *First scan the text and identify the words you don't understand. Then we're going to discuss their meaning and finally we'll read the text carefully all together.*

Solucionario

- F
 - T
 - F
 - T
- listening to the other person is equally important.
 - develop your own personality
- are/wearing
 - 'm wearing
 - do/feel
 - feel/relaxed

Unidad 1 • Chek point

Errores frecuentes

En esta sección puede aplicar la técnica de TTT (*test, teach, test*) para corregir estructuras o vocabulario con los que los estudiantes estén teniendo dificultades. La estrategia consiste en usar las actividades propuestas a modo de prueba. Si los alumnos tienen dificultades con una actividad, enseñe la estructura gramatical o el vocabulario con el que estén teniendo dificultades, luego haga una actividad para revisar si el contenido quedó claro y luego continúe con las siguientes actividades. Para preguntar si hay dudas respecto a la actividad, formule: *Do you have any questions regarding this activity?*

Solucionario

4. (1) is wearing
(2) is
(3) is helping
(4) am working
(5) am not writing
5. a. is thinking/is not paying
b. is looking/is not studying
c. are chatting/are not listening
6. Accessories: glasses
Headwear: cap, beanie
Legwear: Jeans, leggings, khaki pants
Footwear: sneakers, sandals
Upper body: dress, hoodie

4. Complete the dialogue below with the correct form of the verbs in parentheses, **in your notebook**. (5 points)

JENNY: Who is Tom?

PAUL: He is the one standing over there. He (1) (wear) jeans and a shirt. Tom's shirt (2) (be) red.

JENNY: Oh, I see him now.

PAUL: Tom's friend (3) (help) me with my math homework this week. Are you ready with that?

JENNY: Yes! I (4) (work) on the science project now. But I (5) (write) the report yet.

PAUL: That's too bad. I'm OK with my report.

JENNY: Lucky you!



Source: Archivo editorial.

5. Look at the pictures below and describe the things the students are doing and not doing **in your notebook**. (3 points; 0.5 each)



- a. The student is (think) about the weekend. She is not paying (not pay) attention.
b. The student is looking (look) out of the window. He is not studying (not study).
c. The students are chatting (chat). They are not listening (not listen) to the teacher.
6. Indicate whether the items below are an accessory or if they are headwear, legwear, footwear or upper body items of clothing. Give yourself (0.5 each) point for every correct answer. (5 points)
- | | |
|-------------|----------------|
| a. Glasses | f. Hoodie |
| b. Sneakers | g. Leggings |
| c. Cap | h. Beanie |
| d. Dress | i. Khaki pants |
| e. Jeans | j. Sandals |

Propósito y recomendaciones

En las actividades 4, 5 y 6, los estudiantes harán una revisión final de los contenidos vistos en esta unidad a través de distintas actividades de discusión y comprensión lectora. Los estudiantes practicarán el uso de las estructuras de *present simple* y *present continuous* y serán capaces de aplicar pensamiento crítico para hablar de la importancia de dar su opinión y expresar sus sentimientos. Para esto, indíqueles que respondan a las actividad 2 lo más honesta y completamente posible, justificando sus respuestas y desarrollando sus ideas: *In activity 2, focus on being honest and explaining your position. Justify your answers and develop your ideas as clearly as you can.*

7. Write a journal entry about a day where you experienced an intense feeling (minimum: 35 words). (10 points)

- Explain how you were feeling.
- Explain why you were feeling that way.
- What happened at the end?

Write in your notebook.

8. In pairs, choose one of the following situations and have a conversation. (10 points)

	Student A	Student B
Situation 1	You want to tell a story about the happiest day of your life.	You ask Student A for more details about how they were feeling.
Situation 2	You express your opinion while also asking Student B's own opinion on the matter.	You want to know Student A's opinion about an important and relevant topic.

With your teacher, correct your Checkpoint and count your points. Good job!

Preguntas de profundización

Para que los estudiantes profundicen en el proceso de autoevaluación y puedan reflexionar más en entender su propio aprendizaje, se sugieren las siguientes preguntas como complemento al cierre de la unidad las siguientes preguntas:

- *What content of the unit do you think you still need to practice a bit more? Why?*
- *What content of the unit was easy to learn for you? Why?*
- *How would you keep practicing the hardest contents for you?*
- *How would you put into use the easiest contents for you?*

Profundización y variaciones

Para que los estudiantes puedan retroalimentarse de las reflexiones de sus compañeros, pida que las respuestas que den a la actividad 7 de la página 33 las compartan con sus compañeros, desplegándolas de manera visual frente a ellos para que queden más claras. Para esto, dé la siguiente instrucción: *Share your thoughts and reflections with the rest of the class. Use visual aids to make your points clearer.*

Solucionario

7. Respuesta variable.
8. Respuesta variable.

Propósito y recomendaciones

Las actividades de esta página están orientadas a dar un cierre a la unidad en que los estudiantes puedan identificar aquellos contenidos y actividades que aprendieron. Asimismo a través de las preguntas de profundización, se intenta volver a los alumnos conscientes de sus propios métodos de aprendizaje, pudiendo identificar cuáles herramientas les fueron más fructíferas a lo largo de la unidad. Explique lo siguiente: *The activities on this page are meant for you to think about your learning processes, so focus on identifying your strengths, weaknesses and your learning strategies. Think if those strategies were useful or not and discuss them with your partners.*

Lesson 1 This Is Me!

Writing

1. Use the adjectives to label the pictures.

bored - tired - happy - sad



2. Complete the sentences with the same adjectives from the previous activity.

- I feel _____ when I get good grades at school.
- Francisca feels _____ when her brother asks her to watch soap operas with him.
- Daniel feels _____ after exercising too much after work.
- I feel _____ when I don't spend time with my family for a long time.

3. Use the adjectives to write three sentences about yourself.

- _____
- _____
- _____

Listening

1. Listen to the girl talking about her movie preferences and choose the correct words. (a)

When people ask what my favorite movies are, they are *surprised* / *bored* that I answer animated movies, no doubt! I just *love* / *hate* them. I really *enjoy* / *dislike* watching Shrek over and over again. It's hilarious!... Oh, and my favorite animated movie is Ratatouille. If you ask me about movies I *can't stand* / *prefer*, I would say horror movies... most of the time I know exactly how they will end... and I don't understand the point of getting scared in your free time!



2. Write a text about your likes and dislikes. Use the corresponding words in each text.

dislike - like - prefer - love - don't like - hate - like - like - can't stand - enjoy

likes

dislikes

Speaking

1. Discuss these questions with a classmate. Use your texts to guide your answers.

- What's your favorite movie? What kind of movies do you prefer?
- Are there any movies you dislike? Which ones? Why?
- Is there any movie you can't stand? Which one? Why?

Reading

1. Complete the phone conversation with the correct words.

tired - worried - well rested - anxious - busy

Antonio: Hello?
 Jessica: Hi! Are you _____?
 Antonio: Hey Jess, not at all, how are you?
 Jessica: I'm ok, I guess, but I'm _____ about that History test!
 Antonio: Hmm... have you studied? I feel a bit _____, but I think we will be ok!
 Jessica: Yes, I studied a lot, but still... maybe I'm overreacting.
 Antonio: Maybe, but we can review tomorrow again. You should go to bed and be _____ to study again.
 Jessica: Yes, you're right! I'm sure we will be happy at the end... You should rest, too!
 Antonio: Yes, I'm going to bed now, I'm _____ . See you tomorrow, Jess!
 Jessica: See you! Don't forget the English dictionary!
 Antonio: Don't worry, I won't! Good night...

2. Read the adjectives and write about what makes you feel that way.

a. annoyed _____
 b. anxious _____
 c. relaxed _____
 d. delighted _____

Speaking

1. Compare your ideas from the previous activity with other classmates and answer the questions.
 a. How are your ideas different or similar?
 b. What was the most common idea about these feelings?

Vocabulary

1. Use the following intensifiers and adjectives to make sentences.

so - really - a little - super - a bit - very

a. _____ (afraid)
 b. _____ (annoying)
 c. _____ (worried)
 d. _____ (mean)
 e. _____ (lucky)

2. Write about something that happened last week using the following connectors. Use the correct punctuation and spelling.

first - second - then - next - finally

Reading

1. Read the paragraph about Paul's routine. Underline the affirmative statements and circle the negative sentences.

Hi, I'm Paul, and this is my daily routine. First, I get up at 7am, take a shower and brush my teeth. I go to school by 7:40. I don't take a bus because I walk with a friend from school. We usually have breakfast there. Then, we have lunch at around 1:45. My favorite dish is lentils! We finish school at 4:15. I walk back home and clean my room. After that, I do my homework or study for an hour or two. I don't study the same subjects everyday. Then, at around 7:00 I have dinner with my family. I don't like to have dinner late because if I do so I don't sleep well. I usually go to bed at 10:00. That is what I generally do on a normal day!



Language Focus

1. Write the verbs in the correct form to complete the sentences.

- Samantha _____ (play) football with her friends every Sunday.
- Martin _____ (not / have) lunch at home.
- I _____ (feel) tired this week. I think I will rest during the weekend.
- Do you _____ (know) any good restaurants around town?
- That plan _____ (not / sound) very good. I _____ (prefer) to stay home.
- I _____ (not / eat) fish, or meat. Remember that I'm a vegetarian.

Writing

1. Write about your habits or routines. Remember to use the present simple tense.

2. Tell about your habits or routines to a partner. As you listen to what they say, take notes using the correct form of the verbs.

3. Report what your partner told you to a third partner. Then, in groups, compare your ideas.

Speaking

1. Use the questions to interview a partner. Write his/her answers here.

- What do you usually do on weekends? _____
- How many hours do you sleep every night? _____

Writing

1. Read the following opinions and write your own opinion about each one.

- Children and teenagers should do more physical and outdoor activities. I think they're spending too much time playing videogames or watching TV. _____
- People should be careful when sharing pictures and personal information on the Internet. _____

Speaking

1. Share your ideas from the previous activity with a partner. How are your opinions similar or different? Compare them and take notes.

2. Discuss your ideas with the class.

Vocabulary

1. Write the adjectives in the correct column.

lucky – delighted – mean – friendly – terrified – annoyed – afraid – anxious – relaxed – happy – bored – confident

Positive feelings

Negative feelings

Positive feelings	Negative feelings

2. Write two more adjectives in each column. Use a dictionary.

Final Task

- 1 In groups, go through the unit and take notes on the adjectives related to feelings. You can include other adjectives as well.

- 2 Create flashcards for each emotion or feeling. Use these ones as examples. Make at least 10 flashcards.



- 3 Create a game using the cards. Write its name and rules here.

- 4 Exchange your flashcards and game rules with a different group. Were you able to play the game? Write feedback to your classmates on how they can improve it.

- 5 Answer the questions to evaluate your performance. Answer orally.
 - a. Did everyone participate creating the flashcards and the game?
 - b. What could you improve the next time you work in groups?

Self-evaluation

- 1 After the game session on pages 16 and 17 in your Student's book, complete the table to assess your work.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Division of task		Explanation to the audience	
Consistent information		Group feedback		Correct use of mimicry and rules	
Organization		Behaviour		Volume and pronunciation	

- 2 Work with your group. Answer the following questions.

- a. How can we improve the things we didn't achieve successfully?
- b. How can we help other classmates to improve on the things they still need practice with?
- c. Was it good to work in groups? Why?

Speaking

- 1 As a group, reflect on the following statements and take notes of your ideas.

It's important to express our feelings and emotions.

Listening to different opinions helps us understand different points of view.

All opinions should be respected.

If people express their feelings, I can be more empathetic.

- 2 Discuss the questions as a class. What are your conclusions about the unit?

Reading and Writing

1. Read the text and underline the words you don't know.

The Emperor's New Clothes

Hans Christian Andersen (1805 – 1875)

Many years ago, there was an emperor who was so fond of clothes that he spent all his money on them.

Life was happy and energetic in the country, and many strangers came to it every day. One day, two impostors arrived, saying that they knew how to weave the most exquisite fabric imaginable. Not only were the colors and patterns beautiful, but the clothes had the property of becoming invisible to people who were stupid.

"Those must be valuable clothes," thought the emperor. "By wearing them I should be able to distinguish wise men from fools. I want pants, a jacket, and a cape." And he paid a large sum of money in advance to them, as they required.

So they settled in palace and pretended to weave. They asked for the finest silks and the purest gold thread, all of which went into their own bags, while they worked at their empty looms.

"I want to know how those weavers are advancing with my pants, jacket and cape," thought the emperor. But he thought it was better to send someone else first. "I will send my faithful old prime minister," thought the emperor, "because he is a man of sense."

So the minister went into the room to visit the impostors. "Oh, no, I can't see anything at all!" thought the old man. But he did not say anything.

"Well, sir, what do you think?" asked one of the pretenders.

"Oh, it is the most elegant, the most beautiful!" lied the old man. "What a fine pattern, and what fine colors! I will certainly tell the emperor how pleased I am with it."

"We are very glad," said both the weavers. "Look, we even made a hat!"



2. In pairs, look for the words you don't know in a dictionary. Then, read the text again.

3. Imagine you are in the position of the prime minister. What would you do?
4. Work in pairs. Write an ending for the story.

Speaking

1. In groups, create a new fashion product and fill in the chart. Create a drawing for it.

Product:
Name:
Slogan:
Who is the product for?

Vocabulary

1. Circle the correct adjective in each sentence.
- a. I like to wear good *quality* / *friendly* clothes.
- b. This pocket is too *small* / *ugly*. I can't put anything in it, not even a coin!
- c. I love your pants! They look so *big* / *trendy*. Where did you get them?
- d. I need to get *cheap* / *comfortable* clothes for that trip. We will walk a lot.

Listening

1. Listen to these people talk about their style. Fill in the missing information. (9)

Alex

When people ask me what my favorite clothes are, I always answer a) _____ clothes! I don't work out every day, but these clothes are so b) _____ that I just can't stop wearing them... I have my own design company so I work from home most of the time, so I can c) _____ anything I want! A T-shirt, sweatpants and a d) _____ are enough to start my day...



Tania

I'm a skater and I wear e) _____ clothes most of the time. I love f) _____, loose-fitting pants, sneakers and g) _____ shirts. My mom doesn't like my clothes very much, but I always tell her that my style is part of my personality. I usually don't wear h) _____ because they can be i) _____ when you're actually skateboarding.



2. Which style from above do you like the most? Why?

Vocabulary

1. Choose the correct clothes for each style.

- a. **Hip-hop:** baggy pants / tight pants / beanie / cap / big sneakers
 b. **Emo:** loose jeans / tight jeans / wristbands / white clothes / sweatpants
 c. **Comfy:** casual dress / smart clothes / leggings / T-shirt / high-heeled shoes
 d. **Sporty:** hoodie / sweatpants / sandals / sneakers / belts

2. Go through the lesson and classify the items into the correct groups. You can include other words related to clothes you know.

Accessories	Headwear	Legwear
_____	_____	_____
_____	_____	_____
_____	_____	_____

Footwear	Upperbody
_____	_____
_____	_____
_____	_____

3. Compare your answers with a partner. Do they have any words you don't know?

4. Write the correct word for each definition.

- a. _____ : comfortable.
 b. _____ : a type of headwear.
 c. _____ : something that costs less than it usually does.
 d. _____ : cheap.
 e. _____ : loose clothes.

5. Use the correct words to complete the sentences.

warm - sporty - expensive - colorful - difficult

- a. We went to the shopping mall for clothes, but we didn't buy anything. They were too _____.
 b. She always wears _____ clothes. It would be strange to see her in black clothes.
 c. I can't wear _____ clothes in the office. They would tell me not to do it again.
 d. If we go to the beach, try and bring _____ clothes. It gets cold at night.
 e. These types of clothes are _____ to find nowadays. I think it's because they're old-fashioned!

Language Focus

- Choose the correct words to complete the sentences.
 - Anita and José **are playing** / **is playing** football right now.
 - Camila **is wearing** / **are wearing** a pink hoodie and black pants.
 - Johnathan **are having** / **is having** lunch with a friend at the shopping mall.
 - I **am studying** / **are studying** English at the moment.
 - My parents **is traveling** / **are traveling** to Arica. They should arrive at night.
- Describe what you're wearing. Then, compare your writing with a partner.

- Look at the pictures and describe what they're wearing.



A



B

- Describe what clothes or accessories one of your classmates is wearing without writing their name. Include colors and sizes.
-
-

- Get in pairs. Read your description to your partner and ask them to guess who the person is.

Listening

- Listen and fill in the missing information. **10**

How to Bargain

Not everybody has the money to buy what they want. Fortunately, we can sometimes a) _____ prices. Bargaining is not appropriate at b) _____ stores or malls, but is an old tradition that is still popular at some markets or swap meets around the world. Bargaining takes a bit of c) _____, but it is good fun once you learn how to do it. Here are a few bargaining tips and rules!

- When you ask "How much...?" the store owner will respond with the d) _____ price. This is sometimes much more than he or she actually expects to receive.
- Always offer lower than you are willing to e) _____, but not too low!
- You can only raise your price. If you start at \$5, your next f) _____ must be \$51 at least.
- Smile each time you make an offer.
- Walk away if the store owner does not g) _____ your final offer (if it is a fair price).

Remember, if the store owner is smiling when you finally h) _____ something, you did not bargain enough. Try harder next time!

Speaking

- Role-play the following situation: You are a store owner and have different items on sale. Write what these items are and their prices. Your partner will be a customer who wants to bargain. Include the prompts below in your dialogue.

Customer:

- How much is it? / How much does it cost?
- Do you accept...?
- I can't pay more than...
- Ok, I'll take it... Thank you.

Store owner:

- It is... / It costs ...
- I can't accept that, sorry.
- I can't accept less than ...
- Ok, I accept that.
- Have a nice day.

- Move around the classroom looking for more bargains. Talk to another partner to see what he or she is selling.

Reading

1. Read the text. Underline the words you don't know.

Music and Fashion

There is a strong link between music and fashion. We can often associate certain types of music with a particular type of clothing or hairstyle.

In the 1960s, hippies listened to protest songs that talked about peace and love. Hippie style consisted of peace symbols printed on old T-shirts and long hair. The practice of printing messages of protest or support on T-shirts is still common.

Biker culture influences rock fashion: a leather jacket over a simple T-shirt, torn jeans and studded belts. Bands such as Guns n' Roses and Aerosmith wear these types of clothes.

Punk became popular in the 1970's, and some people still follow punk style today. Famous punk bands include the Sex Pistols from London, and the Ramones from New York. Military boots and coats, safety pins on a torn T-shirt, together with a dyed Mohawk hairstyle are common features.

Singers like Madonna and George Michael influenced 1980s fashion, which is becoming popular again. When we walk down the street, we can see girls wearing skirts over leggings, and lots of accessories such as multiple bracelets.



2. Look for the words you underlined and read the text again.

3. Answer the following questions.

- a. How are music and fashion connected?
- b. What things does the article say people can do with T-shirts?
- c. How are punk and rock fashions similar?
- d. Which styles do we still see today?

Final Task

1. Work in groups and brainstorm new music styles we can see nowadays.

2. Choose one of them and make an informative poster about it. Include its name, what music the people listen to and the clothes they wear.
3. Present your poster to your classmates. Which was the most popular style? Do you like it? Why? Discuss with your group.

Self-evaluation

1. After your presentation, use the following table to assess your performance. Check the boxes of the things you did well at.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Division of tasks		Explanation to the audience	
Consistent information		Group feedback		Use of images/drawings	
Organization of the poster		Behaviour		Volume, tone and eye contact	

2. Read the statements and write your opinion about them.

It's important to respect other people's styles.

Music and fashion styles are part of our culture.

Music preferences and fashion styles help us learn about other people's cultures.

Date:

Name:

1. Match the sentences below to a feeling and then talk about a situation that can include that sentence.

- a. I can help you study tonight. Math is really fun for me. _____ Sad
- b. I practice a different sport every day. I want to rest more. _____ Friendly
- c. I have a concert tomorrow! _____ Tired
- d. The weather today makes me smile. It's a good day. _____ Excited
- e. The ending of that movie made me cry so much. _____ Happy
- f. I can't study the same thing over and over. I just can't! _____ Bored

2. Complete the following sentences by using the word in the box below.

- a. I _____ going to the cinema. I go every day!
- b. I _____ to take it easy with friends. We just get together and talk.
- c. I _____ to study. I get prepared in advance for tests.
- d. She _____ to study either! She avoids it at all costs.
- e. They _____ playing basketball in the summer. It's too hot, it's annoying!
- f. She asked me: "Do you _____ reading?" I told her I love books!
- g. I _____ watching TV. I don't have a single TV in my house.
- h. Manuel _____ skateboarding. He does every other day.

Dislike

Like

Enjoys

Prefer

Can't stand

Hate

Doesn't like

3. Write the feeling next to the image.















Date:

Name:

1. Complete the following conversation. Use the correct verb tense.

Charlie: I am _____ you, I _____ not leaving.

Sam: You are not _____ without me?

Charlie: I _____ serious! I _____ not _____ until you tell me.

Sam: Fine! We are _____ you a surprise party. _____ you happy?

Charlie: I _____ so sorry! I thought you were _____ something from me.

Sam: I was! A surprise party for you.

Charlie: I meant, I thought you were _____ a rumor someone told you.

Sam: No. Just your surprise party.

Charlie: Well, no I just have to _____ surprised.

Sam: Do you _____ to practice now?

Charlie: I _____ tired now. Maybe after chem class?

Sam: Ok. Then we have to _____ for your party!

Charlie: Sure! I _____ happy to.

Sam: Ok, the class is _____. Let's be quiet.

Charlie: You too! Shhhh.

2. Write the correct word and its tense for the next group of sentences. The same word has to fit the three sentences.

a. I like _____ ice cream and cookies.

We are _____ a party next week.

She likes _____ people over.

b. We _____ last summer. Before the school break.

I _____ the fight.

The chemical _____ slowly. Then nothing was left.

c. You always have to _____ that up. Please, stop.

My mom chose to _____ me up by herself.

You don't have to _____ anything. I have drinks and food here.

d. You can always _____ on me.

If you _____ all of them. They are 20 in total.

_____ me in! I am definitely coming over.

e. She is always _____ after me.

What dress are you _____ for exactly?

My cat is always _____ at me when I cook.

Date:

Name:

1. Name the kind of look the people in the images below have. Use the text on page 20 of the student's book.











2. Pick the correct clothing from the box and place it in the correct square below.

Upper body	Lower body	Accessories

Cap

Beanie

Gloves

Jeans

Wristband

Socks

Shirt

Sneakers

Sunglasses

Sweater

Jacket

Boots

Shorts

Headband

Hoodie

Sandals

Leggings

Pants

Glasses

Skirt

Button up

Date:

Name:

1. Complete the following story with the correct form of the words in the box

I was _____ home from school when I realized that I hadn't _____ my books to study. On a normal day, this _____ be fine, but I had a test the next day and I had to study. I _____ there in the middle of the street _____ what to do next. I _____ my eyes set on the bus stop, the bus passes through there _____, so if it passed right then I would have to just _____ home and forget about my books. I _____ five minutes. Nothing. I _____ around and decided to go back to school. I _____ the bus wouldn't pass for another hour or so. I walked maybe ten blocks, when I _____ the bus pass up the street. I just watched it pass down the street. I froze. _____, I got my books, but I was home two hours later than _____. Not my best day.

Walk

Bring

Will

Stand

Wonder

Have

Rare

Go

Wait

Turn

Figure

See

End

Intent

- 2.** Underline the correct word to complete the sentences.
- a. Jenny likes/liking going to the cinema on Fridays.
 - b. Clive still goes/go to the youth club even though he is 20.
 - c. Max's mother like/likes to play tennis every morning.
 - d. I enjoy running/run in the afternoons, it helps me digest my lunch.
 - e. She's feel/feeling a pain in her knee and cannot play today.
 - f. John loves/loving painting flowers in his free time, it helps him relax.

3. Match the sentence halves.

- a. I really like ☐ up early on Saturday, I enjoy the free time!
- b. I dislike ☐ losing at tennis all the time! I wish I could win!
- c. I usually get ☐ eating ice-cream in the hot weather, I love it!

4. Make a list of verbs that are followed by the gerund, the infinitive or both.

Gerund	Infinitive	Both

Actividad complementaria 1 - Lección 1

1.
 - a. Friendly.
 - b. Tired.
 - c. Excited.
 - d. Happy.
 - e. Sad.
 - f. Bored.
3.
 - a. like.
 - b. prefer.
 - c. like.
 - d. doesn't like.
 - e. can't stand.
 - f. dislike.
 - g. hate.
 - h. enjoys.
5. Delighted, annoyed, afraid, relaxed, friendly, anxious, sad.

Actividad complementaria 2 - Lección 1

1.
 - Telling / am.
 - Leaving.
 - Am / not / leaving.
 - Preparing / Are.
 - Am / hiding.
 - Hiding.
 - Be.
 - Have.
 - Am.
 - Prepare.
 - Am.
 - Starting.
2.
 - a. having.
 - b. start.
 - c. bring.
 - d. count.
 - e. looking.

Actividad complementaria 1 - Lección 2

1. Skater, sporty, hip-hop, hípster, comfy.
2.
 - Upper body: shirt, sweater, jacket, hoodie, button up.
 - Lower body: jeans, shorts, leggings, skirt, pants, socks.
 - Accessories: cap, sandals, glasses, beanie, gloves, wristband, sneakers, sunglasses, headband.

Actividad complementaria 2 - Lección 2

1. Walking, bring, will, stand, wondering, had, rarely, go, waited, turn, turned, figured, saw, ending, intended.
2.
 - a. likes.
 - b. goes
 - c. likes.
 - d. running.
 - e. feeling.
 - f. loves.
3.
 - a. eating ice-cream in the hot weather...
 - b. losing at tennis all the time...
 - c. up early on Saturday...

Date:

Name:

- 1 Write the words in the box in the column they belong.

milk	bread	juice	tomatoes
carrot	corn	apple	banana
cheese	peach	orange	rice
ham	hamburger	hot dog	rice

B re a k f a st	L u n c h	D i n n e r

- 2 Read the statements below. Circle yes or no, according to what you know. Justify when you circle no.

- a. I can count out loud until number 20.

Yes/No _____.

- b. I can describe how much is ten plus five.

Yes/No _____. I can't ask to borrow or have something with the correct grammatical structure.

Yes/No _____.

- c. I can name the members of my family and other families.

- d. Yes/No _____.

- e. I can't describe a place.

- f. Yes/No _____.

- 3 Describe the pictures using adjectives, family members and verbs like is and are.





4 Write in a sentence the description of the following means of transportation, and how we use them.

a. Bus _____.

b. Train _____.

c. Car _____.

d. Ship _____.

e. Boat _____.

f. Boat _____.

g. Bicycle _____.

h. Airplane _____.

5 Draw three means of transportation. (Extra credit).

Date:

Name:

1 Number the conversation in the correct order. ()

_____ B: Of course, I love it here.

_____ A: It looks great! Do you like to come here every day?

_____ B: I am learning how to film documentaries.

_____ B: Hi! Are you having fun?

_____ B: I would love to, but I can only come on weekends.

_____ B: What are you doing that close to the river?

2 Match the emotion in the boxes to the actions below.

Bored

Being like this makes me smile.

Excite

Crying is a result of this emotion.

Happy

Some clench their fists when they feel like this.

Angry

When you feel this you may yawn a lot.

Tired

I feel like jumping up and down of this emotion!

Sad

Doing something over and over again might make you feel this.

Name:

Unit 1: Feelings and Opinions

1. Match the preferences below to the corresponding people according to the listening on page 6.

I love videogames

Jaime

He likes to take walks.

I really like my dog Buster

Antonella

When I don't swim I feel very sad.

I love swimming

Amy

My friends and I especially like Fortnite.

2. Complete the following sentences with your preferences. Use intensifiers.

a. I _____ to do my homework after school.

b. I really _____ it when I have free time after classes.

c. When I watch Netflix I feel _____.

d. I _____ swimming and riding my bike.

e. I feel _____ after school on Fridays.

f. I _____ playing videogames with my friends.

g. I _____ to eat popcorn when I go watch a movie

h. I feel _____ when I go out with my friends.

i. I _____ doing extra work for school.

3. Give your list of preferences to a classmate. Read each other's preference and preferences and discuss if you agree.
4. Choose the correct form of the verb to complete the text.

My name is Ariel. I am 14 years old. I live in Brisbane, Australia. I just read The Hunger Games and I want _____ (to talk) about it. Once you start _____ (to read) it you can't stop! I would love _____ (to write) a review and post it online for everyone to see. I keep _____ (to tell) my sister she has to read it too, but she says she hates _____ (to read) and prefers _____ (to wait) until the movie is on DVD. I recommend that you _____ (to read) the books now!

5. Complete the sentences below with the correct connector.

or	because	before	too	but
----	---------	--------	-----	-----

- a. I like reading _____ it's very relaxing.
 - b. Simon loves playing football, _____ he hates watching it!
 - c. Do you prefer reading science fiction _____ horror stories?
 - d. Do you like birdwatching _____? What a coincidence!
 - e. _____ we went to the party, we stopped at the mall to buy a jacket.
6. Write sentences below according to the instructions given.
 - a. Like/Soccer/Interrogative/Present simple _____

 - b. Hate/Movies/Negative/Present continuous _____

 - c. Love/Friends/Affirmative/Present simple _____

 - d. Worry/Final exams/Interrogative/Present continuous _____

Evaluación diagnóstica - Unidad 1

1. Respuesta variable. Ejemplo:
 - Breakfast: milk, bread, juice, banana, cheese, orange, ham.
 - Lunch: tomatoes, carrot, corn, apple, peach, rice.
 - Dinner: hamburger, hot dog, rice.
2. Respuesta variable.
3. Respuesta variable. Ejemplo:
 - a. In this picture there are 2 people: a grandfather and his grandchild in a park. They are walking together and they are very happy.
 - b. In this picture there are a lot of animals like giraffes, zebras and one tiger. The land looks very dry.
4. Respuesta variable.
5. Respuesta variable.

Evaluación formativa - Unidad 1

1. (2)

(5)

(4)

(1)

(6)

(3)

2. • Bored - When you feel this you may yawn a lot.
• Excited - I feel like jumping up and down of this emotion!
• Happy - Being like this makes me smile.
• Angry - Some clench their fists when they feel like this.
• Tired - Doing something over and over again might make you feel this.
• Sad - Crying is a result of this emotion.

Evaluación sumativa - Unidad 1

1. Respuesta variable.
2.
 - a. False, to conect ideas we use connectors.
 - b. True.
 - c. False, they are intensifiers.
 - d. True.
 - e. True.
 - f. False, “does” is present simple and “doing” is present continuous.

Audio Scripts Unit 1 Student's Book

Track 1. Page 6. Activity 2.

Jaime: Hello, I am Jaime, and this is Buster! He is my best friend. We play every day when I get home from school, and then at night I take him out for a walk. He really likes to walk around the neighborhood and play with other dogs. Every time I get home, he hears when I take the keys out of my pocket to open the door, and he gets excited to see me, which makes me feel very happy! All of my friends say that he is very friendly, he's the best.

Amy: Hi there! I'm Amy. Do you like playing videogames? It is my favorite thing to do, and I do it every day after school after I finish my homework. Online videogames are my favorite, me and my friends like to play Fortnite. I feel bored when my friends are not online, but I understand because it is important to go out too. My friends want to play a different game this game, so I'm very excited! I hope that it is a fun videogame.

Antonella: Hi! I am Antonella. I am 12 years old. I like to go swimming, it's my favorite thing to do. I swim every Friday and Saturday. When I swim, I feel very happy, but then I feel tired because I like to swim for an hour. When I don't swim, I feel sad, but then I remember that the weekend is not far away and then I get excited again!

Track 2. Page 8. Activity 2.

Dear Diary,

Today is the start of a new week! Last week we went to the beach with my family and it was very fun! Now I am well-rested and ready to start the week.

I have an important math test this week, but my friends say that it is nothing to worry about. The test is on Friday, and it's only Monday! So I have a looooot of days to study. I am a little worried, but maybe I am overreacting.

(pausa larga)

Dear Diary,

Ugh! Today was not a good day.

My friend Paulina always bothers me because she wants me to go out with her brother. But I don't like him! He is super mean, and he is not very intelligent. I always tell her that I don't want to go out with him, but she insists every day. I hope that she stops insisting soon.

The math test is only two days away so I am a bit anxious now. I study every day after school, but I am very tired today so I don't think I can study. I blame Paulina, she insists so much that when I get home I don't want to do anything! I want her to stop talking to me about her brother.

(pausa larga)

Dear Diary,

Today is the worst day of my life!

I hate fighting. I hate fighting with my friends even more! I had to tell my friend to stop bothering me about her brother because she asks me every single day! I hate it because I'm her friend and she doesn't want to understand.

The worst thing is that tomorrow is the test and I haven't studied! I'm very lucky to have Karla because she is at my house right now to help me study for the test. But I'm terrified! I regret not studying before, I made a terrible mistake and now I'm scared for tomorrow.

(pausa larga)

Dear Diary,

The math test was not that bad! I was so afraid but studying helped. I learned a valuable lesson this week: always study many days before a test!

After the test, something better happened. Paulina talked to me and she said that she was sorry. She told me that she feels bad for insisting so much and that she wants to be friends with me again. I know that she was really annoying this week, but I love her and she's one of my best friends. Now everything is cool again and we are back to being friends! I'm so happy!!

Track 3. Page 13. Activity 1.

Adults like to say that the opinion of kids and teenagers don't matter that much. Well, they're wrong! Your opinion is very important and you have the right to say it.

If you feel happy, sad or angry, say it! But remember that it is always important to respect the ideas of others.

It is crucial to say what you think and what you feel, because it will make you a unique person, with your own opinions about things. Don't let anybody make you think that your voice can't be heard or listened to.

Take the time to listen to your friends too. The best way of learning about somebody is to listen to what they have to say.

Remember: Your best weapon is your voice. Use it!

Track 4. Page 15. Activity 1.

Thinking, by Walter D. Wintle.

If you think you are beaten, you are,

If you think you dare not, you don't,

If you like to win, but you think you can't,

It's almost a "cinch" you won't.

If you think you'll lose, you've lost,

For out in the world you find

Success begins with a fellow's will;

It's all in the state of mind.

If you think you're outclassed, you are,

You've got to think high to rise,

You've got to be sure of yourself before

You can ever win a prize.

Life's battles don't always go

To the stronger or faster man,

But sooner or later, the man who wins,

Is the fellow who thinks he can.

Track 5. Page 18. Activity 2.

Come and see our trendy jeans. They are very cool. They are cheap and they are good. They are very cool. With a big pocket here And a small pocket there Here a pocket There a pocket Everywhere a pocket, pocket Buy them now, or they'll sell out. They are very cool.

Track 6. Page 20. Activity 2.

What are you wearing now? Some people dress in order to identify with a particular group. Others choose their own individual style. The clothes you are wearing can tell others what you are interested in and what you like. Here are a few of my friends' styles!

In summer, a simple T-shirt with a sports logo, three-quarter length shorts, and sneakers or sandals will do. In cooler weather, put on a hoodie, some denim pants and a cap.

Jack: I am wearing this hoodie because that way I am warm and ready for action! I play basketball with my friends in the evenings. We are practicing for the school team."

Narrator: It is easy and inexpensive to create the skater look. This summer, James is following skater fashion.

James: "I like designing my own T-shirts. Hoodies are popular this year".

Narrator: He usually wears a beanie or a cap, loose-fitting jeans and some sneakers.

Narrator: Hip-hop fashion is big business, but the clothes are not necessarily expensive. Sam achieves the hip-hop look with colorful baggy clothes, khaki pants, or a cap tilted at an angle.

Hipsters are young people who usually don't like mainstream culture. They wear trendy clothes such as tight jeans and beanies, and they like to wear glasses. Brothers Claire and Jon are hipsters.

Jon: "We love going on Instagram and taking selfies!"

Narrator: If you are not interested in any particular trend, then maybe the comfy style is for you. Girls look great in a casual dress with leggings, while boys with no interest in fashion can still look cool in a short sleeved T-shirt and jeans.

Narrator: You can get fabulous clothes almost anywhere. Some kids in big cities often go to shopping malls with friends. However, in many cities, people buy their clothes from thrift shops or swap meets. You can sometimes find a wider range of clothes at these places than in stores. Another advantage of swap meets is that you can find bargains and negotiate the price. A thrift shop is also a great place to find accessories such as bracelets or necklaces!

Track 7. Page 25. Activity 2.

How to Bargain Not everybody has the money to buy what they want. Fortunately, we can sometimes negotiate prices. Bargaining is not appropriate at regular stores or malls, but is an old tradition that is still popular at some markets or swap meets around the world. Bargaining takes a bit of practice, but it is good fun once you learn how to do it. Here are a few bargaining tips and rules!

1. When you ask "How much...?" the store owner will respond with the starting price. This is sometimes much more than he or she actually expects to receive. 2. Always offer lower than you are willing to pay— but not too low!

3. You can only raise your price. If you start at \$50, your next offer must be \$51 at least! 4. Smile each time you make an offer. 5. Walk away if the storeowner does not accept your final offer (if it is a fair price). Remember, if the store owner is smiling when you finally buy something, you did not bargain enough. Try harder next time!

Audio Scripts Unit 1 Activity Book

Track 8. Page 5. Activity 1.

Niña: When people ask what my favorite movies are, they are surprised that I answer animated movies, no doubt! I just love them. I really enjoy watching Shrek over and over again. It's hilarious!... Oh, and my favorite animated movie is Ratatouille. If you ask me about movies I can't stand, I would say horror movies... most of the time I know exactly how they will end... and I don't understand the point of getting scared in your free time!

Track 9. Page 14. Activity 1.

Alex: When people ask me what my favorite clothes are, I always answer sporty clothes! I don't work out every day, but these clothes are so comfortable that I just can't stop wearing them... I have my own design company so I work from home most of the time, so I can wear anything I want! A T-shirt, sweatpants and a hoodie are enough to start my day...

Tania: I'm a skater and I wear skater clothes most of the time. I love beanies, loose- fitting pants, sneakers and loose shirts. My mom doesn't like my clothes very much, but I always tell her that my style is part of my personality. I usually don't wear accessories because they can be uncomfortable when you're actually skateboarding.

Track 10. Page 17. Activity 1.

Not everybody has the money to buy what they want. Fortunately, we can sometimes negotiate prices. Bargaining is not appropriate at regular stores or malls, but is an old tradition that is still popular at some markets or swap meets around the world. Bargaining takes a bit of practice, but it is good fun once you learn how to do it. Here are a few bargaining tips and rules!

1. When you ask "How much...?" the store owner will respond with the starting price. This is sometimes much more than he or she actually expects to receive.

2. Always offer lower than you are willing to pay— but not too low!

3. You can only raise your price. If you start at \$50, your next offer must be \$51 at least!

4. Smile each time you make an offer.

5. Walk away if the storeowner does not accept your final offer (if it is a fair price). Remember, if the store owner is smiling when you finally buy something, you did not bargain enough.

Template de escritura 1

Email is short for “electronic mail”. It is similar to a letter, but sent via internet. You require an email address and the one from the person you want to contact. You can send an email from any technological device with internet connection. A formal email is usually directed to an authority, so it is written using polite expressions.

The diagram shows a 'New Message' email form with the following components and labels:

- To:** m.rodriguez@colegiopumasandinos.cl (labeled as **Recipient**)
- From:** camiacuña@mail.com (labeled as **Sender**)
- Subject:** Request (labeled as **Subject**)
- Greeting:** Dear Mr. Rodríguez,
- Content:** My name is Camila Acuña from the 8th grade and I'm writing to you because we have a request. We need a smart TV for our classroom. It would be very useful for our English class. A smart TV is a technological tool where we can watch videos in English, surf on the Internet, etc.
- Concluding line:** I am looking forward for your reply.
- Complimentary close:** Thank you in advance.
- Name:** Best regards. Camila Acuña, 8th grade student, Colegio Pumas Andinos.

Recipient: person who receives the email.

Sender: person who sends the email.

Subject: Topic of the email.

Greeting: Polite expression to salute the recipient.

Content: Development of the email.

Concluding line: Final line to politely express gratitude or to say that you expect an answer.

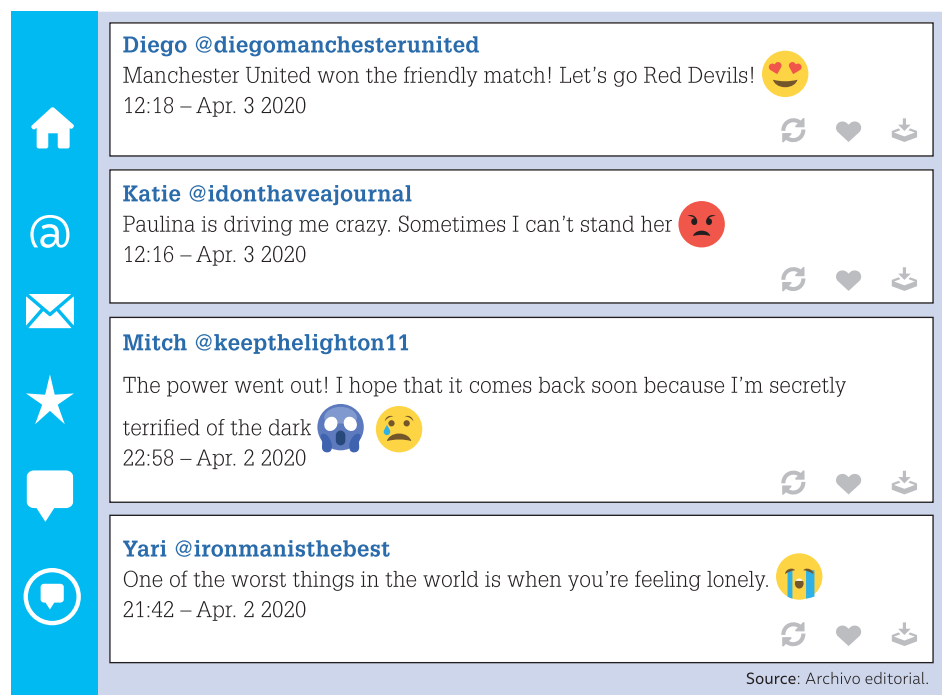
Complimentary close: Polite expression to wish well and say goodbye to the recipient.

To:	
From:	
Subject:	
Send	

Template de escritura 2

This is a social media post. It usually uses informal language because it is between people who know each other. It looks different if it is Facebook, Instagram or Twitter. In general, people use emojis, which are little drawings to express their feelings. You can post from any technological device with an internet connection.

*This is an example of a post on a social media.



Create your own posts using the template below.

The image shows a template for creating social media posts. It features a blue sidebar with icons for home, search, messages, likes, and activity. The main area contains four empty post boxes, each with a header for the user's name and handle, a large text area for the post content, and a footer for the time and interaction icons (reply, like, share).

Source: Archivo editorial.

Template de presentación oral 1

Oral presentations are useful because you can show your teacher and classmates what you have learned and is also a great opportunity to practice pronunciation and other abilities, such as self-confidence, team work and time management.

Use the graph below to organize your oral presentations, either in group or individually.

Topic:

Information sources:

Group members:

Introduction:

Information sources:

Body:

Task division:

Conclusion:

Group Discussion

Group discussions will help you to practice your English fluency and pronunciation. It also helps you with your listening skills, since you have to focus on what your classmates are saying.

Besides, you will get to know your classmates opinions and have the possibilities to share your own ideas and views. This will broaden your perspective among certain topics and will help you to be more tolerant and respectful towards others.

Topic: Write the topic of the discussion.

Vocabulary: Write the words you need to use and use the dictionary to check the meanings.

My opinions: Take notes on what opinions and arguments you want to share with your classmates.

Evidence and sources: Take notes on sources to support your opinions and arguments.

Topic:

My questions:

Vocabulary:

My opinions:

Evidence and sources:

Unidad 1: Feelings and Opinions

Actitudes:

- Manifestar una actitud positiva frente a sí mismo y sus capacidades para aprender y usar el idioma, valorando a la vez los logros de los demás. (OA A)
- Demostrar interés por el aprendizaje continuo e independiente como parte de un proyecto personal y para contribuir a la sociedad. (OA C)

Habilidades:

- Comprensión auditiva de textos variados, adaptados y auténticos breves y simples.
- Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral por medio de diálogos y presentaciones en torno a temas de la vida cotidiana y textos leídos.
- Expresión escrita de acuerdo a un modelo en torno a temas de la vida cotidiana, textos leídos, temas de otros países. de otras asignaturas.

	OA	Temas/ Objetivos específicos	Nº de clases (45min c/u)
L1: This is me! (14 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar y comprender un diálogo sobre las preferencias y emociones.	1
	OA2 Comunicación Oral: Identificar palabras y frases clave, expresiones de uso frecuente, vocabulario temático, conectores, sonidos /z/, /s/, sonido inicial /h/ y los sonidos /g/ y /d3/.	Escuchar y crear conversaciones similares a las del texto, expresando gustos, preferencias y sentimientos varios.	3
	OA3 Comunicación Oral: Identificar en los textos escuchados: Tema e ideas generales. Información específica y detalles relevantes asociados a personas y sus acciones, lugares, tiempo, hablantes y situaciones.	Identificar sufijos, conectores, intensificadores y expresiones de cantidad.	2
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (artículo) al identificar: ideas generales, relaciones de adición y secuencia entre ideas, palabras y frases clave, conectores y palabras derivadas de otras	Leer y comprender un diario personal de alguien que habla de sus actividades y emociones.	2
	OA14 Expresión Escrita: escribir una variedad de textos breves, como cuentos, correos electrónicos, utilizando los pasos del proceso de escritura, recurriendo a herramientas como el procesador de textos y diccionario en línea.	Crear un post en una página web sobre una situación personal, hablando sobre sus emociones y preferencias	2
	Proyecto	Crear un post en un blog	3
L2: My Fashionable Friends (14 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar y comprender una canción de una publicidad.	1
	OA7 Comunicación Oral: Reaccionar a textos escuchados por medio de exposiciones orales o en discusiones y conversaciones grupales en las que expresan opiniones (you should /shouldn't) y preferencias (like, don't like, love, hate, enjoy).	Trabajar en pares y dar consejo acerca del correcto uso de las redes sociales.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (artículos) al identificar: propósito o finalidad del texto., ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender un texto un artículo de internet sobre diferentes estilos de moda.	3
	OA14 Expresión Escrita: Escribir una variedad de textos breves como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura.	Escribir un post de redes sociales, usando el vocabulario aprendido en la unidad.	2
	Proyecto	Crear un perfil de una red social.	4

Unidad 2: Healthy Habits

Actitudes

- Trabajar responsablemente en forma proactiva y colaborativa con una meta en común, y demostrando respeto por los intereses e ideas de los demás. (OA D)
- Desarrollar una conciencia cultural o comprensión intercultural, demostrando interés, respeto y tolerancia por otras culturas y por la propia y valorando su aporte al conocimiento. (OA B)

Habilidades

- Comprensión auditiva de textos variados, adaptados y auténticos breves y simples.
- Comprensión de lectura de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral por medio de diálogos y presentaciones en torno a temas de la vida cotidiana, textos leídos, temas de otras asignaturas, temas de la cultura de otros países.
- Expresión escrita de acuerdo a un modelo en torno a temas de la vida cotidiana, textos leídos, temas de otros países.
- Expresión escrita de acuerdo a un modelo en torno a temas de la vida cotidiana, textos leídos, temas de otros países.

	OA	Temas/ Objetivos específicos	Nº de clases (45min c/u)
L3: Healthy Food (14 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, endiversos formatos audiovisuales, acerca de temas variados como de interés global o de otras culturas.	Escuchar y comprender una conversación telefónica sobre comida saludable. Expresar concordancia o desacuerdo.	2
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de la siguiente función: - comparar.	Escuchar conversaciones y expresar concordancia o desacuerdo.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (descripciones, artículos de revista, páginas web, biografías) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender una receta de cocina.	2
	OA14 Expresión Escrita: Escribir una variedad de textos breves como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar).	Escribir un poster informativo ofreciendo consejos y posibilidades.	3
	Proyecto	Crear un poster	5
L4: A World of Healthy Habits (14 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, endiversos formatos audiovisuales.	Escuchar y comprender un documental de TV sobre ciclismo en los países bajos.	2
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de las siguientes funciones: - solicitar y dar información sobre tiempo.	Expresar sugerencias, obligaciones y prohibiciones.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (descripciones, artículos de revista, páginas web, biografías) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender sobre un artículo informativo sobre actividades físicas y de relajación.	2
	OA16 Expresión Escrita: escribir una variedad de textos breves como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura.	Escribir un ensayo sobre hábitos saludables para adolescentes en Chile.	2
	Proyecto	Crear un ensayo	4

Orientaciones y estrategias

Unidad 2 • Inicio

Ideas previas

Para recuperar conocimiento previo sobre el tema de la unidad puede pedirle a los estudiantes que nombren los alimentos que ven en la imagen como: *Which types of food can you see in the picture? Why do people eat these kinds of food?* Guíe a los estudiantes para que respondan sobre alimentos saludables y luego pregunte: *What other healthy habits do you know?*

Ritmos y estilos de aprendizaje

Con el fin de integrar a los estudiantes con algún tipo de dificultad, puede pedirles que en parejas hagan lo siguiente: *Make a list of words that you know about healthy habits and food.* Para profundizar pídale que creen oraciones con esas palabras y que interactúen en un diálogo a modo de *role-play*: *Create a short dialogue about healthy habits and include the concepts that you listed in the previous activity.*

UNIT 2

Healthy Habits

Lesson 3

Oral Communication

- Listen to and understand a phone conversation about healthy food.
- Express agreement and disagreement.

Reading

- Read and understand a recipe.

Writing

- Write an informative poster offering advice and possibilities.

Attitudes

- Work responsibly and collaboratively with a common goal, showing respect for the interests and ideas of others.

In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about healthy habits related to food and everyday activities.

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Propósito y recomendaciones

El propósito de las actividades de esta página es activar conocimiento previo de los contenidos a tratar a lo largo de la unidad, así como las habilidades que se potenciarán en ellas. La idea es que los estudiantes puedan reconocer la información que ya saben sobre el tema.

Puede hacer una revisión de los propósitos junto a los estudiantes para que reconozcan las habilidades a usar y desarrollar: *Let's read all together the goals for this unit.*

Before you start

1. Look at the photo and the title and use them to discuss the topic of the unit.
2. What habits can you identify in the image?
3. Does the person in the picture have a healthy lifestyle?
4. Find the following items in the unit and write their location (lesson and page number) in your notebook.
 - A photo of a man speaking to his doctor.
 - A text about weight problems in Latin America.
 - A text about brushing your teeth.
5. What do you think you will learn in this unit? Discuss with a classmate.
6. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
7. Read the objectives for each lesson. Do you think these are practical?

Preguntas de profundización

Con el fin de ayudar a los estudiantes a relacionar la unidad con su vida cotidiana pregunte:

- *Were the questions on this page useful enough to understand the unit's topic?*
- *What elements about this topic call your attention?*
- *How much do you know about this topic?*

Ambientes de aprendizaje

Revise los objetivos de la unidad junto con los estudiantes, permítales que ho-jeen la unidad y pregúnteles:

- *What do you think you will learn?*
- *What do you want to learn? Why?*

Anote las ideas en la pizarra, y pída-les que entre todos decidan una meta extra de lo que les gustaría aprender: *What abilities do you expect to improve in this unit?* Las respuestas esperadas son, por ejemplo: *I want to learn more vocabulary, o I want to finish the tasks on time.* Los estudiantes deberían anotar esa meta en el cuaderno e ir chequeando durante la unidad si la están logrando.

Solucionario

Before you start

1. Respuesta variable.
2. Healthy food and exercise.
3. Respuesta variable.
4. • Lesson 3 - page 36
 - Lesson 3 – page 43
 - Lesson 4 – page 57
5. Respuesta variable.
6. Respuesta variable.
7. Respuesta variable.

Lesson 4

Oral Communication

- Listen to and understand a TV documentary about cycling in the Netherlands.
- Express suggestions, obligation and prohibition.

Reading

- Read and understand an informative article about physical and relaxation activities.

Writing

- Write an essay about healthier habits for teenagers in Chile.

Attitudes

- Develop cultural awareness, showing interest and respect for my own and foreign cultures.

Unit 2 • Lesson 3

Ideas previas

Puede mostrar a los estudiantes fotografías de diferentes comidas: *junk food and healthy food*. Pregunte a los estudiantes: *What are the names of the food in these pictures?* Pídale que levanten la mano cuando vean un alimento que consuman a diario: *Which of these types of food do you eat on a daily basis?*

Profundización y variaciones

Para complementar la actividad 5 pida a los estudiantes: *Create a healthy meal plan*. Para crearla, incentíuelos a utilizar el vocabulario visto hasta el momento. Deben compartir la minuta con sus compañeros: *Share your healthy meal plan with your classmates*. Puede fomentar la reflexión pidiéndoles: *Compare your meal plans and add some other healthy food options*.

Errores frecuentes

Para expresar acuerdo o desacuerdo los estudiantes tienden a usar las estructuras del español para formular expresiones en inglés, específicamente en las expresiones *I agree* y *I disagree*, a las que suelen agregar el verbo *to be*. Las expresiones erróneas como *I am agree* son comunes en esta estructura.

Para evitar estos errores aclare lo siguiente: *Agree is a verb in English and it's not accompanied by the verb to be*.

Solucionario

A Phone Conversation

Before Listening

1. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.

While Listening

2. a. F
b. T
c. F
d. F
e. T

After Listening

3. sweet food – fruit – water – burger
4. a. He loves chocolate.
b. To avoid sweet food.
5. a. Respuesta variable.
b. Respuesta variable.

Lesson 3 Healthy Food

In this lesson you will listen, speak, read and write about healthy food through phone conversations, a recipe and a poster.

Do you know which foods are healthy? Do you think about what you eat being healthy or unhealthy before eating it?

A Phone Conversation

Before Listening

1. Look at the picture and answer the following questions.
 - a. What do you think the conversation is about?
 - b. Do you think the food we eat is important for our health?



While Listening

2. Listen to and mark the following sentences T (true) or F (false) in your notebook.
 - a. The doctor told Ben that he is not eating enough fruit.
 - b. Ben doesn't eat junk food regularly.
 - c. Ben doesn't like sweet food very much.
 - d. When Ben is feeling thirsty, he drinks soda.
 - e. The doctor thinks that Ben eats healthy.

Listening Tip

Intonation
Yes / no questions have a rising intonation, while questions that ask for information have a falling intonation.

After Listening

3. Listen again and look at the pictures below. Point at the food and drinks mentioned in the conversation.



4. Answer the following questions. Discuss your answers with a partner.
 - a. What are some of Ben's unhealthy habits?
 - b. What changes can Ben make to improve his eating habits?
5. Discuss the following questions with a classmate. Then, share your answers with the class.
 - a. What is your favorite healthy food?
 - b. What are some healthy food items that you can bring to school?

Propósito y recomendaciones

A través de conversaciones y actividades de *listening*, familiarice a los estudiantes con el vocabulario propio del tema con el fin de que puedan reproducirlo y emplearlo en conversaciones donde describan los hábitos alimenticios de terceros y propios, puede preguntar: *Do you think you have healthy habits?*

También se introduce la estructura interrogativa y su pronunciación. Facilite la comprensión de las diferencias entre *yes/no questions* y preguntas que piden información explicando a los estudiantes: *yes/no questions have a rising intonation, while questions that ask for information have a falling intonation*.

Speaking Task: Expressing Agreement and Disagreement

- Read the sentences below and discuss with a classmate whether they express agreement, disagreement or qualified agreement.
 - Uh, no, not really.
 - No, it isn't.
 - Oh yes, completely.
 - Yes, that's right.
 - Of course!
 - Hmm, I'm not sure.
 - Absolutely not!
 - Well, yes, but it's not only
- Read the sentences about healthy and unhealthy foods below and agree or disagree with them **in your notebook**, using expressions from activity 1.
 - Eating healthy food can make you a happier person.
 - Drinking water is healthier than drinking soda.
 - It's okay to eat fast food many times in a week.
 - Junk food is always more delicious than healthy food.
 - Having healthy habits means that you can only eat salads.
 - There is a great variety of healthy foods that you can enjoy.
- Write a small text of at least four sentences about eating healthy **in your notebook**. Think about your routine and the type of food commonly found at school and at home. You can look for information online.
- In pairs, share your texts. Express agreement or disagreement with your partner's statements.
- What other phrases do you know that express agreement or disagreement? Share them with your partner!



Learning Tip

Qualified Agreement

Qualified agreement is when someone partially agrees with what is being said, or agrees but is unsure.

Preguntas de profundización

Con el fin de ayudar a los estudiantes a identificar expresiones de acuerdo y desacuerdo pregunte:

- Do you think that it is difficult to identify if a sentence expresses agreement or disagreement?
- Is the qualified agreement confusing? What can you do to distinguish it from the other two forms?
- How probable is it that I will use these structures in the future?

Ritmos y estilos de aprendizaje

En el caso de los estudiantes que continúen agregando el verbo *to be* a las respuestas *I agree* o *I disagree*, se sugiere pedir a los estudiantes que creen oraciones que incluyan la estructura y las compartan con su compañero de puesta en un juego de roles. El juego consiste en que uno es el profesor y otro es estudiante: *Role play with your classmate as teacher and student and create expressions for agreeing and disagreeing. Correct mistakes if necessary.*

Solucionario

- D
 - D
 - A
 - A
 - Q
 - D
 - Q



Preguntas de calidad

Con el fin de inducir el razonamiento y la reflexión a los estudiantes puede preguntarles:

- Do you think the instructions in the text are easy to follow? Why?
- What would you change in the text to make it clearer/easier to follow?
- Do you think the information is exposed in an appealing way? Does the information described attract your attention?

Ritmos y estilos de aprendizaje

Debido a que el texto a leer contiene varias descripciones, es probable que los estudiantes con mayores problemas de atención tengan mayor dificultad concentrándose en el texto. Para estos casos, luego de la lectura tipo *skimming* realizada por los estudiantes individualmente, se sugiere realizar una lectura general en que algunos estudiantes lean un extracto para el resto de la clase. Para esto dé la siguiente instrucción: *First, read the text quickly on your own so you'll get familiarized with it. Look up in the dictionary the words you don't know. Afterwards, we are reading the text as a class.*

A Recipe

Before Reading

1. Look at the pictures below and discuss the following questions as a class. Then, go to exercise 2.
 - a. Do you know how to make any healthy snacks?
 - b. How can we make sure that what we cook is healthy?

Healthy and Delicious!



Hello everybody, and welcome to a brand-new episode of Healthy and Delicious. I'm your chef, Lila!

Do you have a party coming up soon and want to impress all of your friends? Maybe you want to prepare a snack for your family or just yourself? Well, today we are preparing *bruschettas*! And even better, today we will be making healthy *bruschettas* so you can eat and enjoy with your friends and family!

But first, what are *bruschettas*? Well, *bruschettas* are a typical Italian snack that is eaten at the beginning of a meal. Their main characteristic is that they are made with toasted bread, garlic and olive oil. Think of it like a healthier version of a pizza, but equally delicious! Yum!

So, before going into the preparation of your *bruschetta*, here are all the ingredients we will need:

- Baguette bread
- 1 garlic clove
- Olive oil
- Basil
- Salt and pepper
- Tomatoes
- Onions
- (Optional) Avocadoes and a lemon



Attention!

Cooking can be very fun, but it can also be dangerous. If you want to prepare these bruschettas, you must ask for the help of an adult first.



Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes lean y comprendan un texto sobre preparación de comida saludable, primero de forma general y luego de forma detallada, para así identificar y referirse a información específica.

Puede fomentar la comprensión de aspectos sobre la alimentación saludable en otras culturas. Pregunte a los estudiantes: *Do you know about other healthy recipes from different countries?*

While Reading

2. Read the text quickly and answer the questions.

- What is the main characteristic of a *bruschetta*?
- Why is it important to cook with the help of an adult?
- Why is the *bruschetta* described as a healthy version of a pizza?

Reading Tip

Skimming
Read texts quickly to get the general idea.



Let's start with the preparation! The first thing that you need to prepare is the vegetable mix that will go on top of the bread. First, ask for an adult to chop the onions and tomatoes. You will be in charge of taking the chopped ingredients and adding them into a bowl, mixing them with some olive oil, salt, pepper and basil. If you want to, you can squeeze a lemon to add some more flavor.

Next, add the chopped garlic clove to the mix. Be careful! Garlic is small, but powerful, so make sure that it is properly mixed.

Once every ingredient is mixed, it's time to cut the baguette into thin slices. Then, lightly put some olive oil and garlic on the bread slices and put them in the oven until they are toasted.

If you want to add an extra touch of flavor, put a little bit of avocado on your bread. Finally, put the ingredient mix on the toasted baguette and you're good to go! It's an easy, affordable, and healthy snack for you, your friends and your family.

But don't limit yourself. If you don't like onions or tomatoes, you can put your creativity to work and make many other healthy types of *bruschettas*! You can use ingredients such as mushrooms, shrimp, chicken, carrots and many more!

Bruschettas are one of many examples that demonstrate that eating healthy can be fun, and most of all, delicious!

Source: Archivo editorial.



Herramientas digitales

Con el fin de complementar la lectura de forma visual puede mostrar a los estudiantes el siguiente video, el cual muestra la elaboración de *bruschettas* por parte de un cocinero italiano: <https://www.youtube.com/watch?v=a0C7E6xE-0o>

Este video puede ser útil para que los estudiantes comparen la preparación explicada en la receta con lo visto en las imágenes. Puede preguntar: *What are the differences between the preparation showed in the video and the recipe from the text?*

Solucionario

- That they are made with toasted bread, garlic and olive oil.
- Because it can be dangerous.
- Because they are similarly cooked but with healthier ingredients.

Contexto

El texto corresponde a una receta redactada para ser entendida por niños. La lectura facilita la comprensión de los hábitos saludables a través de una receta del mismo tipo que se conecta con la comprensión de otra cultura. Esto amplía el vocabulario y la visión de la unidad.

Unidad 2 • Lesson 3

Preguntas de profundización

Para facilitar la comprensión del uso de marcadores de frecuencia puede preguntar a los estudiantes:

- *When do we use connectors?*
- *As the word itself proposes, connectors are used to connect or link phrases and sentences.*
- *What is the purpose of using connectors when writing a text?*
- *It is helpful to use connectors in a text to compare and contrast your ideas, as well as to help organize your text.*

Profundización y variaciones

Para reforzar el uso de *first*, *second*, *next* y *finally*, pida a los estudiantes que modifiquen la minuta creada para la actividad 5 de la página 36, esta vez, transformándola en un texto escrito en prosa, utilizando los conectores. Pida a los estudiantes lo siguiente: *Modify the meal plan you created for page 36. Use connectors to create a full paragraph.*

Solucionario

3. a. *garlic*
b. *olive oil*
c. *avocado*
4. *FIRST, d*
SECOND, c
NEXT, a
B
FINALLY, e

Lesson 3

3. Read the text on pages 38 and 39. Write the correct version of the sentences below **in your notebook**.
- a. Because of its strong taste, it's better to be very careful when you're adding *onion* / *garlic*.
 - b. Put some *olive oil* / *lemon* on one of the sides of the baguette bread before toasting it.
 - c. If you're looking to add some extra flavor to your preparation, you can put some *avocado* / *garlic cloves* on it.
4. Write the parts of the recipe below in order **in your notebook**. Use the connectors *first*, *second*, *next* and *finally*.
- a. Put the bread in an oven or toaster.
 - b. If you want to, put some avocado on the bread.
 - c. Start preparing the ingredient mix.
 - d. Ask an adult to help you.
 - e. Put the ingredient mix on the toasted bread and serve.

After Reading

5. Write a recipe for your own version of a healthy *bruschetta*. Use the note card below as a base. You can look in your dictionary for other ingredients that you want to use. Write the recipe **in your notebook**.
- Name of my dish
 - Ingredients
 - Preparation
 - First
 - Second
 - Next
 - Finally
6. Share your recipe with a classmate and discuss the following questions.
- a. Is his *bruschetta* recipe healthy? Why or why not?
 - b. Would you eat your classmate's *bruschetta*?



Propósito y recomendaciones

El propósito de esta página se relaciona con la comprensión lectora de los estudiantes. Se espera que puedan entender la receta y, luego, buscar información para complementar. Para esto, el profesor puede incentivar el uso de conectores o marcadores de secuencia *first*, *second*, *next*, y *finally*, para que lo utilicen posteriormente en la creación de una receta. Para esta tarea, los estudiantes deben usar su pensamiento creativo. Pida a los estudiantes que usen herramientas discursivas para expresar sus opiniones, observando sus propios textos y el de sus compañeros. Puede pedirles lo siguiente: *Remember to use phrases in order to express your point of view.*

Reading and Vocabulary

1. Get together in pairs and talk about different food that can be classified in the following food groups: healthy food, fast food and junk food.
2. Copy and fill in the chart below in your notebooks.

Healthy food	Fast food	Junk food
Tomato, carrot...	Pizza, burgers...	Chocolate, ice cream...
		

3. Copy the sentences below **in your notebook** and complete them with the food groups from activity 2.
 - a. ____ receives its name because it is usually prepared and served in a matter of minutes.
 - b. Food that has little to no nutritional value and causes negative effects on your health is called ____.
 - c. Eating ____ is very important to be in shape and to have better health in general.
4. Complete in your notebook the food you usually eat for the different meals of the day.

Breakfast
Lunch
Dinner

5. Compare your answers with a classmate. Mark the food items your classmate wrote in his/her notebook **H** (healthy) or **U** (unhealthy).

Preguntas de profundización

Con el fin de relacionar el contenido con las experiencias personales de los estudiantes para desarrollar aprendizaje significativo pregunte lo siguiente:

- *What of these three types of food is the most important for you in your daily life? Why?*
- *Do you think it is good to choose only one of these food types every day?*

Solucionario

3. a. *fast food*
d. *junk food*
e. *healthy food*

Contexto

Especifique a los estudiantes que la actividad 1 de esta página requiere de vocabulario visto en clases. Clarifique lo siguiente: *In order to complete activity number one you need to remember the unit's vocabulary we have seen so far.*

Unidad 2 • Lesson 3

Preguntas de profundización

- Con el propósito de facilitar la comprensión de los estudiantes acerca del uso de *quantifiers* pregunte lo siguiente:
- *Do you understand what countable and uncountable nouns are?*
- *Are the quantifiers easy to use?*
- *Was the table in activity 3 helpful to understand the use of quantifiers?*

Solucionario

1 - 2

Countable	Uncountable
Apples	Food
Kitchen	Salt
Potatoes	Chocolate
Snacks	Water
Breads	
Salads	

3

Quantifier	C	U	+	-	?
Much		X	X	X	X
Many	X		X	X	X
Some	X	X	X		X
Any	X	X		X	X
A few	X		X		X
A little		X	X		X
A lot	X	X	X	X	X

4. a. *many* – *a few*
 b. *any* – *some*
 c. *much* – *a little*
 d. *a lot of* – *any*

Errores frecuentes

Un error común es el uso de *some* en oraciones negativas, especialmente con *uncountable nouns*, e.g. *There isn't some milk*. Se sugiere que clarifique el uso correcto de *some* antes de comenzar las actividades de la página. Puede especificar: *The general rule is that any is used for questions and negatives while some is used for positive.*

Source: <https://www.hornerschool.com/some-and-any/>

Otro error frecuente tiene que ver con aquellos sustantivos que en inglés son *uncountable*, pero que en español son contables. Para evitar esta confusión se sugiere que clarifique: *Nouns can be countable or uncountable. Countable nouns can be counted, e.g. an apple, two apples, three apples, etc. Uncountable nouns cannot be counted, e.g. air, rice,*

water, etc. When you learn a new noun, you should check if it is countable or uncountable and note how it is used in a sentence.

Source: <https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/countable-and-uncountable-nouns-1>

Lesson 3

Language Focus: Countable and Uncountable Nouns

1. Copy the sentences below in **your notebook** and underline the nouns.
 - How many apples do you have in your kitchen?
 - I have a lot of potatoes.
 - There is no need to bring any snacks.
 - How much food do you need?
 - Put a little salt on it.
 - Eat some chocolate.
 - Do you want some water?
 - Some types of bread are delicious.
 - There aren't any salads.
2. Classify the nouns in countable or uncountable.

Countable (C)	Uncountable (U)
---------------	-----------------

3. Indicate orally which quantifiers are used with Countable (C) or Uncountable (U) nouns. Say if we use the words in affirmative (+), negative (-) or interrogative (?) sentences. Discuss your answers as a class.

Quantifier
much
many
some
any
a few
a little
a lot of



4. Choose the correct option and share it with your classmates.
 - a. "How *many* / *much* apples did you eat?" "Only *a few* / *little*. I ate something before."
 - b. "Is there *any* / *few* milk?" "Yes, there is *some* / *any* in the kitchen."
 - c. "How *much* / *many* cake do you want?" "Just *a little* / *few*. I'm full!"
 - d. "There are *a lot of* / *little* potato chips, but there isn't *any* / *some* popcorn."
5. In pairs, describe a party you went to. Talk about the food and drinks that you enjoyed at the party. Use quantifiers.

Reading Task: An Article

1. Read the article below and write the correct title. Then discuss your option with your classmates and teacher.

Sedentary Lifestyle

Obesity in Latin America

Junk Food in Mexico

Obese Teenagers

13

Obesity in Latin America is an increasing problem. More and more children and teens are becoming overweight or obese. There are many possible causes for this problem. These include an increase in urban living, dietary changes towards unhealthy US-style snacks, and a more sedentary lifestyle that involves watching TV and playing video games.

In Mexico, Congress passed legislation in 2010 in order to decrease the amount of junk food schools sell to children. Specialists also suggest that schools should provide students with at least thirty minutes of exercise per day.

Source: Archivo editorial.



2. Say if these sentences are True or False, then talk to your partners about them.
- One reason for obesity in children is the amount of junk food they eat.
 - Another reason is living in cities.
 - Watching TV and playing video games are examples of an inactive lifestyle.
 - The Mexican government wants to increase the sale of junk food in schools.
 - The article suggests that students should do more exercise at school.
3. In groups, read the text again and discuss the following questions.
- What is obesity?
 - Is obesity a problem in Chile among teenagers?
 - What can teenagers do to avoid the risk of obesity?

Unit 2 • Lesson 3 • Healthy food | 43

Ideas previas

Con el fin de relacionar los contenidos con el contexto inmediato de la clase y la vida cotidiana de los estudiantes, pídeles que muestren al resto del curso algún alimento que hayan llevado al colegio para comer en el recreo. Haga preguntas como: *Who brought healthy food? What kind of food is this? (indicando algún alimento), Why did you bring this? How often do you eat this?*

Preguntas de profundización

Con el propósito de fomentar la comprensión del texto presentado en la página 43 puede hacer las siguientes preguntas a los estudiantes:

- Was it hard to identify the title of the text?
- How did you identify the title of the text?
- Did you notice a particular organization of the information in the text?

Solucionario

1. Obese teenagers

2. a. T
b. F
c. T
d. F
e. T

Propósito y recomendaciones

Revise con los estudiantes el texto sobre la obesidad en niños en Latinoamérica, de manera que puedan relacionar esta problemática con sus contextos y realidades.

Ayude a los alumnos a identificar información textual y no textual en el párrafo leído, para que luego usen la información al desarrollar su pensamiento crítico sobre el tema. Puede pedirles que den su opinión sobre el tema y la compartan con sus compañeros: *What's your opinion about obesity in Latin America? Share your opinion with your classmates.*

Unidad 2 • Lesson 3

Ideas previas

Con el fin de que los estudiantes identifiquen distintas formas de expresar posibilidades y recomendaciones y para qué se utilizan pregunte lo siguiente: *What is the purpose of using these expressions?*

Para ayudar a los estudiantes a comprender el concepto de *informative posters* refuerce la siguiente idea: *an informative poster tells people information about something that they probably don't know about.*

Solucionario

Writing Task An Informative Poster

- A
 - P
 - A
 - P
- We use the infinitive without to after the modal verbs should, can and could. (a)
- should / shouldn't – advice
 - can / could – possibility
- Respuesta variable.
- Respuesta variable.

Lesson 3

Writing Task: An Informative Poster

- Read the sentences and express if it is an A (advice) or P (possibility), discuss your answer with your classmates.
 - I think everybody should eat healthy food.
 - 60% of teenagers say that they could live without eating fast food.
 - You shouldn't eat junk food regularly.
 - You can cook many healthy snacks that are also delicious.

- Look at the sentences in activity 1 again and determine the rule.

"We use ___ after the modal verbs should, can and could."

- the infinitive without to
- the full infinitive

- Match the modal verbs below to their function in activity 1. **Write the answer in your notebook.**

a. should / shouldn't

b. can / could

possibility

advice

Grammar Tip

Modal Verbs

A suggestion is an idea for someone else to think about. Advice is stronger than a suggestion; it implies that you are telling someone what you think they should do.

- Read the poster and complete it by writing in your notebook sentences that express advice and possibility.

Let's Eat Healthier!

There are many ways improve your eating habits and start enjoying a healthier lifestyle! Here are some things you can do to start living healthier.

- You should eat a salad when you're having lunch/dinner.
- You should ____.
- You can look for healthy food recipes on the internet to always have new ideas!
- You can ____.
- You shouldn't eat fast food regularly.
- You shouldn't ____.



- Compare sentences with a classmate and select the best ones to create a final poster.

Propósito y recomendaciones

El propósito de las actividades es que los estudiantes identifiquen y comprendan los *modal verbs can/could* y *should/shouldn't*, así como la función que cumplen. Se espera que los alumnos puedan distinguir oraciones en las que se recomienda o aconseja algo, y aquellas en las que se dan a conocer posibilidades de que ocurra algo. Finalmente, los estudiantes deben usar estas estructuras de forma escrita, empleándolas para hablar sobre los contenidos vistos a lo largo de la unidad. Con el fin de fomentar el razonamiento de los estudiantes, puede preguntarles: *What is the difference between giving advice and expressing possibility?*

Cross Curricular Natural Sciences

The Food Pyramid

Did you know that there are different food groups? Different food provides different nutrients and different benefits to your health. But you should be more careful with certain groups, because eating too much of them is not healthy.



- 1 Look at the different groups in the food pyramid and answer the following questions. Answer orally.
 - a. Why are the groups presented in a pyramid? What does it mean?
 - b. According to the image, what are dairy products?
- 2 Get together in groups and discuss the following questions. You can look for information online.
 - a. Why is it important for us to eat carbohydrates?
 - b. What would happen if we ate a lot of food high in fat, sugar and salt?
- 3 Copy the pyramid in your notebook, writing the food items that you regularly eat.
- 4 Compare your pyramid with a classmate. Which section seems healthier?

Unit 2 • Lesson 3 • Healthy food | 45

Propósito y recomendaciones

El propósito de estas actividades es facilitar la comprensión de los estudiantes y adquisición de vocabulario en el idioma inglés acerca de contenidos aprendidos en el ramo de Ciencias Naturales. Estas herramientas deben ser utilizadas no solo de forma escrita, sino que también de manera oral.

Explique la importancia de entender estos conceptos para ayudarlos en su vida diaria: *It is important to know about the food pyramid in order for you to take action about having a healthier lifestyle.*

Unit 1 • Cross curricular

Ideas previas

Divida a los estudiantes en grupos y entregue fotografías de los distintos alimentos incluidos en la pirámide alimenticia. Pídales que ordenen las imágenes: *Put the pictures in the right order according to the pyramid, don't look at page 45.* Revisar entre todos las propuestas de cada grupo.

Preguntas de profundización

Con el fin de promover la profundización de contenidos a través del pensamiento crítico y analítico puede preguntar a los estudiantes:

- Was your version of the food pyramid similar to the one on page 45?
- Do you think your eating habits match the ones suggested by the pyramid?
- Do you think it is difficult to follow the eating habits suggested by the pyramid? Why?

Solucionario

Cross Curricular Natural Sciences

1. a. Respuesta variable. Possible answer: It means that you eat less of an item at the top of the pyramid and you eat more of one at the bottom.
b. Respuesta variable. Possible answer: They are products that have milk, like cheese and yoghurt.
2. a. Respuesta variable. Possible answer: Because they give our bodies energy.
b. Respuesta variable. Possible answer: Eating food high in sugars, salts and fats can make you sick and have heart problems.
3. Respuesta variable. No es posible dar respuestas sugeridas para las preguntas 3 y 4 ya que cada alumno tiene una dieta distinta, por lo que es difícil palear una respuesta para el profesor.
4. Respuesta variable. No es posible dar respuestas sugeridas para las preguntas 3 y 4 ya que cada alumno tiene una dieta distinta, por lo que es difícil palear una respuesta para el profesor.

Unit 2 • Final task

Ideas previas

Haga a los estudiantes observar su pirámide alimenticia creada para la actividad 3 de la página anterior. Pregunte: *What dishes do you usually eat? What dishes can you make from the food included in the pyramid?*

La idea es obtener ideas previas que facilitarán el pensamiento creativo en la tarea final.

Profundización y variaciones

Pida a los estudiantes que realicen una actividad de *role play* con el menú elaborado, en que uno de ellos sea un trabajador de la cafetería de la escuela, y el resto sean estudiantes esperando su comida. Los estudiantes deben preguntar a quien trabaje en la cafetería por la comida que se servirá ese día, así como por el menú semanal.

Debe fomentarse el uso de *countable* y *uncountable nouns* correctamente.

Final Task

A Healthy School Menu



1 | Make a list of possible food options

- In groups, start thinking about possible food options that a school cafeteria could serve.
- Remember that the dishes must be affordable and easy to make.

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Propósito y recomendaciones

En esta tarea final, se espera que los estudiantes integren todos los conocimientos adquiridos en clases respecto a los hábitos alimenticios. Basados en la pirámide alimenticia, deben tener la capacidad de pensar en platos y alimentos que sean beneficiosos para su salud, consensuando sus elecciones en grupo, y argumentando las mismas frente al resto de sus compañeros.

Asimismo, deben poder comunicar y dar a conocer su trabajo de forma oral frente a sus compañeros, utilizando el vocabulario y las estructuras gramaticales vistas a lo largo de la lección, como *modal verbs* y *quantifiers*.

2 | Choose healthy foods

- Discuss the different food options and choose only the healthy ones for the school menu.
- You can also modify them to make them healthier.
- Look at the pyramid on page 45 to make sure it's a balanced and healthy menu.

**3 | Design your menu**

- Write the weekly menu, taking into account both breakfast and lunch options.
- Organize them by day and let each member decide on how to make one or two days of the menu.

**4 | Present your menu**

- Present your weekly menu to the class.
- Ask and answer questions.

**Self-evaluation**

- 1 Assess your performance during the creation of a healthy school menu. Complete the table on page 27 of your Activity Book.

Herramientas digitales

- El siguiente link del British Council contiene un texto sobre *School dinners* en el Reino Unido, exponiendo el tema de la comida saludable en la realidad de otro país. Además del texto, los estudiantes podrán desarrollar actividades en base a el mismo:

<https://learnenglishteens.britishcouncil.org/uk-now/read-uk/school-dinners>

Preguntas de profundización

- *Do you think that the menu created with your group follows the food pyramid suggestions?*
- *Would you make any changes to your menu?*
- *How probable is it that you would follow the menu that you and your group created?*

Ambientes de aprendizaje

Las instrucciones dadas a los estudiantes deben especificar el tiempo con el que cuentan para la elaboración de la tarea y para la presentación de la misma, lo que dependerá de la cantidad de alumnos en el aula. En caso de que las presentaciones no se realicen en la misma clase en que se elaboraron los menús, pida a los estudiantes un avance o un borrador de los menús elaborados, de modo de asegurar que efectivamente trabajaron en la clase, permitiendo además saber si correcciones previas a la presentación son necesarias. *Work in groups and create a healthy school menu. You have one hour to create the menu and prepare a five minute presentation.*

Unit 2 • Lesson 4

Ideas previas

Pida a los estudiantes compartir sus rutinas diarias con su compañero de banco, y hágalos identificar hábitos en ellas. Luego, pregunte: *Which habits in your classmate's daily routine do you think are healthy? Which ones are not?*

Profundización y variaciones

Pida a los estudiantes que escriban un texto usando las palabras de la actividad 5, ya sea resumiendo el audio escuchado, o manifestando su opinión acerca del mismo. Destine minutos de la clase a que cada uno pueda leer su texto, esta vez siendo conscientes de la diferencia en los sonidos /s/ y /z/, enfatizando la correcta pronunciación del sonido con vibración. Luego pídale compartir el texto con su compañero de banco, para que éste también pueda practicarlo.

Solucionario

Before Listening A TV Documentary

1. Respuesta variable.

While Listening

2. a. T
b. F
c. T
d. F

3. Cancer prevention, weight loss and improve mental health.

After Listening

4. Respuesta Variable
5. a. Cyclists / s /
b. Bicycles / z /
c. Netherlands / z /
d. Bikes / s /
e. Roads / z /
f. Exercise / z /
g. Muscles / z /
h. Cities / z /

Lesson 4 A World of Healthy Habits

In this lesson you will listen, speak, read and write about other healthy habits through documentaries, articles and essays.

What other kinds of habits can contribute to your health?
Are there other healthy habits in different countries?

A TV Documentary

Before Listening

1. In pairs, look at the pictures and predict what the audio will be about.

Channel	20:00 ▶	21:00 ▶	22:00 ▶
 20	Danube: War and Peace		World War I

While Listening

2. Listen  to the TV documentary and say if the sentences below are **T** (true) or **F** (false).
 - a. The majority of people in Amsterdam travel by bicycle.
 - b. A lot of people go to their jobs on their bicycle.
 - c. Bicycles have their own traffic lights.
 - d. Cycling inside a city is as easy and comfortable as cycling outside of it.
3. Listen again and select the health benefits of cycling.
 - a. Improved mental health
 - b. Lowered blood pressure
 - c. Weight loss
 - d. Cancer prevention

Listening Tip

Listening for the Gist

Focus on the overall idea even if you don't understand every phrase or sentence.

After Listening

4. In pairs, discuss alternatives for exercising in the city. Share your thoughts with the class.
5. Read the words below aloud with the rest of the class and determine whether the final sound of the words is /s/ or /z/.
 - a. Cyclists
 - b. Bicycles
 - c. Netherlands
 - d. Bikes
 - e. Roads
 - f. Exercise
 - g. Muscles
 - h. Cities

Listening Tip

Word Ending

Words ending in 's' can have two different sounds: /s/ and /z/.
Words with /s/: likes, gets, hates, etc.
Words with /z/: sometimes, movies, goes, etc.

Propósito y recomendaciones

El propósito de las actividades de esta página es introducir el contenido de la lección, presentando otros hábitos diferentes al alimenticio que también tienen injerencia en la salud. Para esto, se presenta un audio sobre el uso de la bicicleta en Holanda, cuyo objetivo es que los estudiantes puedan identificar información de manera general a través de su habilidad auditiva, reforzando la misma para luego distinguir entre los pares mínimos /s/ y /z/ e incentivar su correcta producción oral.

Speaking Task: Expressing Suggestions, Obligation and Prohibition

1. Point at the picture that goes with the instruction.
 - a. You must study.
 - b. You could help your grandfather.
 - c. Don't cross.



2. Answer these questions about activity 1.
 - a. Which sentence expresses obligation?
 - b. Which sentence expresses a prohibition?
 - c. Which sentence expresses a suggestion?
3. Decide if the sentences below express suggestion (S), obligation (O) or prohibition (P).
 - a. You must listen to your parents.
 - b. We could help clean the neighborhood.
 - c. Don't throw trash on the street!
 - d. You mustn't speak loudly in the library.
 - e. We could start soon.
4. Tell your partner the complete sentence by connecting the two parts.

a. You have	(1) respect any sign you see in the street.
b. You could	(2) go to school by bicycle if you want to exercise.
c. What do I need	(3) say no to a healthier life.
d. You must	(4) to buy to start exercising?
e. Don't	(5) to stop at a red light.
5. List other healthy habits you might be interested in.
6. Create new sentences using the model in activity 4.
I'd like to start using my bicycle more. You must..., I need..., I have to... We could...
7. In groups, share your sentences and give each other advice.

Speaking Tip

Ask to Clarify or Check
 To clarify information or check if you understand your interlocutor, ask questions such as:
Could you repeat that?
What do you mean by...?
Do you mean...?

Errores frecuentes

Muchas veces, los estudiantes añaden *to* después del *modal verb must* (e.g. *I must to work*), debido a la comparación con la estructura *have to*, que posee un significado similar.

Herramientas digitales

Para ampliar las actividades sobre *modal verbs*, el siguiente link del *British Council* presenta un *quiz* que se enfoca en la comprensión y distinción del uso dado a cada modal verb. Dé la siguiente instrucción a los estudiantes: *Go to the following website and do the quizzes to improve your grammar.*

<https://learnenglish.britishcouncil.org/es/english-grammar/ability>

Solucionario

Speaking Task Expressing Suggestions, Obligation and Prohibition

1. a. You must study – picture 1
 b. You could help your grandfather – picture 3
 c. Don't cross – picture 2
2. a. sentence a (You must study.)
 b. sentence c (Don't cross.)
 c. sentence b (You could help your grandfather.)
3. a. O
 b. S
 c. P
 d. P
 e. S
4. a. 5
 b. 2
 c. 4
 d. 1
 e. 3
5. Respuesta variable.
6. Respuesta variable.
7. Respuesta variable.

Unit 2 • Lesson 4

Preguntas de profundización

- Do you understand the two main topics of the text?
- Could you identify the paragraph where the text changes the subject?
- What's the objective of the text?
- What habits would you add to the text?

Errores frecuentes

Al discutir sobre el texto, y especialmente al hablar de deportes, es probable que algunos estudiantes produzcan oraciones como *do sports* en vez de *play sports*. Esto debido a la traducción literal desde el español de la oración hacer deportes.

Solucionario

Before Reading An Informative Article

- Respuesta variable. Possible answer: The people on page 50 are doing physical activities, like playing sports, dancing and doing exercise. The people on page 51 are doing relaxing activities. They are playing videogames, reading and listening to music.
- Respuesta variable. Possible answer: Yes, it's important to do both because you need to take care of your body with physical activity and relax with the other activities.

An Informative Article

Before Reading

- Look at the pictures below and answer the following questions.
 - What differences can you see between the images in pages 50 and 51?
 - Is it important to do both types of activities? Why or why not?

A Healthy Balance

A healthy life is commonly associated with physical activity. If you do a lot of physical activities, you will probably be a healthy person. Here you will find some physical activities that you can enjoy in order to start living healthier!

Walk: Probably the easiest one to do, because you walk multiple times every day. You can create a new healthy habit if you walk to school every day.

Go Running: If you live too close to your school or walking isn't enough for you, you can always try running! You can do it after you finish your homework, and it is a better exercise than walking.

Play Sports: Playing a sport can be much more fun to do because most sports require other players, which means that you will be able to play with your friends or with your family.

Dance: Do you like music? Then dancing might be your favorite activity. You might think that dancing is not a good exercise, but if you dance for more than 15 minutes, you will do a lot of exercise.

Games: There are many games that you can play with your friends which are also great physical activities. You probably remember games from your childhood such as racing or playing tag.



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Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes puedan comprender un texto acerca de la salud y hábitos saludables que, esta vez, no solo incluya aspectos de salud física, sino también de salud mental. Se espera que los estudiantes puedan, primero, predecir el contenido del texto en base a imágenes, para luego comprender el contraste entre ambos tipos de actividades y hábitos e identificar la presencia de ambos en el texto. Para esto, se pretende también que puedan relacionarse con lo expuesto en el texto, utilizando sus conocimientos previos y experiencias para argumentar y manifestar sus opiniones al respecto. Asimismo, el texto reforzará y ampliará el vocabulario y el uso de verbos comunes para hablar de actividades diarias y pasatiempos.

While Reading

2. In pairs, discuss the questions.
- Why is the article titled "A Healthy Balance?"
 - Is it common for young people to achieve this healthy balance? If not, what kind of activities do they prefer?

But it is important to keep in mind that physical activities are only one half of a healthy lifestyle. It is easy to forget about it, but your mental health is sometimes even more important! Here are some great activities that will help you relax and are great for your mental health.

Cook: Some people love cooking because they find it relaxing and fun. It is also a great opportunity to start eating healthier, too.

Listen to Music: Music is an important part of our lives and listening to your favorite music will make you feel happier and more relaxed.

Sleep: Sleeping 8 hours a day is very important for your health, especially when you are growing up. If you don't get 8 hours of sleep every night, try going to bed a little bit earlier.

Read: Reading a book or a story is great for your imagination and will help you discover worlds that are hidden inside the pages.

Play Video Games: Between cellphone, console and computer games you will find many video games that will help you relax and have a lot of fun! Keep in mind that it is better to play video games only for a couple of hours.

Relax: But sometimes, the best thing to do if your mind needs a break is to do nothing. Just rest! It will help you relieve stress and you will feel better.

It is always important to look at how you are spending your own time and see if you have a healthy balance between physical activities and other ways of spending time. Doing too much of one activity, even if it is a healthy one, will be bad for your health.

Source: Archivo editorial.



Unit 2 • Lesson 4 • A World of Healthy Habits | 51

Ambientes de aprendizaje

El ambiente en el aula para esta actividad será, primero, el de trabajo individual, teniendo los estudiantes como meta la comprensión de un texto extenso y de sus recursos visuales, para luego llevar el ambiente de aprendizaje a una discusión en parejas, en que cada estudiante pueda argumentar para defender sus ideas, logrando una conversación respetuosa entre compañeros de clases. El profesor debe velar por este intercambio de ideas respetuoso, especialmente ante una discusión grupal, en que se involucre a todos los estudiantes, quienes, habiendo ya ordenado sus ideas al respecto, podrán compartirla en clases, demostrando los contenidos aprendidos hasta el momento.

Solucionario

While Reading

2. a. Because it is important to have a balance between physical activities and other ways of spending the time.
- b. No, it's not. Young people prefer activities like playing video games, listening to music or sleeping.

Contexto

La pregunta 2.b de la página 51 está dividida en dos partes (1ra: *Is it common for young people to achieve this healthy balance?* 2da: *If not, what kind of activities do they prefer?*)

Puede ser necesario especificar que la primera pregunta no se refiere a los resultados obtenidos por la gente joven una vez que intentan llevar una vida balanceada, sino que a los verdaderos intereses de los jóvenes, pidiendo que identifiquen si sus hábitos son compatibles con una vida balanceada o no.

Unit 2 • Lesson 4

Errores frecuentes

El error más común en el uso de adverbios de frecuencia tiene que ver con su ubicación en la oración. En español, esta clase de adverbios son más versátiles en cuanto al lugar que ocupan en la estructura, por lo que los estudiantes, que suelen realizar una traducción textual de las oraciones, pueden llegar a ubicar el adverbio antes del sujeto, e.g. *Usually I drive to work* (como en Usualmente voy a trabajar en auto).

(Forma correcta: *I usually drive to work*).

Profundización y variaciones

Entregue a los estudiantes una guía con oraciones que requieran un adverbio de frecuencia, y cuyas palabras estén en desorden, e.g:

- Comics/_____/read/I
- _____/to/go/park/I/the
- Friends/my/I/_____/dance/with

Los estudiantes deben ordenar la oración correctamente y añadir un adverbio de tiempo que refleje la frecuencia con que ellos realizan la actividad. Luego deben entregar la guía a su compañero de banco, quien debe preguntarles: *How often do you* (actividad descrita en la oración)? Para contestar, deben recordar y usar el mismo adverbio usado en la guía.

Solucionario

After Reading

3. a. racing, playing tag.
b. relax
c. cook
d. play video games
e. dance
4. Respuesta variable.
5. Respuesta variable.
6. Respuesta variable.

Lesson 4

After Reading

3. Talk with your classmates about the following activities.
 - a. Games that you usually played more when you were little.
 - b. Something that you can do after you are done with your responsibilities.
 - c. A good opportunity to start eating healthier.
 - d. A very fun activity that should be done only for a couple of hours.
 - e. An activity that doesn't look like it's a good workout.
4. Indicate the frequency with which you do the activities below. Use words like *usually*, *frequently* or *occasionally*.

Play video games

Go running

Dance

Read

Writing Tip

Frequency Adverbs

You can also add the suffix *-ly* to words that express time (like hour, day, week, etc.) to indicate frequency.
Example: *daily*, *weekly*, *monthly*.

5. Interview a classmate and ask her or him about the frequency with which he or she does some of the activities that appear on pages 50 and 51. Use the question below as an example.
How often do you eat healthy food?
6. Compare your answers and determine which one of the two has more balance between physical and relaxation activities. Give each other advice to have a more balanced and healthier lifestyle.

Propósito y recomendaciones

El propósito en esta página es que los estudiantes puedan conocer y entender los adverbios de frecuencia *usually*, *frequently* y *occasionally*, para luego utilizarlos en la descripción de sus hábitos, lo que les permitirá analizar el balance entre sus actividades físicas y de relajación y comparar estas mismas con las de sus compañeros.

Al mismo tiempo, se espera que puedan identificar información específica del texto leído en la página anterior, de manera de reforzar su comprensión de lectura.

Reading and Vocabulary

1. Look at the images and tell your partner, if they are a physical activity, a relaxation activity or a physical activity that also helps you to relax. Exchange your answers with your classmates.



2. Think about your favorite activities which contribute towards your physical or mental health, and write them down **in your notebook**. You can use a dictionary to find words that you don't know.
3. Interview four classmates and ask about their favorite activities which contribute to their physical and mental health. Look at the chart below as an example of how to organize your classmates' answers. Write the answers **in your notebook**.

Name	Physical activities	Relaxation activities
José	Go running, trekking, playing tennis.	Watching Netflix, playing console games, reading, listening to music.
Total	3	4

4. Compare the results of the four classmates you interviewed and see if they keep a balance between types of activities.

Ambientes de aprendizaje

En estas actividades, es necesario que los estudiantes puedan llegar a conocer las actividades realizadas por sus compañeros, por lo que las instrucciones a dar deben especificar la importancia del análisis de sus respuestas, primero, para determinar los intereses particulares de cada estudiante y, además, para comprender la realidad del curso en general, determinando hacia dónde se inclinan los intereses de la mayoría. Esto será útil también para activar el pensamiento crítico de los estudiantes, lo que será necesario para responder las preguntas de calidad.

Preguntas de profundización

- What type of activities do your classmates prefer? Why do you think that is?
- Are your physical activities and your relaxation activities balanced? If they're not, what would you add to achieve a balance?

Solucionario

Reading and Vocabulary

1. Picture 1 – P
Picture 2 – P
Picture 3 – R
Picture 4 – R
Picture 5 – P
2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.

Las actividades de esta página tienen como fin que los estudiantes continúen aprendiendo vocabulario sobre actividades de relajación y de actividad física, permitiéndoles esta vez relacionarse con esta información, respondiendo preguntas sobre sus actividades favoritas, y analizando las respuestas de sus compañeros. Para esto, se espera que puedan usar sus conocimientos previos, aquellos adquiridos a lo largo de la unidad, y que utilicen otras fuentes para completar la actividad.

Del mismo modo, se espera sean capaces de reconocer e identificar actividades a través de imágenes, relacionándolas con vocabulario ya visto.

Unit 2 • Lesson 4

Ideas previas

Entregue a los estudiantes un párrafo corto al que le falte una palabra de cada categoría (*parts of speech*). Pídanles que, en parejas, completen el texto, para luego comparar y comentar con el resto de la clase el porqué de sus elecciones: *In pairs, complete the missing parts of the text and compare your answers with your classmates.*

Solucionario

Language Focus Parts of Speech

1.

Part of speech
Verb: it's a word that indicates an action.
Noun: it's a word that refers to a person, animal, place, idea or thing.
Adjective: it's a word that describes nouns or pronouns.
Adverb: it's a word that describes verbs, adjectives or other adverbs.
Preposition: it's a word used before a noun or pronoun to show place, position, time or method.
Pronoun: it's a word used to replace a noun.
Conjunction: it's a word that joins other words, phrases or sentences.

2.

Healthy	Adjective
Life	Noun
Is	Verb
Very	Adverb
Important	Adjective

3. a. apple - noun
b. train - verb
c. light - adjective
d. light - noun
e. rode - verb
f. left - adverb
4. Respuesta variable.

Lesson 4

Language Focus: Parts of Speech

1. Identify the parts of the sentences.

Function	Examples
Show actions or being	be, go, eat, play
Name persons, places, things, or ideas	food, habit, dog
Describe nouns and pronouns	healthy, pretty, blue
Describe verbs, adjectives, and other adverbs	very, always, quickly
Indicate time, place, or position	up, down, at
Take the place of nouns	I, they, him, her
Join words and phrases	and, but, because

2. Identify the parts of the sentences., by writing its functions in your notebook.

A healthy life is very important.

3. Copy the sentences in your notebook and write the part of speech of the underlined word.

- a. The other day I ate an apple.
b. I am running a marathon next month. I train every day.
c. She is trying to eat healthier, so she only eats light snacks.
d. Turn on the light, I can't read.
e. When I was in Amsterdam, everybody rode their bicycles to work.
f. The road sign says to turn left at the next corner.

4. Look at the example and describe the pictures using different parts of speech.



It runs quickly.
it—pronoun, run—verb, quickly—adverb

Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes reconozcan las partes del discurso *parts of speech* y que sean capaces de identificarlas en distintas oraciones. Se espera que, primero, los alumnos puedan conocer y comprender las funciones de cada una, para que, en base a sus definiciones, sepan categorizar cada parte de una oración.

Se espera que los estudiantes puedan leer y comprender un texto acerca de diferentes formas simples de mantenerse saludables. Guíe a los estudiantes para que relacionen lo leído en el texto con sus experiencias personales, expresando sus opiniones con oraciones sencillas respecto a lo leído.

Reading Task: An Article

Some Ways to Change Your Body and Get Fit Easily

- 1 Hide the TV remote control. Getting up and changing the channel manually ten times per day with the TV two meters from the sofa will burn calories.
- 2 Go through regular doors, not automatic ones. Pushing the door works the triceps.
- 3 Don't drink water with meals. Water prevents a feeling of fullness.
- 4 Towel dry your hair. This is a small workout for the biceps.
- 5 When sitting, occasionally lift your feet from the floor, then hold. This works the abdominal muscles.
- 6 Don't wait for the bus, walk to the next bus stop. By walking you burn six calories every minute.
- 7 Carry objects. Keeping the arms extended requires powerful static contraction. Shoulders and chest muscles are worked.



- 8 Relax. Not relaxing causes release of the hormone cortisol, which takes muscle and burns it as fuel, leaving fat cells in its place.
- 9 Wear lace-up shoes, not slip-ons. Tying laces works the thumb and finger flexor muscles.

Source: www.guardian.co.uk

1. Read the magazine tips and answer the following questions. Discuss your answers with a partner.
 - a. Which activities do you do already?
 - b. Which activities would be easy for you to incorporate into your daily habits?
 - c. Which activities don't interest you? Why not?
2. In pairs, discuss your daily habits and answer the following questions.
 - a. Do you consider yourself fit? Why or why not?
 - b. In what ways are you lazy?
 - c. What simple things could you do to be more active?
3. Say other 5 different activities that you can do to burn more calories or that are good for the upper and lower body. Share your answers with the class.

Propósito y recomendaciones

El propósito de las actividades es que los alumnos sean capaces de organizar la información otorgada por el texto en tablas o esquemas que faciliten su comprensión y demuestren su manejo del tema tratado. Ayude a los estudiantes a activar conocimientos previos y a expresarlos de manera clara y simple. Incentíuelos a utilizar el mismo texto como ejemplo y añadir información desde su propia experiencia.

Ambientes de aprendizaje

Guíe a los estudiantes hacia la consecución de metas individuales. Pídales que relacionen el texto con sus experiencias personales mediante las preguntas de la actividad 1. Haga que trabajen en parejas de manera que puedan desarrollar una conversación con respuestas simples pero completas, y que puedan argumentar y defender sus posturas de forma respetuosa y colaborativa: *Work in pairs and exchange your opinions in a respectful manner.*

Ya que gran parte de las actividades de esta página tienen que ver con las experiencias y opiniones personales de los alumnos, puede disponer las mesas y sillas de los estudiantes en semicírculo (o círculo completo, dependiendo de la cantidad de estudiantes), para monitorear el trabajo y que además todos logren sentirse integrados durante la discusión general.

Preguntas de profundización

Con el propósito de guiar la comprensión del texto y profundizar los contenidos trabajados, pregunte a los estudiantes lo siguiente:

- Which of the tips mentioned in the text seems more useful for you?
- Do you think that the activities described in the text were useful to get fit?

Solucionario

1. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
2. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
3. Respuesta variable.

Unit 2 • Lesson 4

Ideas previas

Puede mostrar a los estudiantes un mapa político del mundo en la pizarra (puede ser proyectado). Pida voluntarios para achurar con un plumón las zonas donde se habla inglés.

Una vez que no haya más voluntarios, o que crean que ya están todas las opciones achuradas, muestre otro mapa con las respuestas correctas (todos los países de habla inglesa achurados), para así compararlo con las respuestas de los estudiantes. Luego, finalizada la actividad, pregúnteles: *Is English important? Why?*

Solucionario

Language Focus Parts of Speech

1. b. The Importance of English
2. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
d. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.

Lesson 4

Language Focus: Parts of Speech

1. Skim the essay below and choose the correct title from the following options.
 - a. English in My Country
 - b. The Importance of English
 - c. Travel English

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I am Mexican and my first language is Spanish. I speak Spanish with my family and friends every day. However, at school I have to learn English for three hours every week. Why is it important that I learn English?

People speak English all over the world - more than any other language except Mandarin Chinese. English is the international language of business, science, technology, banking, medicine, and more. It can also be fun. A lot of great music is in English, as well as movies and TV shows.

I want to speak English because I want to travel to other countries and communicate with people. I also have family in the US, and I want to have conversations with them.

For all of these reasons, I think English is a very important language to learn. I also think that learning English will help me get a job when I leave school.

2. Read the essay and arguments below that were used as reasons for learning English.

- a. People speak English all over the world.
- b. English is the international language of business, science, technology and more.

- c. A lot of great music, movies and TV shows are in English.
- d. English is useful if you want to travel to other countries and communicate with people.

Writing Tip

Checking
When writing in English, check vocabulary and spelling in your dictionary or glossary.

3. Write an essay to answer the following question.

How can a teenager in Chile have healthier habits?

4. In pairs, exchange and correct your work.
5. Write a neat version of your essay.

Propósito y recomendaciones

El propósito de las actividades en esta página es que los estudiantes logren realizar una lectura rápida tipo *skimming* para identificar el contenido y la información general de un texto acerca de la importancia del idioma inglés en el mundo. A partir del mismo texto, se destacan los argumentos dados para defender los planteamientos presentados. Guíe a los estudiantes para que escriban una respuesta a la pregunta: *How can a teenager in Chile have healthier habits?*, utilizando como modelo el texto ya mencionado y argumentando sus ideas. Recuerde a los y las estudiantes que el propósito de aprender inglés es la comunicación entre distintas culturas: *The learning of English language is important because with it you can communicate with different cultures in an effective way.*

Cross-Curricular Biology

What is Kefir?

Kefir is a **cultured**, creamy product with amazing benefits for your health.

Kefir's **tart** and refreshing flavor is similar to a drinking-style yogurt, but it contains beneficial yeast and 'probiotic' bacteria found in yogurt, too. Its natural bacteria and **yeast** produce health benefits when consumed regularly. It contains vitamins, minerals and, proteins.

For the lactose intolerant, kefir's abundance of beneficial yeast and bacteria provide lactase, an enzyme which consumes most of the lactose left after the culturing process.

How is kefir made?

Kefir can be made from any type of milk, cow, goat or sheep, coconut, rice or soy. Although it forms a mucous that has a "clean" quality, it creates ideal conditions in the digestive tract for the colonization of friendly bacteria. Kefir is made from

white and yellow "grains." This makes kefir unique, as no other milk culture forms grains. These grains contain the bacteria/yeast mixture clumped together with milk proteins and complex sugars. They look like pieces of coral or small clumps of cauliflower. The grains ferment the milk, incorporating their friendly organisms to create the cultured product. The grains are then removed with a strainer before consumption of the kefir and added to a new **batch** of milk.

Source: <https://www.kefir.net/what-is-kefir/>



1 Read the article and answer the following questions in your notebook.

- What is kefir?
- How is kefir similar to yogurt?
- Why is kefir good for lactose intolerant people?

2 Orally discuss with your partner which goes with each word. Check your answers with a dictionary if it is necessary.

Cultured	Fungus
Tart	Refined
Yeast	Amount
Batch	Sour

3 Discuss the following questions with a partner. Answer orally and share your answers with the class.

- Why does the text say "friendly bacteria"?
- Why do you think consuming kefir is good for your organism?

Unit 1 • Cross curricular

Preguntas de profundización

Invite a los estudiantes a realizar un proceso de metacognición relacionado con la lectura, para esto pregunte:

- Was the text hard to understand?
- Are there any words that you didn't know? What did you do to understand their meaning?
- Can you summarize the information read in 4-5 lines?

Solucionario

Cross-Curricular Biology

- It is a cultured, creamy product with amazing health attributes.
 - They are similar because of Kefir's tart and refreshing flavor.
 - Because Kefir's yeast and bacteria provide lactase, an enzyme which consumes most of the lactose left after the culturing process.
- Cultured: Refined

Tart: Sour

Yeast: Fungus

Batch: Amount
- Respuesta variable.
 - Respuesta variable.

Propósito y recomendaciones

El propósito de esta lectura y las actividades relacionadas es que los estudiantes puedan relacionar los contenidos sobre hábitos saludables con aquellos vistos en el ramo de Ciencias Naturales. Guíelos hacia la comprensión de los contenidos en el idioma inglés y ayúdelos a ampliar su vocabulario sobre temas ya conocidos. Además de esto, se espera que los estudiantes sean capaces de identificar no solo la idea general, sino información específica y explícita en el texto.

Unit 2 • Final task

Ideas previas

Antes de comenzar con el *brainstorming*, pida a los estudiantes que pregunten a su compañero de banco: *What did you do yesterday?*, de modo que cada uno escuche la rutina diaria del otro. Luego de esto, comience con el *brainstorming*, en el que podrán comentar las actividades realizadas por sus compañeros, facilitando el flujo de ideas.

Profundización y variaciones

Al finalizar las presentaciones de todos los grupos, pida a los estudiantes comparar sus planificaciones, organizando en una tabla aquellas actividades que todos o la mayoría de los grupos tuvieron en común. Puede pedirles que especifiquen en la tabla la cantidad de tiempo destinada a cada actividad. En base a esto, ayude a los estudiantes a establecer una discusión en que argumenten sobre el porqué de sus elecciones grupales: *How did you agree on your plan?*

Solucionario

Final Task

1. Respuesta variable.

Final Task

Plan a Healthy Day

1 | Brainstorm!

- In groups, start thinking about a detailed plan for a day filled with both physical and relaxation activities that are healthy.
- Start brainstorming different ideas so you have many alternatives to choose from.

58 | Unit 2 Healthy Habits

Propósito y recomendaciones

Durante esta actividad, se espera que los estudiantes utilicen el vocabulario visto a lo largo de la lección para establecer planificaciones diarias realizando actividades beneficiosas para la salud. Ayúdelos a escribir y organizar información que esté siendo comunicada de forma oral entre ellos y sus compañeros de grupo. Al mismo tiempo, y como audiencia, deben ser capaces de escuchar activamente e identificar la información compartida por sus compañeros, para luego utilizar información específica para organizarla de forma visual en tablas, las que serán utilizadas como base para una discusión final.

2 | Narrow down your choices

- Determine the different hours where the things you do everyday will take place: waking up, having breakfast, having lunch, going to bed, etc.
- Decide how long each of the activities you chose will take.

**3 | Plan your entire day**

- Now that you have set times for waking up, having your daily meals and going to bed, you can start filling your days with healthy activities.
- Remember to keep a balance between physical activities and relaxation activities!

4 | Present your day

- Finish organizing and writing down your routine.
- Present it to the rest of the class. You can read your schedule aloud or write it so the rest of the class can read it.

**Self-evaluation**

- 1 Assess your performance during the creation of a healthy day. Complete the table on page 35 of your Activity Book.

Ambientes de aprendizaje

Durante la organización de los trabajos grupales y sus discusiones sobre qué incluir en la planificación, incentive el mayor uso del idioma inglés posible en la sala de clases. Incluya en las instrucciones la necesidad de los estudiantes de utilizar las estructuras vistas en clase para comunicar *suggestions*, *obligations* and *prohibitions*. En cuanto al contenido, es importante que los estudiantes realicen una planificación en que las actividades de relajación y físicas se encuentren en equilibrio, siendo este contenido uno de los principales a lo largo de toda la lección.

Preguntas de profundización

Con el fin de fomentar el trabajo interdisciplinario y la reflexión, pregunte a los estudiantes lo siguiente:

- *How much vocabulary from the unit were you able to remember?*
- *Was it simple to agree on the activities included in the planning with your classmates?*
- *What changes would you do in your daily routine to make it more similar to your planning?*

Solucionario

2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.

Propósito y recomendaciones

Recuerde monitorear el trabajo de forma permanente y apoyar a los estudiantes en la consecución de los objetivos. Para esto pregunte: *Do you have any questions? Do you need help?* Guíelos a través de *feedback* antes de la entrega final. Para entregar una retroalimentación positiva puede decir: *Great job!* Para pedirles que hagan mejoras o corrijan algo puede decir: *You are doing great, but, can you correct this?* E indique lo que deben corregir. El propósito también es que los estudiantes a través de toda intervención oral, puedan pronunciar correctamente los sonidos /s/ y /z/, vistos a lo largo de la unidad.

Unit 2 • Synthesize

Preguntas de profundización

Puede fomentar el trabajo de metacog-nición de los estudiantes a través de preguntas como:

- How can I approach this activity?
- What is the difficulty of the task?
- Is there anything about the instructions I don't understand?

Ritmos y estilos de aprendizaje

Si bien la tabla de la actividad 2 en esta página da ejemplos de vocabulario para cada una de las partes del discur-so *parts of speech*, guíe a los estudian-tes para que practiquen el uso de estas palabras además de comprender la des-cripción y uso de las categorías. Puede reforzar este contenido utilizando las palabras de la tabla en oraciones que ejemplifiquen su uso en cada categoría.

Solucionario

Synthesize

1. Respuesta variable.

- Options:
- Countable: apples, potatoes, snac-ks, salads.
- Uncountable: salt, water, bread, chocolate.

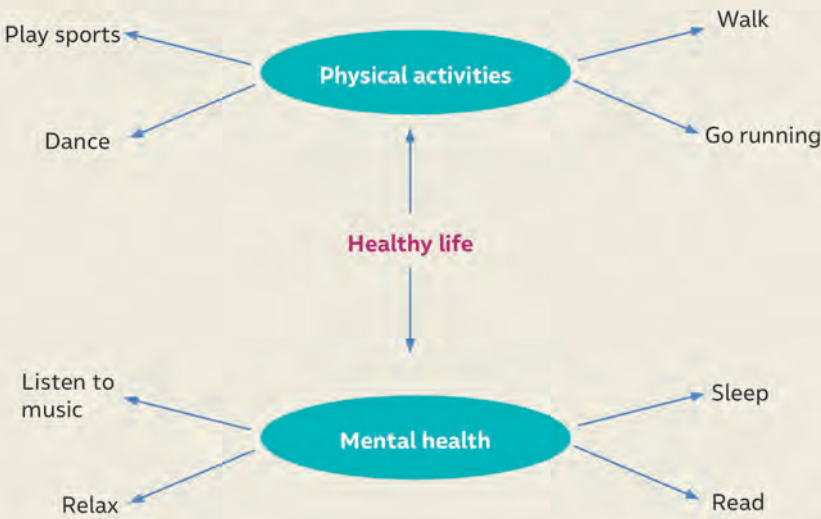
2.

Noun	Verb	Adjective	Adverb
Mystery	Mystify	Mystical	Mystically
Creativity	Create	Creative	Creatively
Difference	Differentiate	Different	Differently
Success	Succeed	Successful	Successfully
Analyst	Analyze	Analytical	Analytically
Identity	Identify	Identifiable	Identifiably
Economy	Economize	Economic	Economically

3. Respuesta variable.

Synthesize

1. Using your own ideas create a map mind in your notebook using the following elements.



2. Copy and complete the word chart below in your notebook.

Noun	Verb	Adjective	Adverb
Mystery	Mystify		
		Creative	Creatively
	Differentiate		Differently
	Succeed	Successful	
		Analytical	Analytically
Identity		Identifiable	
Economy	Economize		

3. Compare your mind map and chart with a classmate to check for differences. Is there only one correct answer?

Propósito y recomendaciones

Las actividades de esta página tienen como fin hacer a los estudiantes recordar y utilizar contenidos ya vistos a lo largo de la unidad. Se refuerza el vocabu-lario sobre alimentos, esperando que los estudiantes sean capaces de recordar y diferenciar entre *countable* y *uncountable nouns*. Asimismo, los estudiantes deben demostrar su comprensión de *parts of speech* en una actividad que les permitirá no solo clasificarlas, sino también trabajar vocabulario.

Check point

1. Read the article and match the statements below to the five benefits from the article in your notebook. (5 points)

The Importance of Play

Do you remember when you were a little child? What games did you play? Kicking a ball? Jumping rope? Creating an imaginary world? Experts agree that playing is important for children to develop into healthy adults. Here are five ways that play benefits kids:

- 1 Play helps children develop their own interests.
- 2 When they play, children learn how to make decisions and solve problems.
- 3 Children learn how to control their emotions, such as anger and fear, when they play.
- 4 Play helps children make friends.
- 5 Play makes children happy!

Play is not just for kids, but for teenagers and adults as well. It helps us learn, it relieves stress, and it makes us more productive at school and at work. Play isn't a luxury—it is a necessity. So when you have some free time, don't just sit and watch TV. Engage in some brain-stimulating play!

Source: Archivo editorial.



- a. Climbing trees is frightening but fun!
 - b. Children laugh and joke when they play.
 - c. When I play, I do what I want to do, not because I have to do it.
 - d. We make the rules for the games we play.
 - e. We all enjoy playing. If somebody is not happy, we change the game.
2. In pairs choose the best option and then discuss with your other classmates. (5 points)
- a. You should take **a** / **some** bottle of water if you are going out for a long walk.
 - b. I drank **a** / **some** milk for breakfast today.
 - c. I went to the supermarket yesterday and bought **a lot of** / **much** tomatoes.
 - d. You need **some** / **much** potatoes if you want to make that salad.
 - e. Pasta is not one of the healthiest foods out there, but you can still eat **a little** / **a few**.

Unit 2 • Check point | 61

Unit 2 • Check point

Preguntas de profundización

Antes de comenzar la actividad, puede indicarles a los estudiantes que se hagan las siguientes preguntas:

- *Can you explain the use of quantifiers?*
- *What made it easier for you to understand the use of quantifiers?*
- *In your opinion, how necessary is it to understand their use?*

Solucionario

1. a. 3
b. 5
c. 1
d. 4
e. 2
2. a. a
b. some
c. a lot of
d. many
e. a little

Propósito y recomendaciones

Se espera que los estudiantes lean y comprendan de manera general un texto sobre los beneficios de jugar para la salud de los niños. En él, deben identificar ideas no explícitas, y relacionarlas con enunciados que expresan la misma información. También, se continúa reforzando el uso de *quantifiers*, esta vez situados en oraciones para las que deben identificar la palabra correcta.

Unit 2 • Check point

Ambientes de aprendizaje

Las actividades de esta página requieren de trabajo individual de los estudiantes, así como de su correcto uso de vocabulario y comprensión de las funciones de adjetivos y adverbios.

Monitoree el avance de los estudiantes fomentando la participación de los mismos al corregir y entregar *feedback* de las actividades, invíteles a contestar preguntas generales y anotar sus respuestas en la pizarra. La actividad 5 permite una mayor participación de los estudiantes, ya que se puede generar una gran variedad de respuestas que pueden ser analizadas y discutidas.

Solucionario

Checkpoint

3. a. shouldn't
b. b. must / should
c. c. could
d. d. should / must
e. e. have to
f. f. can

Act 4

4. a. quickly – adverb
b. beautiful – adjective
c. very – adverb / nice – adjective
d. usually – adverb / black and trendy – adjective
e. long – adjective / easy – adjective
f. new – adjective / peacefully – adverb

5. Respuesta variable.

Options:

- a. very - quiet
b. blue / shiny
c. jacket – new
d. sunglasses – mine – old
e. goes – good
f. slowly – on

3. In pairs, choose the correct word for each sentence and then write them down in your notebook. Discuss your options with other classmates. (6 points)

have to – can – shouldn't – should – could – must

- a. You ___ go there alone. It's really dangerous and something could happen to you.
b. I ___ go to bed now. If I don't, I will not be able to get eight hours of sleep!
c. If you want to stop being so lazy, there are many things you ___ do. Why don't you look on the internet for some fun and healthy habits?
d. If you see trash on the floor, you ___ pick it up and put it in the garbage.
e. Students in Chile ___ wear a uniform to go to school.
f. When you are finished with your homework and other responsibilities, you ___ go running to get some exercise every day.
4. Indicate which words in the sentences below are adjectives which are adverbs. Discuss your answers with a partner. (3 points; 0.5 each)
- a. Jane eats her salad quickly.
b. Beautiful flowers are nice.
c. He always wears very nice shoes when he goes to school.
d. Carol's dresses are usually black and trendy.
e. Long words are not easy to remember.
f. My friend watches her new television peacefully.
5. Complete the sentences in your notebook using the parts of speech in parentheses. (3 points; 0.5 each)
- a. A ___ (adverb) ___ (adjective) morning.
b. John is looking up at the ___ (adjective) sky.
c. John's ___ (noun) is ___ (adjective).
d. Her ___ (noun) are in fashion. ___ (pronoun) are ___ (adjective).
e. He ___ (verb) to school and he's a ___ (adjective) student.
f. They walk ___ (adverb) ___ (preposition) the street.

Propósito y recomendaciones

El propósito de estas actividades es activar el uso de vocabulario relacionado con *healthy habits* estudiado a lo largo de la unidad. Asimismo, se refuerza el uso de *modal verbs* a través de actividades de *filling the gaps*, y se continúa estudiando el uso de *adjectives*, *adverbs* y sus diferencias.

6. Write an article about how having healthier habits can have a positive impact on your life (minimum: 50 words). (10 points)
- Mention healthy foods or snacks that can improve your diet.

Write in your notebook.

- Include examples of activities that can be considered healthy habits.
7. In pairs, choose one of the following situations and have a conversation. (10 points)

	Student A	Student B
Situation 1	You want to start eating healthier.	Give advice to Student A about how his or her eating habits can be improved.
Situation 2	You tell Student B some obligations and prohibitions about riding a bicycle in the city.	You want to start going to school on your bicycle.

With your teacher, correct your Checkpoint and count your points. Good job!

Preguntas de profundización

Para que los estudiantes profundicen en el proceso de autoevaluación y puedan reflexionar más en entender su propio aprendizaje, se sugieren las siguientes preguntas como complemento a las actividades de esta página:

- *What was the most difficult part about the unit?*
- *Which abilities and strategies were the most used?*
- *Do you have questions concerning one of the topics seen? Can you think of a way to work it out?*

Profundización y variaciones

Pida a los estudiantes compartir los textos creados para la actividad 6 con su compañero de banco, para que este último resuma lo leído en no más de diez oraciones utilizando *modal verbs*: *share your texts with your classmates and ask them to summarize it.*

Solucionario

6. Respuesta variable.
7. Respuesta variable.

Propósito y recomendaciones

Las actividades de esta página tienen como propósito que los estudiantes produzcan un texto a partir de los contenidos vistos a lo largo de la unidad, en el que tienen que usar vocabulario específico sobre hábitos saludables. De este texto se espera una secuencia lógica en la exposición de la información. Del mismo modo, se espera que los estudiantes puedan producir y comunicar información de manera oral, respecto a los hábitos saludables vistos en clase. En este *role-play*, los estudiantes deben hacer uso de *modal verbs* para aconsejar, prohibir, y hablar de posibilidades y obligaciones, así como de vocabulario visto.

Lesson 3 Healthy Food

Vocabulary

1. Unscramble the words.

- a) jnku ofod: _____
 b) mrbugerah: _____
 c) aods: _____
 d) steew dofo: _____
- e) enhcFr reisf: _____
 f) aslppe: _____
 g) eartw: _____
 h) ythalhe: _____

2. Write four sentences about your eating habits using the words from the previous activity.

- a. _____
 b. _____
 c. _____
 d. _____

Writing

1. Read about Lisa's eating habits. Then, make some changes to make them healthy.

Hello, I'm Lisa! This is my food routine: for breakfast, I usually drink milk and eat a chocolate muffin or a piece of brownie. Then, for lunch, I eat a sandwich with ham and cheese and soda or pineapple juice with sugar, of course. For dinner, I usually have something quick, like cookies or bread and butter, oh, and a glass of soda. for sure! I don't have much time to cook, but I guess I could eat healthier, what do you think?



Reading

1. Read the text and underline the words you don't know.

Water and Your Body

Your body and the blue stuff – water facts

Do you know that approximately 66% of the human body is water? Water exists in all our organs and is transported through our body to assist with physical functions. The total amount of water in the body of an average adult is 37 liters. Human brains are 75% water, human bones are 25% water, and human blood is 83% water. Humans drink an average of 75,000 liters of water throughout their lives. A person can live for a month without food, but only for a week without water. If a human does not absorb enough water, the body will dehydrate. Water helps regulate the temperature and removes waste from the human body. If you have a fever, you should drink lots of water. Healthy people should drink two liters of water daily.

Adapted from: www.lenneth.com
 (Accessed 30-04-2015)



2. Look up the words you underlined and read the text again.
 3. Answer the following questions:
 a. Which three parts of the body mentioned in the text contain large amounts of water?

- b. What are the functions of water stated in paragraph three?

- c. What types of diseases are caused by bacteria in water?

4. In pairs, discuss the following questions: How much water do you drink everyday? Do you think it is enough?

Vocabulary

- Label the pictures with the correct words.

 A	 B	 C
 D	 E	 F

Speaking

- Read the sentences and discuss with a partner whether you agree or disagree with them. Use the prompts below to help you.

- | | | |
|-------------------|----------------------|---------------------|
| No, not really... | Mmm, I'm not sure... | Oh yes, completely! |
| Of course! | Well, yes, but... | Yes, that's right! |
- Olive oil is healthier than other types of oil.
 - Garlic has a strong flavor, so you have to be careful when adding it in your dishes.
 - Avocado is usually very expensive, but it is one of the favorite foods in the country.
 - Mushrooms are difficult to find, but they are very cheap.
 - Toast can be healthy; it all depends what you put on it.

Writing

- In pairs, think of a typical unhealthy food in your city or country and write a recipe to make it healthy. Remember to use the following words.

first - second - next - finally

- Present your recipe to your classmates and say why it is healthy and when people should eat it (for example, as a snack, for breakfast, lunch or dinner).

- Define, in your own words, the following concepts. Then, write three examples for each.

a. Healthy food: _____

b. Fast food: _____

c. Junk food: _____

Listening

- Listen and complete the following sentences.

- I need to drink more _____. My head hurts all the time!
- _____ is bad for your body, you should try to eat more vegetables.
- I think _____ is not necessarily that bad, there are healthy restaurants with this type of food too.
- My sister eats _____ for lunch all the time. She says she doesn't have time to cook at home.
- My mom cooks the best _____ soup. It's delicious and healthy!

Writing

- Look for words related to food and classify them in the correct columns. Use a dictionary to help you.

Countable (C)	Uncountable (U)

- Write sentences using the words you found and the following quantifiers.

much - many - some - any - a few - a little - a lot of

Language Focus

- Read the sentences and circle the correct options.
 - How *much* / *many* chocolate bars did you eat? You should save some for later.
 - How *many* / *a lot* of apples did you tell me I should bring? I left the recipe at home.
 - How *much* / *many* sugar should I add to the pie? Not too *much* / *many*!
 - Is there *any* / *a little* juice left in the fridge? I'm very thirsty!
- Write three sentences about you using the words from the previous activity.

- Read the sentences and mark them correct or incorrect. Rewrite the incorrect ones in your notebook.

- I should buy many honey. It's winter time and we always add it to the tea or coffee.
- My mom bought a lot of empanadas, but they were all vegetarian.
- Can you bring a little potatoes? We want to cook something special tonight.

Speaking

- Interview a classmate. Take notes on his/her answers below.

- How much sugar do you eat everyday?

- How many glasses of water do you drink everyday?

- Do you eat potato chips every weekend?

- Share the information you obtained with a different classmate. Are your classmates healthy? Why? Why not?

Writing

- Look at the pictures and classify them in the correct food groups.

A 	B 	C 
D 	E 	F 

- In pairs, think of healthy advice using the foods from the previous activity.

Final Task

- 1 Listen and complete the text with the correct words. 20

Obesity in Latin America is an a) _____ problem. More and more children and teens are becoming b) _____ or obese. There are many possible causes for this problem. These include an increase in c) _____ living, dietary changes towards unhealthy US-style d) _____, and a more sedentary lifestyle that involves watching TV and playing video games. In Mexico, Congress passed legislation in 2010 in order to decrease the amount of e) _____ food schools sell to children. Specialists also suggest that schools should f) _____ students with at least thirty minutes of g) _____ per day.



Speaking

- 1 Get in pairs and write ideas about how people can fight obesity in your city or town.

- 2 Choose three ideas and make a healthy magazine. Include pictures and drawings.
- 3 Present your magazines to your class. Remember to justify your choices by saying why and how these would help avoid obesity.
- 4 While other pairs present their ideas, take notes on what they say.

- 5 Get in groups and discuss these ideas. Are they good? Are they bad? How would you put into practice these healthy measures?

Self-evaluation

- 1 After presenting your healthy menus, use the following table to assess your work. Check the boxes of the things you did well at.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Division of tasks		Explanation to the audience	
Consistent information		Group feedback		Use of images/drawings	
Organization of the poster		Behaviour		Volume, tone and eye contact	

- 2 Read the statements and write your opinion about them.

It's important to keep a healthy lifestyle to do what we like.

In general, people are not aware of how unhealthy their eating habits are.

- 3 Share your ideas with a partner. Then, answer the questions together.
- a. What new healthy habits did you learn during this lesson?
- b. How can you improve your healthy habits?
- c. Do you think eating healthy food is related to other healthy habits?
- 4 Work in pairs. Read the following statement and take notes on your ideas.

Taking care of your body is taking care of your mind.

Lesson 4 A World of Healthy Habits

Writing

- Label the pictures with the correct words.

exercise – traffic lights – cyclist – muscles – inside – road

A 	B 	C 
D 	E 	F 

- Read the following sentences expressing obligation and suggestion, and correct them.

- You shouldn't help clean the neighborhood.
- You could throw papers on the street!
- You must speak loudly in the library.
- People mustn't always respect the traffic lights.

- Write sentences expressing obligation, suggestion and prohibition using words from activity 1.

- _____
- _____
- _____
- _____

Speaking

- Work in pairs and think of:

- Three sentences that express prohibition in your school.
- Three sentences that express obligation in your city.
- Three sentences that express suggestion to a friend who wants to take up a healthier lifestyle.

Reading

- Match the concepts with the correct pieces of information.

- | | |
|----------|----------|
| a. Walk | e. Sleep |
| b. Games | f. Relax |
| c. Dance | g. Read |
| d. Cook | |

☐	Probably the easiest one to do. You can create a new healthy habit if you do it every day.	☐	Some people love it because they find it relaxing and fun. It is also a great opportunity to start eating healthier too.
☐	There are plenty of these that you can play with your friends which are also great physical activities.	☐	Sometimes, the best thing to do if your mind needs a break is to do nothing. Just rest!
☐	Do you like music? Then this might be your favorite activity, if you do it for more than 15 minutes.	☐	It is great for your imagination and will help you discover worlds that are hidden inside the pages.
☐	Doing it for 8 hours a day is very important for your health, especially when you are growing up.		

Writing

- Think of other ways how these activities can help you have a healthier lifestyle.

- Go running: _____
- Listen to music: _____
- Play video games: _____

Language Focus

- Write how often you do these things using frequency adverbs.

- Study: _____
- See your friends: _____
- Go to the dentist: _____
- Drink water: _____
- Go to a park: _____

- Share your sentences with a partner and think of suggestions with their sentences. For example: You should see your friends more often.

Speaking

- Look at the pictures in pairs and think of ideas about yourselves.



- Share your ideas with the class. How are they similar or different?

Listening

- Listen to these people talking about their favorite leisure time activities and answer the questions. (2)

Karina

I love solving Sudoku puzzles. They are fun and make me think a lot, which is good for my brain. I usually do it while I commute to work or when I'm at home. My children have also developed their interest in puzzles. We sometimes solve them together!



Diego

I think my favorite leisure time activity is drawing. I think I could be an illustrator because I do it all the time. I enjoy drawing portraits of people or just drawing what I see while I walk on the streets. I sometimes go to the park and look for a nice spot to sit down. I always carry colored pencils and a small notebook. You never know when you'll find something worth drawing!



- What does Karina like?

- What is Sudoku good for?

- Do you agree with Karina? Why?

- What is Diego's favorite leisure time activity?

- What does he think he could be?

- What does he do in the park?

Language Focus

- Match the functions with the examples.
 - a. be, go, learn, jump
 - b. table, dog, happiness
 - c. very, always, quickly
 - d. up, down, at
 - e. I, they, him, her
 - f. and, but, because
- Replace the part of the speech underlined for a word with the same function.
 - a. The other day I had a sandwich for lunch.
 - b. I'm looking for a gift for my brother. It has to be nice and useful.
 - c. Carolina didn't like the play. She would have preferred to watch TV in her house.
 - d. My book was on the table, but I couldn't see it. It was a very silly situation.
- Write three sentences using the words in activity 1. Remember to think of their function and use them correctly.
 - a. _____
 - b. _____
 - c. _____
- Compare your sentences with a partner. Correct the mistakes you find.
 - a. _____
 - b. _____
 - c. _____

Reading and Writing

- Complete the text with your own ideas.

Some ways to change your body and get fit easily

- Hide the TV remote control. _____
- Don't wait for the bus. _____
- Carry objects. _____
- Relax. _____



- Get in groups and make a list of the best ideas to get fit easily.

Speaking

- Interview a classmate and take notes on their answers.

- What do you do to stay healthy?

- Are you trying to get fit? How?

- What would you recommend to someone who wants to get fit? Why?

Final Task

- 1 Get in groups and take notes on different ideas for a healthier lifestyle.

- 2 Choose the top three ideas and make a flyer with the information of each activity. Include the following:

- A picture
- A description
- Recommendations
- If you can do it together or alone
- When to do it

- 3 Share your flyer with another group and check their work. Take notes on how they can improve their flyer.

- 4 Exchange your notes and make corrections to your flyer, if necessary.
- 5 In the same groups, discuss the following ideas.

- a. It's easy to get fit if you're willing to do it.
- b. Getting fit is only for people who have enough time.
- c. In general, people are not interested in having a healthier lifestyle.
- d. It's important to be healthy in order to do the things we like.

Self-evaluation

- 1 After presenting your healthy day, use the following table to assess your work. Check the boxes of the things you did well at.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Division of tasks		Explanation to the audience	
Consistent information		Group feedback		Use of images/drawings	
Organization of the information		Behaviour		Volume, tone and eye contact	

- 2 Discuss with your group how you could improve on the things you didn't do well. Take notes on your ideas here.

- 3 Share your ideas with a different group. How are your ideas similar or different?

- 4 Work in pairs. Read the following statement and take notes on your ideas.

Having free time is as healthy as practicing sports and doing exercise.

- 5 In pairs, take turns answering the following questions about the unit. Discuss your answers as a class.

- a. Did you know that there were so many ways to be healthy?
- b. Is there any activity that you would like to know more about? Which?
- c. How can you apply what you learned to your daily life?
- d. Do you think leisure activities are different in other countries? Why?

Date:

Name:

1. Circle the healthy habits and underline the unhealthy habits shown below. Then, explain why they are healthy and unhealthy on the lines that follow.

Week Diary						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
*Left over pizza as breakfast	*No breakfast	*Oatmeal for breakfast	*Oatmeal for breakfast	*Oatmeal for breakfast	*No breakfast	*Late breakfast: pancakes, chocolate and soda.
*Worked out	*Work all day	*Work all day	*Work all day	*Work all day	*Work all day	*No lunch
*Ate a salad, two peaches and green tea	*Didn't work out	*Worked out	*Worked out	*Worked out	*Had only a piece of bread for lunch	*Ordered an extra large pizza and soda
	*Ate pasta and brownies all day	*Ate salmon and baked greens for dinner	*Ate salmon and baked greens for dinner	*Ate salmon and baked greens for dinner	*Ordered lasagna for dinner	

2. Replace ingredients on the recipe below to make it a healthy one. Then write why it is healthy.



Date:

Name:

1. Reorganize the following sentences for them to make sense. Then correct them.

a. yesterday / came / to / a / people / little / party / the

b. ? / buy / you / glitter / one / please / could

c. cookies / any / ? / I / can / have

d. many / you / how / ? / popcorn / want

e. to / need / bring / some / snacks / you / not / do

f. party / are / the / ballons / much / at / there

2. Research and then write down the reasons why we don't use the food pyramid anymore.



a. We don't use the food pyramid anymore because _____

b. The new model we use is _____

c. We use it because _____

d. Therefore, we should _____

Date:

Name:

1. Put the verbs in the correct box.

MODAL VERBS	OTHER VERBS

am	could	should	shall	will
dare	being	ought to	call	are
ride	should	must	may	need not
can	brought	rarely	mighty	might

2. Create short sentences with the modal verbs from the exercise above.

3. Write the name of the habit according to the picture. Use text on page 50 to help you answer.









Date:

Name:

- Write the word under the correct heading according on the ending sound of the word.

/s/	/z/	/iz/

graphs	hats	plays	sings
crabs	bags	words	continues
races	prizes	sleeps	books
cliffs	dreams	follows	tries
fans	laughs	watches	changes
kisses	dishes	gloves	buses

- Write four sentences that include some of the words above.

- _____
- _____
- _____
- _____

3. Pick five sentences from the text below. Then underline and name each part of speech.

Tornadoes, or twisters, are more common in the United States than in any other country, and there are as many as 1,200 a year. Scientists studying the damage they cause have come to the conclusion that they can travel at over 330 km per hour.

Storm chasing is an increasingly popular phenomenon. It is when people travel to watch twisters and storms. There is now a documentary series which follows storm chasers as they pursue and film tornadoes in an area called Tornado Alley.

On a recent radio show a woman described seeing the twister outside her door and being unable to reach the shelter. She was in her home with her three children at the time. The tornado lifted the house from its foundations and carried it for over one mile. She described the experience as floating like an astronaut. But, her youngest son slept in bed the whole time. Miraculously, the house landed and nobody was hurt.



1.

2.

3.

4.

5.

Actividad complementaria 1 - Lección 3

1. - Healthy habits:
 - Ate a salad.
 - Two peaches and green tea.
 - Oatmeal for breakfast.
 - Ate salmon and baked greens for dinner.
- Unhealthy habits:
 - Left over pizza as breakfast.
 - No breakfast.
 - Ate pasta and brownies all day.
 - Had only a piece of bread for lunch.
 - Ordered lasagna for dinner.
 - Ordered an extra large pizza and soda.
 - No lunch.
 - Late breakfast: pancakes, chocolate and soda.

Respuesta variable.

2. Respuesta variable.

Actividad complementaria 2 - Lección 3

1.
 - a. A lot of people came to the party yesterday.
 - b. Could you please buy some glitter?
 - c. Can I have some cookies?
 - d. How much popcorn do you want?
 - e. You do not need to bring any snacks.
 - f. There are many balloons at the party.
2. Respuesta variable.

Actividad complementaria 1 - Lección 4

1.

MODAL VERBS	OTHER VERBS
Could	Dare
Can	Call
May	Brought
Will	Ride
Might	Am
Shall	Beign
Should	Are
Ought to	Need not
Must	

2. Respuesta variable.

3. • Play sports.
• Read.
• Dance.
• Play videogames.

Actividad complementaria 2 - Lección 3

1. /s/

/z/

/iz/

Cliffs	Follows	Races
Laughs	Crabs	Buses
Graphs	Words	Prizes
Sleeps	Dreams	Kisses
Books	Fans	Dishes
Hats	Bags	Changes
Plays	Watches	
Gloves		
Sings		
Tries		
Continues		

2. Respuesta variable.

3. Respuesta variable.

Date:

Name:

- 1 Partner up and read the statements below. Circle a feeling and discuss why it makes you feel that way. Write a short explanation under the statements.

- a. Keeping a journal is very helpful for me. Sometimes I feel like talking to friends is not as useful as writing down and processing the things I went through the day.

Happy

Annoyed

Relaxed

Scared

- b. I love to see a webpage that is designed well. I am interested in studying web design later in college.

Happy

Annoyed

Relaxed

Scared

- c. I was walking down the street when I saw a woman getting mugged. I ran to her and helped her take her purse back from the thief. She was so scared, poor thing!

Happy

Annoyed

Relaxed

Scared

- d. I was in line to buy movie tickets and I saw a person tell his kid to cut the line and act like he was confused. I got so mad!

Happy

Annoyed

Relaxed

Scared

- e. I had a terrible dream last night. I was in class and everybody was waiting for me present my topic, but I didn't know what my topic was! I stood there sweating and didn't know what to do.

Happy

Annoyed

Relaxed

Scared

- 2 Write the correct form of the verb in the paragraph below.

Most teenagers _____ (think) that _____ (volunteer) is more enjoyable if you do it with friends. It is also better if you _____ (choose) activities that interest you. If you _____ (love) animals, you can work for an animal rescue foundation. If you like _____ (help) the elderly, you ought to volunteer at a senior citizen home. You may _____ (care) about the environment. If so, you might want to _____ (help) pick up trash in your area. You can help any number of ways.

- 3 Turn the following statements into affirmative, negative or a question depending on the instruction given.

a. We measure earthquakes with a seismograph. (Question)

b. Is a wildfire an uncontrolled fire that normally occurs in the countryside? (Affirmative)

c. A hurricane is a storm that produces strong winds and heavy rain. (Question)

- 4 Choose the correct intensifier from the box below to complete the sentences below.

So

Really

A little

Super

All

Very

a. My family and I love running. We do it _____ often.

b. That has too much sugar. It's _____ sweet!

c. I don't recommend you to stay up studying. It is _____ harmful for you in the end. You end up tired and don't perform well in the exam.

d. I am _____ worried about you. You haven't seemed to be sleeping much lately. Are you ok?

Date:

Name:

1 Choose the correct pronunciation for the words in bold in the sentences below.

a. No, I don't know him personally. I haven't had the **honor** of meeting him.

Pronunciation: /h/ or /j/? _____

b. I know people don't like this city. But, it is my **home** and I love it.

Pronunciation: /h/ or /j/? _____

c. You have turn in the test within two **hours** of starting.

Pronunciation: /h/ or /j/? _____

d. I love to watch documentaries. Specially, the **history** ones. They're so interesting.

Pronunciation: /h/ or /j/? _____

e. To be **honest**, I can't really study late at night. I can't concentrate well then.

Pronunciation: /h/ or /j/? _____

f. I wonder what it feels like to be an **heir** to a great fortune.

Pronunciation: /h/ or /j/? _____

2 Describe the following terms and clothing on the lines below.

a. Caps and beanies.

b. Thrift shop.

c. Trendy clothes and glasses.

d. Bracelets and necklaces.

e. Street markets

3 Choose the right verb form to complete the following sentences.

- a. Who _____ you think is going to win this years' cup?
- b. She always _____ this! This is why we are late all the time.
- c. My friends and I love to have picnics at the park. We _____ it every weekend.
- d. I wish I could go to the mall on Friday. But, I'm afraid I _____ have time.
- e. _____ he like to watch horror movies? We should invite him.
- f. It _____ work like that. You have to complete the survey first.
- g. I _____ think I could win the trophy at this point. Even if I really try.

4 Use present simple to explain the following styles.

a. Sporty

b. Skater

c. Hip hop

d. Hipster

e. Comfy

Name:

Unit 2: Healthy Habits

1. Match the agreements and disagreements below according to your preferences.

1. Running is the only sport that can get you fit.
2. You can have a bad diet if you do a lot of exercise.
3. Sleeping and resting is part of being healthy.
4. You can have a bad mentality if you train every day. Your mind doesn't affect training.
5. I exercise less and eat more junk food on winter.
6. Seasons don't affect my mood, so I always stay healthy.
7. There is only one way to be healthy.

- a. No, not really
- b. No, it isn't.
- c. Yes, completely true.
- d. Yes, that is correct.
- e. Of course!
- f. I'm not really sure...
- g. Absolutely not!
- h. Yes, but also...

2. Team up with a classmate and discuss your statements of activity 1. Use the text and track 15, on page 50 to help your arguments.
3. Complete the sentences with the correct word from the box.

mustn't have to can should

- a. She _____ drive because she doesn't have a license, it's illegal.
- b. They _____ travel half price because they are under four years of age.
- c. We _____ wear seatbelts in the car.
- d. Drivers _____ stop at red lights, but they don't always.

4. Edit the following paragraphs about healthy habits. Focus on capitalization, periods and commas. Then, discuss with your class about the topic on the paragraphs. Use the vocabulary of suggesting, obliging and prohibiting you saw on lesson 4.

when I wake up the first thing I did is drank a Tall glass of water after that I
brush my tooth while I looking for my clothing i take a shower and hurry out
the doors i m always very late In the mornings I love sleeping so many

Whenever I have lunch at a friend s house i take my toothbrush with me i
just hate feeling like I have something Stuck between my teeth I eat excuse
myself goes to washing my Hands and brush my teeth then I can be relaxed
for the rest of the afternoon while we talking and plays games

5. Complete the dialogue below with the correct form of noun in the box.

many much a lot a little some a few any

Mandy: Mom, can I invite _____ (1) friends home for my birthday party?

Mom: Of course, how _____ (2) friends do you want to invite?

Mandy: I don't know. _____ (3) of my friends are on vacation.

Mom: Ok. Do you have _____ (4) good ideas for the invitations?
How _____ (5) money do you need?

Mandy: Just _____ (6). We only need to buy _____ (7)
things like balloons and a cake!

Mom: Ok, you can count on me, honey. It will be a fun party!

Evaluación Diagnóstica Unidad 2

1. Respuesta variable.
2. “Most teenagers think that volunteering is more enjoyable if you do it with friends. It is also better if you choose activities that interest you. If you love animals, you can work for an animal rescue foundation. If you like helping the elderly, you ought to volunteer at a senior citizen home. You may care about the environment. If so, you might want to help pick up trash in your area. You can help any number of ways.”
3.
 - a. How do we measure earthquakes?
 - b. A wildfire is an uncontrolled fire that normally occurs in the countryside.
 - c. What is a hurricane?
4.
 - a. very.
 - b. so.
 - c. super.
 - d. a little.

Evaluación Formativa Unidad 2

1.
 - a. /h/
 - b. /j/
 - c. /h/
 - d. /j/
 - e. /h/
 - f. /j/
2. Respuesta variable.
3.
 - a. do
 - b. does.
 - c. do.
 - d. don't.
 - e. Does.
 - f. doesn't.
 - g. don't.
4. Respuesta variable.

Evaluación Sumativa Unidad 2

1. Respuestas variables
2. Respuesta variable
3.
 - a. mustn't
 - b. can
 - c. have to
 - d. should
4.
 - a. When I wake up, the first thing I do is drink a tall glass of water. After that, I brush my teeth, while I look for my clothes. I take a shower and hurry out the door. I'm always very late in the mornings, I love sleeping so much!
 - b. Whenever I have lunch at a friend's house, I take my toothbrush with me. I just hate feeling like I have something stuck between my teeth! I eat, excuse myself, go wash my hands and brush my teeth. Then, I can be relaxed for the rest of the afternoon while we talk and play games.
5. 1.some 2.many 3.a lot 4. any 5.much 6. a little 7. a few

Audio Scripts Unit 2 Student's Book

Track 11. Page 36. Activities 2 and 3

Paciente: Hi doctor! Can you hear me?

Doctor: Yes Ben! How are you doing?

Paciente: I'm great! I want to tell you about the things I eat.

Doctor: That is great! Do you like fruit?

Paciente: I love fruit! I eat fruit when I wake up and before I go to bed. In total I eat five fruits per day.

Doctor: Excellent, because you should eat five fruits every day.

Paciente: What about junk food? Is it okay to eat burgers?

Doctor: No, it is advised not to eat fast food. You can still do it once every couple of weeks, but you should try not to eat junk food. Is there any unhealthy food that you eat regularly?

Paciente: Well, to be honest, I have a weakness for sweet food, especially chocolate. I can stay away from almost everything, but I love chocolate too much.

Doctor: Just try not to eat too much chocolate. It is not healthy for you. What about drinks? Do you drink soda?

Paciente: No. If I need to drink I usually drink water. It's healthier than drinking soda!

Doctor: Exactly! Okay. It seems like in general you eat very healthy. Just try to eat less chocolate!

Paciente: Okay! Thank you, doctor.

Track 12. Pages 38 & 39. Activity 2.

Hello everybody, and welcome to a brand-new episode of Healthy and Delicious. I'm your chef, Lila!

Do you have a party coming up soon and want to impress all of your friends? Maybe you want to prepare a snack for your family or just yourself? Well, today we are preparing bruschettas! And even better, today we will be making healthy bruschettas so you can eat and enjoy with your friends and family!

But first, what are bruschettas? Well, bruschettas are a typical Italian snack that is eaten at the beginning of a meal. Their main characteristic is that they are made with toasted bread, garlic and olive oil. Think of it like a healthier version of a pizza, but equally delicious! Yum!

So, before going into the preparation of your bruschetta, here are all the ingredients we will need:

- Baguette bread
- 1 Garlic clove
- Olive oil
- Basil
- Salt and pepper
- Tomatoes
- Onions

- (Optional) Avocadoes and a lemon

Attention!

Cooking can be very fun, but it can also be dangerous. If you want to prepare these bruschettas, you must ask for the help of an adult first.

(pausa)

Let's start with the preparation! The first thing that you need to prepare is the vegetable mix that will go on top of the bread. First, ask for an adult to chop the onions and tomatoes. You will be in charge of taking the chopped ingredients and adding them into a bowl, mixing them with some olive oil, salt, pepper and basil. If you want to, you can squeeze a lemon to add some more flavor.

Next, add the chopped garlic clove to the mix. Be careful! Garlic is small, but powerful, so make sure that it is properly mixed.

Once every ingredient is mixed, it's time to cut the baguette into thin slices. Then, lightly put some olive oil and garlic on the bread slices and put them in the oven until they are toasted.

If you want to add an extra touch of flavor, put a little bit of avocado on your bread. Finally, put the ingredient mix on the toasted baguette and you're good to go! It's an easy, affordable, and healthy snack for you, your friends and your family.

But don't limit yourself. If you don't like onions or tomatoes, you can put your creativity to work and create many other healthy types of bruschetta! You can use ingredients such as mushrooms, shrimp, chicken, carrots and many more!

Bruschettas are one of many examples that demonstrate that eating healthy can be fun, and most of all, delicious!

Track 13. Page 43. Activity 1.

Obesity in Latin America is an increasing problem. More and more children and teens are becoming overweight or obese. There are many possible causes for this problem. These include an increase in urban living, dietary changes towards unhealthy US-style snacks, and a more sedentary lifestyle that involves watching TV and playing video games.

In Mexico, Congress passed legislation in 2010 in order to decrease the amount of junk food schools sell to children. Specialists also suggest that schools should provide students with at least thirty minutes of exercise per day

Track 14. Page 45. Activity 1.

Did you know that there are different food groups? Different food provides different nutrients and different benefits to your health. But you should be more careful with certain groups, because eating too much of them is not healthy.

At the top, you have foods and drinks that are high in fat, sugar and salt. Here you can find sweets and most junk

foods, so you have to eat little amounts of these foods.

Then, there are meat and dairy products, which are products that come from milk.

Next, you can see the group that consists of fruits and vegetables. You need to eat a lot of these!

And finally, you have the group of grains and carbohydrates. You need to eat many portions of these foods everyday because they will give you energy.

Track 15. Page 48. Activity 2.

Welcome to a new episode of Healthy Planet, I am your host Martin Redfield, and today we will talk about a healthy habit in the Netherlands: cycling.

Do you have a bicycle? What do you use it for? In most countries, bicycles are used mostly as a hobby, or as a fun alternative to other ways of transportation. Some people use it to go to work because it's more economic, but they are a small minority.

That's not the case for the Netherlands. People in the Netherlands love cycling. They love cycling so much that it has become their main method of transportation. In Amsterdam, more than 70% of all trips are done in a bicycle, and results show that the average citizen from the Netherlands owns at least two bikes. In fact, there are more bikes than people!

Why does this happen? Well, let's go back to our reality first. Have you ever seen roads that can be used exclusively by bicycle? Maybe you have, but those exclusive roads are an exception because they are not everywhere. In the Netherlands, however, they have bicycle roads everywhere. Cyclists can freely move inside a city or even travel between cities without having too much trouble, because they will always have a special road for them. Bicycles even have their own traffic lights.

Biking inside a populated city like Amsterdam can be difficult because it is a busy city and you will be cycling along many other people, but cycling on the countryside is a beautiful experience that will give you a sense of freedom that you will surely enjoy.

But what are the benefits of cycling? By using a bicycle, you are contributing to a less contaminated city, but there are also many other benefits to your own health. Using a bicycle every day is an excellent form of exercise, it will help you to reduce the risk of heart problems, cancer and diabetes. You will also work out many muscles in your body, and you will also lose weight. Finally, cycling will also help you to relax and improve your mental health.

That's all the time we have for today. Tune in next week for another episode of Healthy Planet!

Track 16. Pages 50 & 51. Activity 2.

A healthy life is commonly associated with physical activity. If you do a lot of physical activities, you will probably be a healthy person. Here you will find some physical activities that you can enjoy in order to start living healthier!

Walk: Probably the easiest one to do, because you walk multiple times every day. You can create a new healthy habit if you walk to school every day.

Go Running: If you live too close to your school or walking isn't enough for you, you can always try running! You can do it after you finish your homework, and it is better exercise than walking.

Play Sports: Playing a sport can be much more fun to do because most sports require other players, which means that you will be able to play with your friends or with your family.

Dance: Do you like music? Then dancing might be your favorite activity. You might think that dancing is not a good exercise, but if you dance for more than 15 minutes, you will do a lot of exercise.

Games: There are many games that you can play with your friends which are also great physical activities. You probably remember games from your childhood such as racing or playing tag.

But it is important to keep in mind that physical activities are only one half of a healthy lifestyle. It is easy to forget about it, but your mental health is sometimes even more important! Here are some great activities that will help you relax and are great for your mental health.

Cook: Some people love cooking because they find it relaxing and fun. It is also a great opportunity to start eating healthier, too.

Listen to Music: Music is an important part of our lives and listening to your favorite music will make you feel happier and more relaxed.

Sleep: Sleeping 8 hours a day is very important for your health, especially when you are growing up. If you don't get 8 hours of sleep every night, try going to bed a little bit earlier.

Read: Reading a book or a story is great for your imagination and will help you discover worlds that are hidden inside the pages.

Play Video Games: Between cellphone, console and computer games you will find many video games that will help you relax and have a lot of fun! Keep in mind that it is better to play video games only for a couple of hours.

Relax: But sometimes, the best thing to do if your mind needs a break is to do nothing. Just rest! It will help you relieve stress and you will feel better.

It is always important to look at how you are spending your own time and see if you have a healthy balance between

physical activities and other ways of spending time. Doing too much of one activity, even if it is a healthy one, will be bad for your health.

Track 17. Page 55. Activity 1.

1. Hide the TV remote control. Getting up and changing the channel manually ten times per day with the TV two meters from the sofa will burn calories.
2. Go through regular doors, not automatic ones. Pushing the door works the triceps.
3. Don't drink water with meals. Water prevents a feeling of fullness.
4. Towel dry your hair. This is a small workout for the biceps.
5. When sitting, occasionally lift your feet from the floor, then hold. This works the abdominal muscles.
6. Don't wait for the bus, walk to the next bus stop. By walking you burn six calories every minute.
7. Carry objects. Keeping the arms extended requires powerful static contraction. Shoulders and chest muscles are worked.
8. Relax. Not relaxing causes release of the hormone cortisol, which takes muscle and burns it as fuel, leaving fat cells in its place.
9. Wear lace-up shoes, not slip-ons. Tying laces works the thumb and finger flexor muscles.

Track 18. Page 56. Activity 2.

I am Mexican and my first language is Spanish. I speak Spanish with my family and friends every day. However, at school I have to learn English for three hours every week. Why is it important that I learn English? People speak English all over the world – more than any other language except Mandarin Chinese. English is the international language of business, science, technology, banking, medicine, and more. It can also be fun. A lot of great music is in English as well as movies and TV shows. I want to speak English because I want to travel to other countries and communicate with people. I also have family in the US and I want to have conversations with them. For all of these reasons, I think English is a very important language to learn. I also think that learning English will help me get a job when I leave school.

Audio scripts Unit 2 Activity Book

Track 19, page 23. Activity 1.

- a) Man: I need to drink more water. My head hurts all the time!
- b) Woman: Junk food is bad for your body, you should try to eat more vegetables.

c) Man: I think fast food is not necessarily that bad, there are healthy restaurants with this type of food too.

d) Woman: My sister eats hamburgers for lunch all the time. She says she doesn't have time to cook at home.

e) Man: My mom cooks the best mushroom soup. It's delicious and healthy!

Track 20, page 26. Activity 1.

Obesity in Latin America is an increasing problem. More and more children and teens are becoming overweight or obese. There are many possible causes for this problem. These include an increase in urban living, dietary changes towards unhealthy US-style snacks, and a more sedentary lifestyle that involves watching TV and playing video games.

In Mexico, Congress passed legislation in 2010 in order to decrease the amount of junk food schools sell to children. Specialists also suggest that schools should provide students with at least thirty minutes of exercise per day.

Track 21, page 31. Activity 1.

Mujer: I love solving sudoku puzzles. They are fun and make me think a lot, which is good for my brain. I usually do it while I commute to work or when I'm at home. My children have also developed their interest in puzzles. We sometimes solve them together!

Hombre: I think my favorite leisure time activity is drawing. I think I could be an illustrator because I do it all the time. I enjoy drawing portraits of people or just drawing what I see while I walk on the streets. I sometimes go to the park and look for a nice spot to sit down. I always carry colored pencils and a small notebook. You never know when you'll find something worth drawing!

TEMPLATES DE ESCRITURA Y PRESENTACIONES ORALES

Template de escritura 1

A recipe is similar to an instruction manual, except it also has the ingredients in it, to indicate what you are building. It has a very known structure, although the style changes in every cooking book. It is usually written in formal language, except when it is online. Then it can take a more informal structure and language.



Ingredients: these are the items that are necessary to cook what you are about to cook.

Steps: These are the instructions you need to follow to complete the recipe, for the meal or food to look, and most importantly taste, as close as it can to the original. They include recommendations and how to use kitchen equipment.

Make your own recipe with the template below.



Template de escritura 2

This is an essay. It is usually used to explain an idea or point of view, with research and substantial arguments. It uses formal language and it is usually written in an impersonal tone. Avoid using the first person singular or plural to write an essay. Essays are used in academia to put forth a particular thesis. Use the following template to write an essay.

Name:

Teacher's name:

Class:

Date:

Last name:

Title

Introduction: The first paragraph is generally the introduction.

The first line usually includes the thesis statement, which means, the idea you want to defend or talk about for the rest of the essay.

The final lines usually say how you are going to prove that your idea is correct. Or, what your essay will be distributed.

Body: This is where you talk about your idea and add the arguments and research you did to prove your point.

Conclusion: The conclusion always recalls the main idea of the text, summarizes the essay in short sentences and, finally, makes a projection. This means that you say why your essay could be helpful for others in the future.

TEMPLATES DE ESCRITURA Y PRESENTACIONES ORALES

Template de presentación oral 1

Oral presentations are useful because you can show your teacher and classmates what you have learned and it is also a great opportunity to practice pronunciation and other abilities, such as self-confidence, team work and time management.

Use the graph below to organize your oral presentations, either in group or individually.

Topic:	Introduction
Group members:	
Information sources:	Body
Task division:	Conclusion:

Group Discussion

Group discussions will help you to practice your English fluency and pronunciation. It also helps you with your listening skills, since you have to focus on what your classmates are saying.

Besides, you will get to know your classmates' opinions and have the possibilities to share your own ideas and views. This will broaden your perspective among certain topics and will help you to be more tolerant and respectful towards others.

Topic: Write the topic of the discussion.

Strategy: Write how you plan to organize your questions, evidence and opinions.

My opinions: Take notes on what opinions and arguments you want to share with your classmates.

Evidence and sources: Take notes on sources to support your opinions and arguments.

Topic:

My questions:

Strategy and planification:

My opinions:

Evidence and sources:

About mind maps:

- How to Build a Mind Map. (n.d.). Retrieved April 23, 2015, from www.examttime.com/blog/create-a-mind-mapconnect-ideas/
- Concept maps or mind maps? (n.d.). Retrieved April 23, 2015, from www.informationtamers.com/WikiIT/index.php?title=Concept_maps_or_mind_maps?_the_choice
- Diagrams Done Right. (n.d.). Retrieved April 23, 2015, from www.lucidchart.com/

Common European Framework of Reference:

- Using the CEFR: Principles of Good Practice. (n.d.). Retrieved April 23, 2015, from www.cambridgeenglish.org/images/126011-usingcefr-principles-of-good-practice.pdf
- Communicative Competence according to CEFR(chapter 5). (n.d.). Retrieved April 23, 2015, from www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf
- Council of Europe. (n.d.). Retrieved April 23, 2015, from www.coe.int/t/dg4/linguistic/Cadre1_en.asp <http://learnenglishteachers.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos>
- Nettle, M. (2003). *Developing Grammar in Context*. Cambridge, Cambridge University Press.

Other resources:

- <http://web.stanford.edu/dept/CTL/Newsletter/cooperative.pdf>
- Rhoades, G. (2013, October 1). Minimizing the Chaos through Cooperative Classroom Management. Forum, 28-34
- Diamond, Harriet and Phyllis Dutwin, *English the Easy Way*, Barron's Educational Series, 2003
- Francis, Edward J., *A Year in the Life of an ESL (English Second Language) Student: Idioms and Vocabulary You Can't Live Without*, Trafford Publishing, 2006.

- Grinker, Roy, and Christopher Steiner, *Perspectives on Africa: A Reader in Culture, History, and Representation (Global Perspectives)*, Wiley-Blackwell, 1997.
- Schramper, Betty, *Fundamentals of English Grammar*, Pearson Education, 2002
- Schramper, Betty, and Stacy A. Hagen, Richards, Jack C., and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, Cambridge University Press, 1996
- Swan, Michael, *Practical English Usage*, Oxford University Press, 1995
- Ponsonby, M. (1982). *How now, brown cow?* Oxford: Pergamon.

Here are some suggested texts recommended by the CRA (Centro de Recursos para el Aprendizaje) for EFL students in 8th grade.

- Baptiste, B. (2012). *My daddy is a pretzel*. Barefoot Books: Reino Unido.
- Jahanforuz, R. (2013). *The girl with a brave heart*. Barefoot Books: Reino Unido.
- Various Authors. (2007). *Apuntes de inglés*. Pamón: España.
- Various Authors. (2010). *Write source: writing and grammar, grade 3*. Houghton Mifflin: Estados Unidos.
- Various Authors. (2010). *Write source: writing and grammar, grade 4*. Houghton Mifflin: Estados Unidos.
- Various Authors. (2010). *Write source: writing and grammar, grade 6*. Houghton Mifflin: Estados Unidos.
- Various Authors. (2012). *Illustrated spanish-english student dictionary*. Merriam-Webster: Canadá.

SITIOS WEB Y ENLACES

Information about the history of the Internet:

- <http://www.internetsociety.org/internet/what-internet/history-internet/briefhistory->

Information on how to stay safe on social media:

- <https://www.connectsafely.org/social-web-tips-for-teens/>
- <https://www.safervpn.com/blog/internet-safety-tips-children-teens/>

Apps recommendations for teens:

- <https://www.learningliftoff.com/10-best-apps-for-teens/>

Information about group work in the classroom:

- <http://www.icaltefl.com/index.php/teaching-techniques/groups.html>

Online dictionary of slangs on the Internet and in common life:

- <http://www.urbandictionary.com/>

Encouraging Reluctant ESL/EFL Learners to Speak in the Classroom. Minh Hue, N.

- <http://iteslj.org/Techniques/Hue-ReluctantSpeakers.html>

Participation Points System to Encourage Classroom Communication. McLachlan Jeffrey, D:

- <http://iteslj.org/Techniques/Jeffrey-PointsSystem.html>

How to encourage student participation:

- <http://busyteacher.org/3933-how-to-encourage-student-participation.html>

Information about roles inside group work:

- <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/assigning-roles>
- <http://www.context.org/iclib/ic09/fcl/>

Information about damage caused by tourists:

- <http://www.thetravelword.com/2012/02/06/irresponsible-tourism-and-the-forest-fire-in-torres-del-paine-national-park-chile-2/>
- <http://www.roughguides.com/destinations/south-america/chile/southern-patagonia/parque-nacional-torres-del-paine/fire-in-the-park/>
- <http://www.theguardian.com/world/2008/mar/26/7>

For examples of indigenous words used in Chile:

- <http://terceracultura.cl/2010/09/200-anos-palabras-originarias/>

For information about Chilean indigenous people:

- <http://www.precolombino.cl/en/culturas-americanas/pueblos-originarios-de-chile/>
- <http://indigenousnews.org/indigenous-peoples/chile/>

About skimming and scanning:

- <http://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/>

Examples of skimming and scanning and online activities for different levels:

- <http://www.bbc.co.uk/skillswise/topic/skimming-and-scanning>

/w/ sound practice and information:

- https://www.youtube.com/watch?v=nMB5mX_PG HQ

Como complemento a los recursos presentes en la Guía didáctica del docente, puede utilizar los recursos existentes en su biblioteca escolar (CRA y digital). Para esto, se le sugiere pedir asesoría al encargado CRA de su colegio.

Before Reading A Diary

1 Look at the pictures and make predictions. Then go to question 2.

The Diary of Robert O'Hara Burke

Victorian Exploration Expedition 1860 

- What country can you see in the pictures?
- Who is Robert O'Hara Burke and what do you think he is famous for?
- What do you think he writes in his diary?

June 20, 1860



Over 15,000 people came to say good-bye to us today at Royal Park in Melbourne. The Victorian Exploration Expedition started on its way to the northern coast.

August 19, 1860



Today we arrived at Swan Hill. The journey last week was very difficult because it rained so much! The ground was very wet and muddy.

October 12, 1860



It did not rain as much as last week, but we had new problems on the road to Menindee. At every step, our wagons and camels had to stop to push them out of the sand.

November 20, 1860



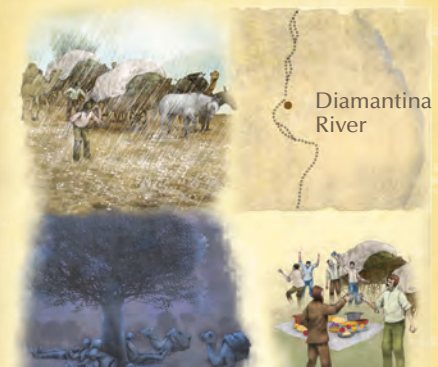
This morning, we arrived at Cooper's Creek. This is a new territory. When we arrived, we decided to wait until March. The summer is too hot for us and our camels need to rest.

December 15, 1860



A few moments ago, I received a message. John Stuart is close to us. He is a great explorer and his team is very fast. Stuart must not get to the coast before us. Four of us decided to leave Cooper's Creek tomorrow.

December 26, 1860



The desert was less difficult than expected. The heat was the biggest problem, but everyone was happy. We celebrated Christmas Day at an oasis by the Diamantina river.

While Reading

2 Read the text and write T (*true*) or F (*false*).

- a. ____ The diary is about a trip in Africa.
- b. ____ Burke started his expedition in Melbourne.
- c. ____ The expedition was between 1860 and 1862.
- d. ____ Burke and his people, finally saw and swam in the sea.

January 5, 1861



The Yandrawandha people (indigenous Australians) were very helpful this week. They were peaceful and they gave us fish to eat.

January 14, 1861



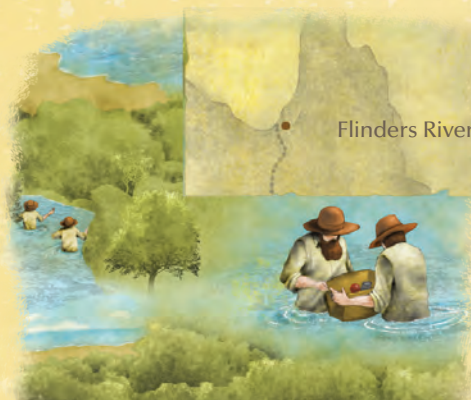
Today we walked towards an impressive mountain range. The landscape is fascinating.

January 18, 1861



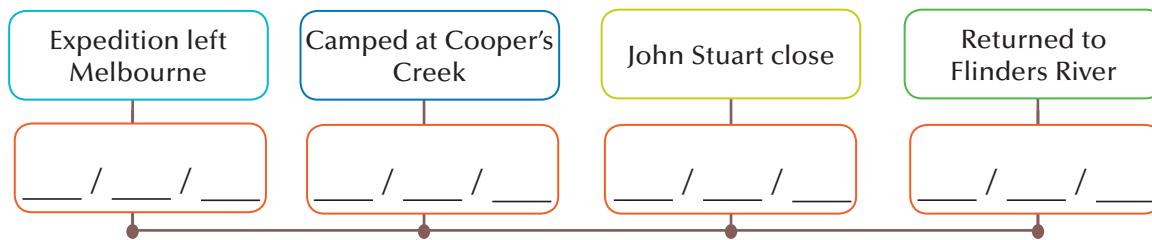
The mountains were difficult to cross. It was impossible to walk along some of the paths. The camels are suffering. We are all scared.

February 11, 1861



Today I heard the ocean, but I did not see it. We were so close, but we were in a swamp. It was too difficult to get across. We decided to return to Flinders river. Tomorrow, we must begin our journey back to Melbourne. We are so disappointed. We were so close!

➔ **1** Look at pages 124 and 125. Write the dates on the timeline.



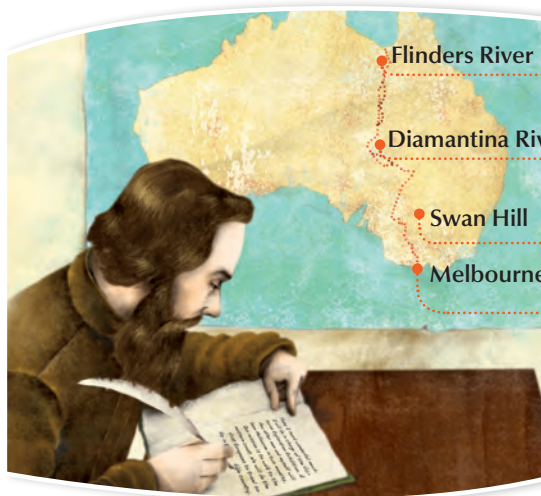
• **Reading Tip**

Scanning

Scan the text quickly to look for key words and specific information.

2 Match the sentences to the locations on the map.

- It rained so much!
- The Victorian Expedition started its way to the northern coast.
- Tomorrow, we must begin our journey back to Melbourne.
- We celebrated Christmas Day at a delightful oasis.



Flinders River

Diamantina River

Swan Hill

Melbourne

After Reading

3 Find words in the diary related to each category.

Weather	Environment

4 In your notebook, write a description of the weather where you live.



5 Speaking • Coming to a Consensus

- In groups, imagine you are going on a long expedition. Make a list of things to take.
- Come to a consensus about the five most important things.

Glen Allen girl lifts car, does CPR, saves father's life

Posted: Jul 30, 2012 11:57 PM

Updated: Aug 05, 2012 12:20 AM

By Sarah Bloom

Lauren Kornacki learned CPR several times. For years, she's worked as a lifeguard. The 22-year-old just graduated from Mary Washington with a physics degree, but while looking for work, she decided to return to something familiar to earn a little money.

Two days ago, her supervisor held a review session on CPR skills. Saturday, Lauren used what she learned to save her father's life.

"I opened up his airway to make sure he could breathe and everything and at that point I'm just talking to him and saying: You can't leave me. Just stay with me. Keep breathing," Lauren said.

You see, Lauren's father, Alec, was working on his car, a BMW 525i. The jack slipped and the car fell on top of him. Lauren was on her way out the door when she came found, unconscious and crushed.

It happened Saturday on Lincolnshire Court near Old Nuckols Road.

"As I go to open the garage door I hear a primal scream, like...dial 911!" said Lauren's mother, Liz.

That scream was 22-year-old Lauren discovering her father.

Seconds later, she did what most would consider unthinkable, she moved a car weighing a ton and a half off her father's body.

"I just lifted it up right here and just kind of threw it, shoved my body as hard as I could then I dragged him

out and started CPR," Lauren said. "A thought flashed in my mind like, I'm going to lose my dad."

"His eyes were open, he wasn't responding to me. I knew I had to get his heart beating again and I had to get him breathing." She remembers.

And in that moment, with her skills and strength, she was the only person keeping her dad alive.

"I just kept telling him. *You can't leave me,*" said Lauren. *"Just stay with me. Keep breathing."*

Two days later, Alec Kornacki's other daughter, Allie, shared a video with us. Her father is still in the ICU, but walking and finally getting the chance to thank Lauren.

"When I told him what happened," said Liz. "the tears just came to his eyes. He said thank you for saving my life to Lauren and just smiled with his twinkling blue eyes and that was it."

"Just seeing him move and breathe I literally just sat there and watched his chest rise and that's when I lost it," said Lauren. "I just couldn't handle how thankful I was"

Liz says Lauren is the reason Alec is alive. She says he wasn't breathing and a heart stopped for less than five minutes.

"She got his heart beating again and got him breathing again," said Liz. "So, she's it. He gave her life and then she gave him life. I am in awe of her. She is the day. She saved the day. I can't even tell you how proud I am of her."

>>

Alec's doctors didn't want him to speak on camera just yet, because he's still in the ICU but he asked us to share this statement: "I'm just so lucky and proud that I have daughters that can perform CPR and have the knowledge to save lives. I think it's an important skill for everyone to know and if it weren't for Lauren I would not be alive today."

He has several broken ribs, some numbness, and other fractures, but nothing that appears to be permanent damage.

Alec has three daughters. All three know CPR.

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Taken from: <http://www.nbc12.com/story/19152108/glen-allen-girl-lifts-car-does-cpr-saves-fathers-life>



1 According to the text, describe Lauren.

2 How many people are in the Kornacki family? Name them.

3 What do you think the importance of the phrase *Two days ago, her supervisor held a review session on CPR skills* is for the story?

4 Compare this complete news story with the one adapted on your students book. Write what is different and what is similar.

Article 1	Article 2
Similar	
Different	

