

LOUISE POTTER



## ● 0.01 Audioscript pT138

- Greet students and welcome them to class. Say: Hello, I'm (your name). Nice to meet you. Encourage volunteers to introduce themselves in the same way. Talk about where you are from (city and neighborhood) and encourage students to do the same, using the comparative form. Invite students to look at the image of the city of Rio de Janeiro and ask them what they know about Rio. Have them compare Rio to their own city. Then have them complete the article using the correct comparative form.
- 2 Review the gerund form with students. Put students into pairs and ask them to complete the mini dialogues. Encourage peers to help each other. Check their work by eliciting the answers from volunteers.

## Extension

Have students write a small paragraph about their hometown. Encourage them to talk about its highlights and compare it to any other town in Brazil. Have them use Exercise 1 as a reference.

# WEL(OME!

#### **COMPARATIVES**

Complete the article with the comparative form of the adjectives in parentheses.

# Visit Rio de Janeiro arnival cele country, an different neighb parties, but it's Tereza is 3\_IMOI definitely enjoy In Rio you'll wa but beaches like (clean) and 5\_\_\_\_\_\_

arnival celebrations in Brazil are <sup>1</sup> more exciting than (exciting) in any other country, and Rio de Janeiro is Brazil's most popular destination with a lot of different neighborhoods to choose from. For example Ipanema is famous for its Carnival parties, but it's <sup>2</sup> more crowded than (crowded) Barra da Tijuca, and Santa Tereza is <sup>3</sup> more traditional than (traditional) both those neighborhoods – you'll definitely enjoy an authentic "carioca" experience there!

In Rio you'll want to have fun at the beach, too! Copacabana and Leblon are amazing, but beaches like Prainha, Reserva, and Grumari are often 4 cleaner (clean) and 5 more peaceful than (peaceful) those very popular beaches.

After enjoying the Carnival, you can visit places not too far away from Rio. Petrópolis, Itaipava, and Penedo are a lot 6 quieter than (quiet) the state

#### **GERUNDS**

Complete the mini dialogues with the gerund form of the verbs below.

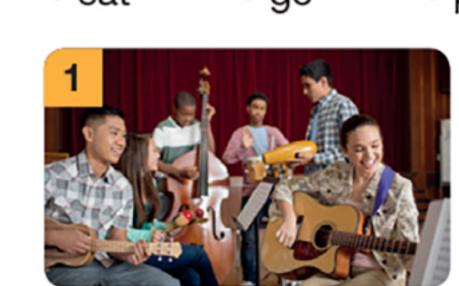
- add
   avoid
   drink
   ride
   take
   wait

  1 A Dr. Ramirez, what are some things people can do to keep healthy?
- B Well, <u>drinking</u> enough water is very important. And <u>avoiding</u> sugar is a simple step. For example, <u>adding</u> more sugar to chocolate milk is totally unnecessary.
- 2 A I don't like <u>taking</u> the bus to school.
  - B Why? It's much faster than <u>riding</u> your bike.
  - A Yes, but I don't like <u>waiting</u> for the bus on my own at the bus stop.

capital, and are great places to relax!

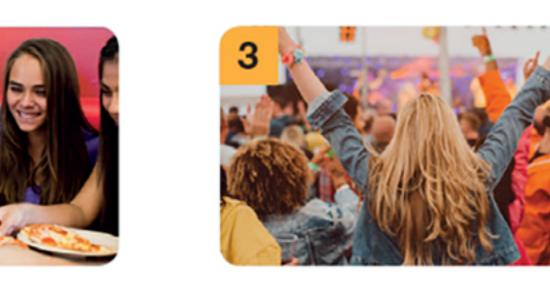
## FREE-TIME ACTIVITIES

③ 0.01 Look at the images and complete with the words below. Then listen, check, and repeat.





watch





<u>play</u> in a band

<u>eat</u> out

to a concert

watch series

## ● 0.02 Audioscript pT138

- 1 �0.02 Review occupations with students. If you think students will be comfortable to do so, elicit their parents' occupations and write them on the board as students call them out. Check to see which occupation is the most common amongst the class. Have students look at the images in their books and unscramble the words to match them. Play the audio to check their work. Focus on pronunciation by asking students to repeat the different occupations.
- 2 Review with students how we use the simple future using will. Ask some students for personal examples. Ask students to make up a sentence using will and share it with a peer. Have students read the sentences and complete them with the correct simple future form. Have them check their work in pairs.
- Remind students how to ask questions using be going to. Ask students simple questions, e.g.: Are you going to soccer practice tomorrow? What time are you going to bed tonight? How long are you going to spend on vacation? etc. Invite students to look at the prompts in their books and give them two minutes to form questions. Have them check their work in pairs.

#### USE IT!

4 Put students into pairs to practice asking and answering the questions from Exercise 3. Encourage them to come up with more questions to interview their partner. Monitor their work.

## Extension

Have students write a small paragraph about which occupation they believe will be the most in demand in the future. Have them justify their answer. Encourage them to share their paragraphs.



## Welcome!

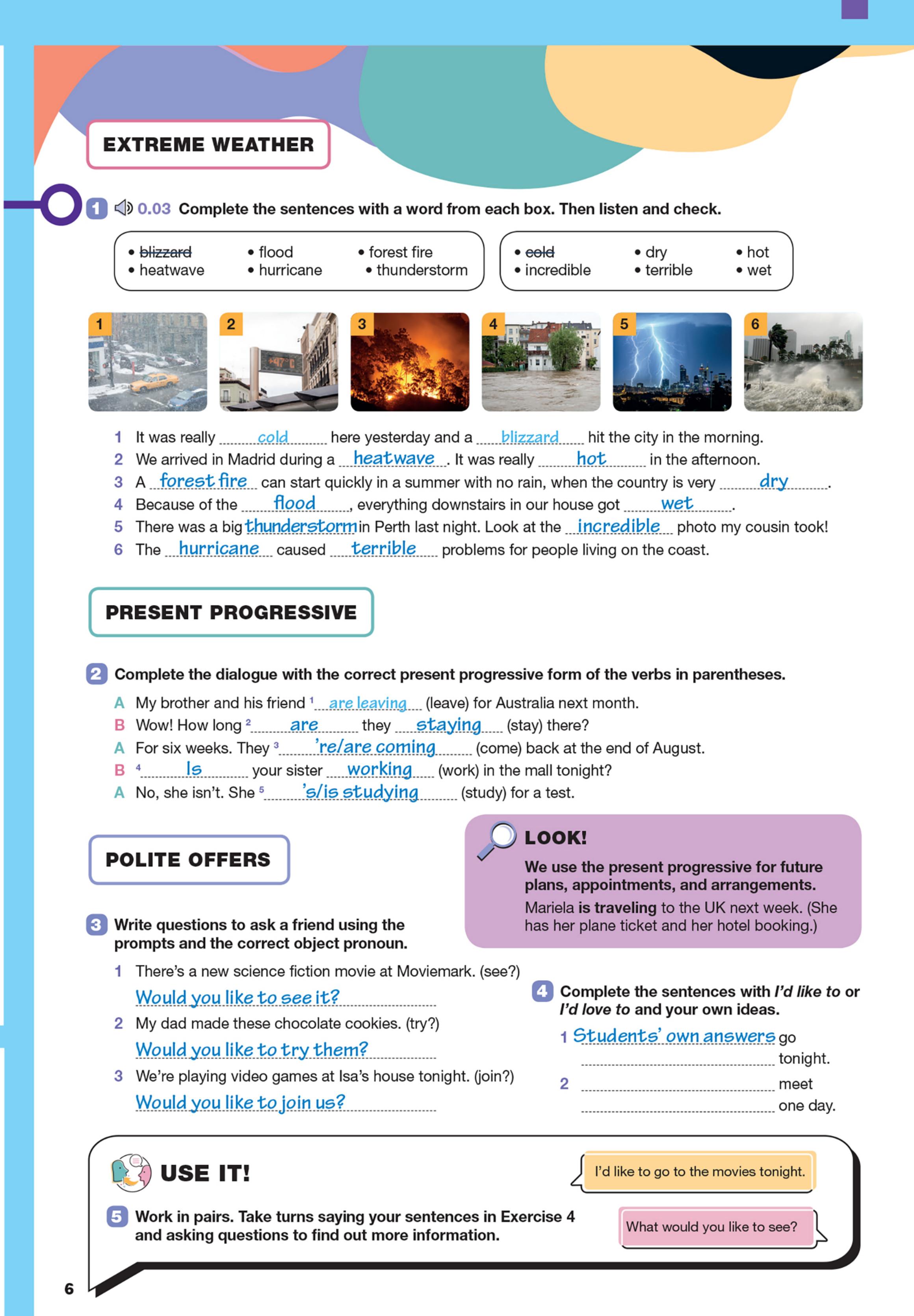
## ◆ 0.03 Audioscript pT138

- <a>♦ 0.03 Have students keep their</a> books closed. Write the word weather on the board. Build a mind map with your students with all the words that come to their minds when they think of the word weather. Have them open their books and look at the images. Ask them to check if any of the images relate to the words on their mind map. Ask volunteers to read the words in the boxes above the images. Have them match the images to the six words from the first box. In pairs, have students read sentences 1–6 and complete the sentences with the words from the box. Draw their attention to the fact that image 1 and sentence 1 are linked and so on. Play the audio to check their work. Have them pay attention to pronunciation and intonation.
- 2 Review the present progressive tense with students. Ask them to give you examples. Ask them to read the sentences and complete the dialogue. Encourage students to give you more examples after completing the sentences.

## LOOK!

Draw attention to the Look! box. Read the sentence with students and ask them to give you more examples. Remind them that we use the present progressive tense for ongoing activities, and also for future arrangements and intended actions.

- 3 Remind students how we make polite offers to people. Write the following on the board: the movies, a concert, a jog. Ask volunteers to invite their peers to the different events. Have students read the sentences 1-3. Individually, have them complete the sentences using the prompts.
- 4 Have students complete the sentences with their own ideas.





## USE IT!

Put students into pairs. Have them look at the speech bubbles and model the activity with a student. Student As should read their sentences to their partners. Student Bs should react by asking for more information. Then have them change roles.

#### Extension

Ask students to write a small dialogue regarding their plans for the weekend. Encourage them to write three or four sentences, using the present progressive, about a plan they intend to do. However, when they hear of a change in circumstances, for example, a bad weather forecast, they have to change their plan. For example:

- A I'm going to travel to the beach next week.
- B The weather forecast is very bad.
- A Oh no! I will change my plans.

## ● 0.04 Audioscript pT138

- •0.04 Divide students into pairs. Write the word shopping on the board. Give them 30 seconds to write as many words related to the topic as they can. Check to see which pair was able to write the most words. Have them read the paragraph in their books and circle the correct option. Play the audio to check their work.
- Write the words artist and money on the board. Have them classify whether the words are countable or uncountable. Have them justify their answer. Ask students to read the words in their books and complete the chart. Have them add some of their own words.
- Write the following intensifiers on the board: really, extremely, quite. Ask volunteers to come up with sentences using these intensifiers, explaining the reason for intensifiers (adverbs that make another word stronger). Ask students to read sentences 1–6 and circle the correct option. In pairs, have them check their work and justify their choices.
- Write how much and how many on the board. Ask students to give you examples of questions with each one, and explain the reason for using them. Individually, have students read questions 1–6 and complete them with the correct option. Have them come up with other examples related to their daily activities.

## LOOK!

Draw attention to the Look! box. Explain to students that we use much for uncountable nouns (singular) and many for countable nouns (plural). Both can be used in interrogative and negative sentences, however, much is never used in affirmative sentences: <del>I have much money.</del> I have a lot of money. Ask them to give you more examples by transforming the questions in Exercise 4 into affirmative sentences.

**SHOPPING** 

0.04 Circle the correct options. Then listen and check.

Olivia is at the 'shop/shopping' store mall. She'd like to buy a new jacket, but she can't <sup>2</sup>donate / earn / afford) it. She <sup>3</sup>saved / spent / borrowed almost all her (pocket) customer / free money last weekend, and she can't use her 5money / debit / bargain card because she doesn't have enough money / bills / coins in the bank.



WELCOME

#### COUNTABLE AND UNCOUNTABLE NOUNS

- Complete the chart with the words below.
  - artist information
    - beauty juice
- border food message
- price
- review

Countable	Uncountable		
artist	<u>beauty</u>		
border	food		
message	information		
price	juice		
review	money		

#### INTENSIFIERS

money

- Circle the correct options.
  - I put too much/ too many sugar in my coffee.
  - 2 Lucas is the most popular student I know. He has a lot of y enough friends.
  - 3 The test was difficult. There were too much / too many questions to answer.
  - 4 This closet is so small! There's enough / not enough space for your clothes.
  - 5 There's not much / not many information about Carl's accident. I hope he's OK.
  - 6 You don't need to go to the market. We have enough / too many eggs for the cake.

#### **QUANTIFIERS**

Complete the sentences with How much or How many.

1	How much	homework did you do last night?
2	How much	water do you drink every day?
3	How many	students are there in your science clas
4	How much	time do you need to get to school?
5	How many	people live in your home?

LOOK! In affirmative sentences, we use a lot of, not much. There's a lot of food in the fridge. I have a lot of homework to do.



How many

Work in pairs. Take turns asking and answering the questions in Exercise 4.

subjects do you study?

## USE IT!

Have students ask and answer the questions in Exercise 4. Monitor the activity by walking around the classroom.

## Extension

Invite students to put together a "potluck" party (a party where each guest or group contributes a different, often homemade, dish of food to be shared during the event) for the class. In pairs, have them make a list of all the food and drink they will need. Then, have them interview each other regarding how much of each item they will need, and encourage them to write the quantities beside each item. Monitor the activity by walking around the class.

## Welcome!

## ◆ 0.05 Audioscripts pT138

- •0.05 Invite students to look at the images and draw students' attention to the words above them. Invite students to try and match the images to the words. Invite a volunteer to read the sentences 1–6. Draw their attention to the fact that image 1 and sentence 1 are linked and so on. Individually, have students complete the sentences with the words above the images. Play the audio to check their work. Have students pay attention to pronunciation and intonation.
- 2 Remind students of defining and non-defining relative clauses. Explain to students that we use non-defining relative clauses to give extra information about the person or thing that is not necessarily important. Have students do the first one orally to check understanding of the task. Then have students work individually, rewriting the sentences using a non-defining relative clause. Have them check their work in pairs.
- Read through the sentences 1–5 with the students and have them complete the sentences individually.



## **USE IT!**

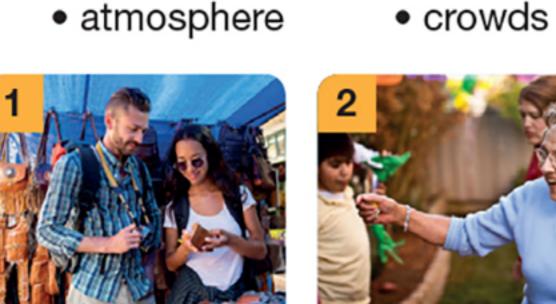
Have students write the list of adverbs from Exercise 3 in their notebooks. Model the activity for the students beforehand. Pair up students and have them write down three sentences (two true sentences and one false) using the listed adverbs. Have them take turns saying them to their partner and guessing the false sentence.

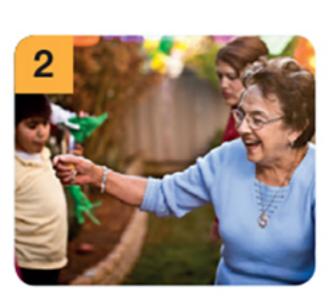
## Extension

Individually, have students observe their classmates and what they are doing at this exact moment. Have them use the adverbs from their list in Exercise 3 and a non-defining relative clause to describe something a classmate is doing, e.g.: Paula, who is an excellent student, is working hard on her essay. Tell them they can also use different adverbs and make up situations, if necessary.

#### **FESTIVALS AND CELEBRATIONS**

.05 Complete the sentences with the words below. Then listen and check.





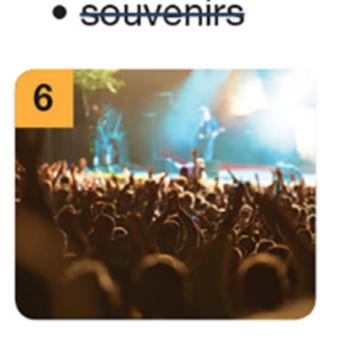


dance shows





music events



- Many tourists like to buy <u>souvenirs</u> at street markets.
- 2 Everyone danced and laughed a lot at Grandma's party. The atmosphere was great!
- Crowds of people enjoy the Carnival at Copacabana.
- Women wear traditional dresses in dance shows in India.
- Fireworks are a popular way to celebrate the New Year all over the world.
- 6 According to the reviews, PopParty Fest was one of the bestmusic events of the year.

#### DEFINING AND NON-DEFINING RELATIVE CLAUSES

- Write one sentence with a non-defining relative clause using the two sentences and who or which.
  - I watched the game with Bruna. Bruna is a big soccer fan. I watched the game with Bruna, who is a big soccer fan.
  - 2 The Paragon is closed this week. The Paragon is our favorite café. The Paragon, which is our favorite café, is closed this week. / The Paragon, which is

    Hiro lives in Portugal now. Hiro is Japanese. closed this week, is our favorite café.
  - Hiro, who is Japanese, lives in Portugal now. / Hiro, who lives in Portugal now, is Japanese.
  - 4 Last month I joined the drama club. The drama club meets every Tuesday at 2 p.m. Last month I joined the drama club, which meets every Tuesday at 2 p.m.

#### **ADVERBS OF MANNER**

- Complete the sentences with adverbs from the adjectives in parentheses.
  - Sophia walked <u>carefully</u> (careful) around the gift store because she didn't want to break anything.
  - 2 Isabela is a fantastic role model because she studies <u>hard</u> (hard).
  - 3 Mrs. Silva was driving too <u>fast</u> (fast) in the snowy weather.
  - 4 The teacher told us to think <u>creatively</u> (creative) to solve the math problem.
  - 5 Santiago doesn't play volleyball very <u>well</u> (good) but he's a wonderful coach.



## USE IT!

I always ride my bike very carefully.

I think that's true.

Work in pairs. Think of two true sentences and one false sentence about you using the adverbs in Exercise 3. Take turns saying your sentences and guess which of your partner's sentences is false.

Encourage students to say a couple of sentences about why they believe learning English is important. Ask them where they use the English language nowadays and where they believe they will use it in the future.



## THINK!

- 1 Invite students to look at the image.
  - Use a thinking routine from Harvard Graduate School of Education: See, Think, Wonder to reflect more deeply about this image. Ask: What do you see? What do you think about it? What does it make you wonder? Use this routine at the opening of every unit to help students observe and share their ideas regarding the image(s).
- 2 Invite them to share other situations in which knowing how to speak English is necessary. Have them justify their answers.



## **Amazing People**

## Summary

The video is about all the amazing things that have happened in the past centuries in science, technology, literature, arts, and many other contexts.

#### In Class

Ask students to list, in pairs, three amazing things they believe mankind has achieved. Have them share their list before watching the video.

## Exercise 1

Ask students to watch the video to answer the questions:

- 1 Say three things in the video that are amazing. Check the answer with the class.
  - going to the moon; building pyramids, towers, and bridges; creating paintings, music, and literature; inventing medicines, surgery, and the Internet; learning to walk or use language; being good at sports, art, and science; making people laugh or feel happy
- Which invention helped us to connect the whole world? Check the answer with the class.

The Internet

#### Exercise 2

Play the video again and have students answer the following questions. Then, ask them to watch the video again, check their answers, and make up two more questions to ask their partners.



- 1 List some amazing structures built by man. Can you name one?
  - Pyramids, towers, and bridges. The Eiffel Tower in Paris.
- 2 According to the video, only scientists, inventors, and artists do amazing things.
  - ( ) True

( x ) False

Justify your answer.

We all do amazing things. We learn to walk and to use languages.

3 List some amazing things you can do. Students' own answers.

### At Home

Exercise 3

Ask students to research an amazing invention they believe changed the world. Have them write a brief description of this invention and how it changed the world. Have them post their description on a collaborative platform so all students can access it.

## Resources

- Teacher's worksheets Unit 1
- Test Generator Unit 1
- Practice Extra Unit 1
- Workbook pages 112–115
  Puzzles and Games page 102

## Flipped Classroom

Ask: Is college important? Should you do volunteer work? Do we all need to get married? Have them share their list digitally on a collaborative panel. If possible, invite them to watch the animated short movie, A Single Life (you can watch this film for free online). Ask them to note down the different stages in our life and the objects that represent each stage in the movie.

## Unit Aims

## Cambridge Life Competencies Framework

#### l can ...

- use simple techniques to start, maintain, and close conversations of various lengths to talk about my future plans. (Communication)
- present points clearly and persuasively about my life. (Communication)
- start and manage conversations about my life stages with confidence. (Communication)
- understand essential grammatical terms and concepts: Use of reflexive pronouns and future tenses. (Learning to Learn)
- use strategies and techniques for improving my English (e.g., mind maps to organize thoughts). (Learning to Learn)
- understand various aspects of society when discussing indigenous languages. (Social Responsibility)
- find sources of information and help (online and in school) to enhance my understanding of English. (Learning to Learn)

Divide students into pairs and invite them to say which stage of life they believe is the happiest. Ask them to justify their answers.

## Flipped Classroom Check

Invite students to share their lists of important things to do in life (have them rank them in order of importance) and the different stages of our life. Have them share the objects from the video that represent each stage. If the lists were created digitally, project them for students to see and have them discuss the items.

## ◆ 1.01 Audioscript pT138 Target Vocabulary

finish school /ˈfɪn.ɪʃ.skul/ /get.ə.dʒab/ get a job /get.'mær.id/ get married go to college /goʊ.tə.ˈkal.ɪdʒ/ /'grædz.u.it/ graduate have children /hæv.'tʃɪl.drən/ /liv.hoʊm/ leave home /rɪˈtaɪər/ retire /teik.ə.kors/ take a course /teik.ən.ig'zæm/ take an exam

1 **1.01** Have students read through the questions and ask them what sort of text they are looking at (a quiz). Ask them if they enjoy quizzes, and which question topics they like to answer. Draw students' attention to the words/phrases in bold and compare them to their list of important things they want to do in life. Then have students match the words and phrases to the images. Invite them to listen to the audio to check their answers.



#### LIFE STAGES

.01 Read the quiz and match the words and phrases in bold with images 1–10. Then listen, check, and repeat.











go to college







getajob



leave home





take a course

take an exam

graduate

get married

have children

retire

- 2 Invite students to answer the quiz. Have them check their score and ask them whether they agree with the results. Have them justify their answer.
- 3 Ask students to look at the chart and the headings in each column. Have them classify the words and phrases above the chart in the correct columns. Have them add any other words or phrases from their own list of important things to do in life.
- 4 Have a volunteer read through the sentences. Individually, ask students to complete the sentences using the words and phrases from Exercise 3.

## O L

## LOOK!

Draw attention to the Look! box. Ask for a volunteer to read the content of the box. Have students give more examples. Some Brazilian students use the verb in the future tense in a clause with the words when, before, or after: When I will get a job, I will have more money. When I get a job, I will have more money.



## **USE IT!**

Have students read the example questions and replace the phrases in bold with the words and phrases from Exercise 3, or from their own list. Model the activity using the examples given and a volunteer. Monitor their work by walking around the class.

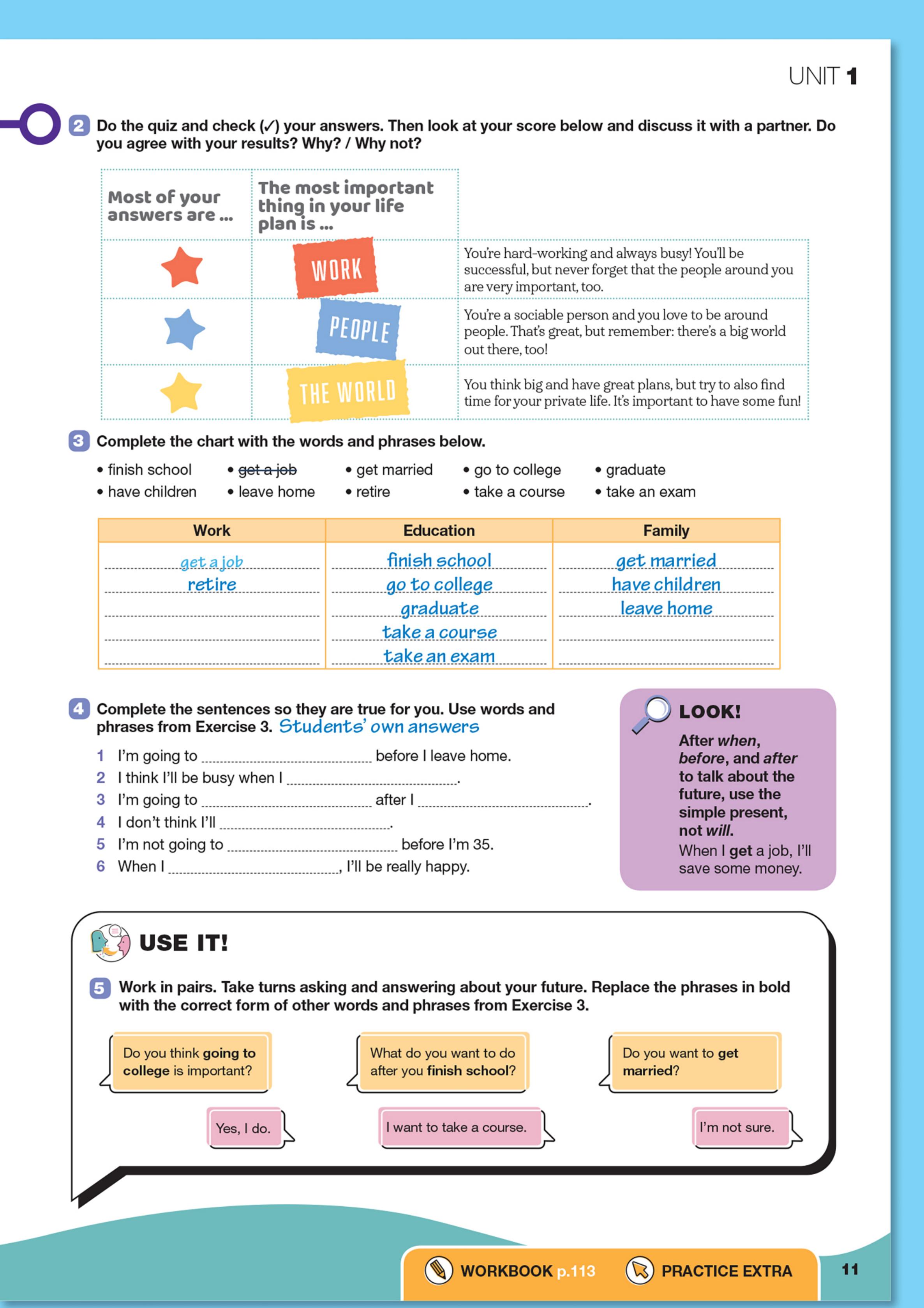


Workbook page 113, Exercises 1 and 2

Practice Extra
Unit 1

## Fast Finishers

Puzzles and Games page 102, Exercises 1 and 2



#### Extension

Ask students to interview an older family member. Have students build a timeline and then write a brief biography of their family member's life up to this moment with all the different stages they have gone through. Encourage students to ask about and take note of the most important facts of each stage. Then, ask them to identify the happiest, saddest, and most complicated stages.

Write exchange student on the board. Ask students whether they would like to take part in an exchange program. In pairs, have them list the places they would like to visit and the languages they would like to learn in this sort of program.

## ◆)1.02 Audioscript pT138

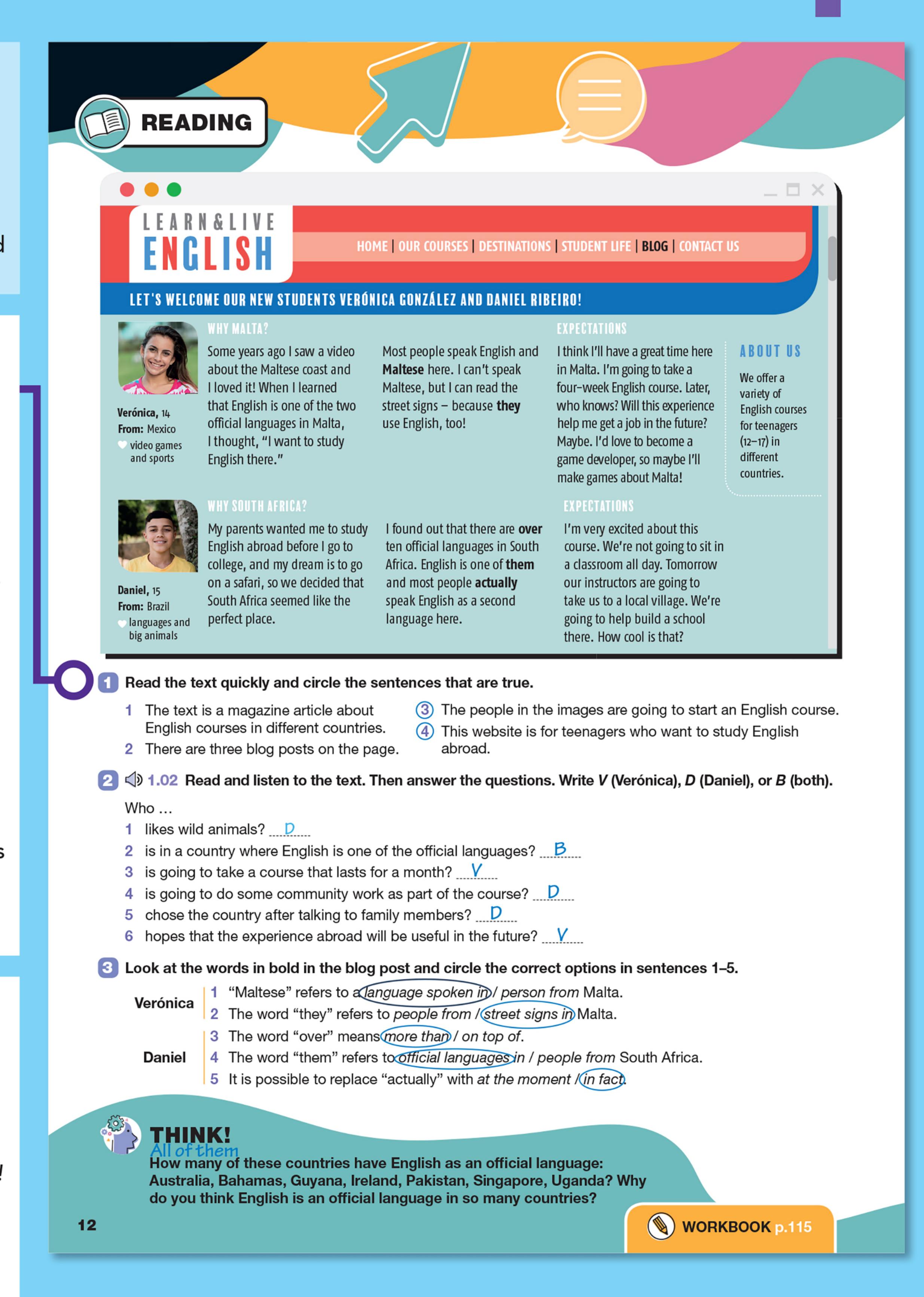
- 1 Draw students' attention to the text and ask them where this kind of text can be found and encourage them to justify their answers. Have a volunteer read through sentences 1–4 to check understanding. Then have students skim the text in order to circle the sentences that are true.
- 2 ◆ 1.02 Give students two minutes to read the text again. Individually, have them read questions 1–6 and identify the corresponding person (or B for both). Have them listen to the audio to check their answers.
- 3 Have students read the sentences individually and circle the correct option. Have them compare their answers in pairs.

# THINK!

Have students sit in pairs. Give them one minute to make a list of all the English-speaking countries they can think of. Have them compare their lists. Write the places from the *Think!* box on the board and ask students if these places are on their list. Have them discuss the question in pairs. Encourage students to research on the Internet the reason why English has become a global language.

#### 1 Homework

Workbook page 115, Exercises 1, 2, and 3



**Lesson Aims:** I can understand and use *will* for predictions, and *be going to* for intentions.

- 1 If necessary, have students look at the blog posts on page 12 again to help them complete the chart. Encourage them to notice and analyze the differences between will and be going to. Have them read the sentences in the chart and justify the use of each verb. When finished, ask them to work in pairs and give examples that are true for them. Have them write down two sentences each, using both forms.
- 2 Have students work individually and reorder the sentences. Have volunteers read out their answers for correction. Have students then scramble the sentences they wrote in Exercise 1 and hand them to a peer to reorder.

## LOOK!

Draw student's attention to the Look! box. Encourage them to build sentences that are true for them using I believe, I (don't) think, I'm sure, maybe, perhaps, probably. Invite them to share their sentences and react to their peers' sentences, using Yes, I agree. No, I don't think so. etc.

3 Have students read sentences 1–6 and pay attention to the plus and minus signs at the end of sentences 1–4. Have them check Daniel's weekly planner and use be going to to complete the sentences. Have students check their work in pairs.

## **USE IT!**

- 4 Model the activity using an example of your own. Individually, have students complete the sentences. Draw attention to the plus and minus sign at the end of each sentence.
- 5 Put students into pairs and have them read their sentences to each other. Encourage them to react back by making meaningful comments.

# LANGUAGE IN CONTEXT

1 Look at the examples below. Complete the sentences from the blog post.

	Will for Predictions	Be going to for Intentions		
Affirmative (+)	I think I <sup>1</sup> <u>'II have</u> a great time here in Malta. I'm sure this course <b>will teach</b> Verónica a lot.	Our instructors <sup>3</sup> <u>are going to</u> us to a village. take He's going to help build a house.		
Negative (-)	The classes won't be boring. She probably won't want to leave Malta!	We to sit in a classroom all day. Bill is not going to spend the summer here.		
Questions (?)	<sup>2</sup> Will this experience help me get a job?	When are you going to leave South Africa?		

Put the words in the correct order.

to / are / retire / my / going / soon / grandparents
 My grandparents are going to retire soon.
 you'll / better / maybe / tomorrow / feel
 Maybe you'll feel better tomorrow.

5 next Monday / we're / have / going / not / to / classes
We're not going to have classes next Monday.

3 Look at Daniel's diary for next week. Complete the sentences with the correct form of be going to.

ER	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY & SUNDAY
WEEKLY PLANNEI	classes until 12:30 go tike riding	classes until 12:30   :15 go bird watching	Sports	dasses until 12:30 go swimming	dasses until 12:30 go on a safari	go on a safari visit Cape Town

1 Daniel is going to play sports on Wednesday. (+)

2 The students are going to go swimming on Thursday afternoon. (+) is not going to have classes
3 Daniel \_\_\_\_\_\_ after 11:15 on Tuesday. (-) 'm going to go bird watching

In a message to his parents, Daniel wrote, "I \_\_\_\_\_\_ on Tuesday afternoon." (+)

Are \_\_\_\_ Daniel and his friends <u>going to go on a safari</u> on Saturday? No, they're not.

Daniel **going to have classes** four days next week? Yes, he is.

## USE IT!

Oomplete the sentences with the correct forms of be going to so they are true for you.

Work in pairs. Take turns reading your sentences and making comments.

WORKBOOK p.112 and 114 RACTICE EXTRA

LOOK!

We often use will

I'm sure, maybe,

perhaps, probably.

Maybe one day I'll

with I believe,

I (don't) think,

visit Malta.

13

UNIT 1

#### **Grammar Game**

In pairs, have students decide where they want to go to do an exchange program. Have them build an itinerary and make plans using be going to. Have them then write what they think the experiences will be like using will, e.g., We're going to stay in a university dorm. I think it will be fun! Having finished, have two pairs interview each other about their plans

- A Where are we going on our exchange program?
- B Let's go to Granada.
- A Wow! Where are we going to stay?
- B Let's look for a university dorm. I think that will be fun!
- A OK ... how long are we going to stay?
- B 6 months?
- A I will miss my family.

## 1 Homework

Workbook page 114, Exercises 1 and 2

That's great! You'll have a lot of fun!

Practice Extra
Unit 1

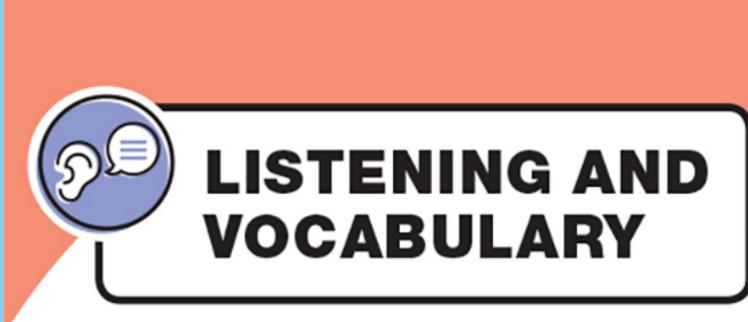
Tell students you are going to take an online Japanese course and you would like them to give you some tips. Tell them you have never taken an online course. In pairs, have them write down one tip for you. Go around the class, asking students for their tips. Write them on the board.

# ◆)1.03–1.05 Audioscripts pT138

## Target Vocabulary

get a good grade /get.ə.gʊd.greɪd/
make progress /meɪk.'prɑg.rəs/
practice /'præk·tɪs/
prepare /prɪ'peər/
review /rɪ'vju/
take a break /teɪk.ə.breɪk/

- 1 Read through the alternatives with the students. Have them look at the images and try to guess what the introduction of the video will be about. Have them check the correct option and justify their answer.
- 2 ••)1.03 Play the audio to the class. Have them check their answer to Exercise 1. Play the audio again and have them take note of some key words from the audio. Have them check the words they noted in pairs.
- **1.04** Ask for a volunteer to read the words and phrases above the images. Play the audio. Have students complete the captions from memory. Compare the tips they gave you in the Warmer with the tips from the video class. Have them check whether there were any similar ones.
- 4 ••• 1.05 Play the audio, and have students check their work. Have them repeat the word and phrases. Check for pronunciation and intonation.
- 5 •)1.04 Ask for volunteers to read sentences 1–5. Ask students to write T (true) or F (false) from memory. Play the audio again and have students check their work.



get a good grade

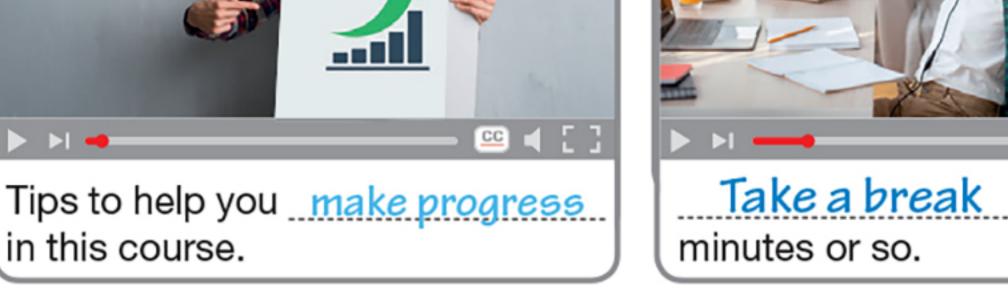
- 1 Look at the images. Check (✓) what you think the topic of the video class is.
  - How to do your homework quickly.
     3 Ø How to be successful when you take a course.
     4 How to learn English online.
  - How to learn and make friends at the same time.
     How to learn English online.
- 1.03 Listen to the teacher's introduction to the video class and check your answer to Exercise 1.

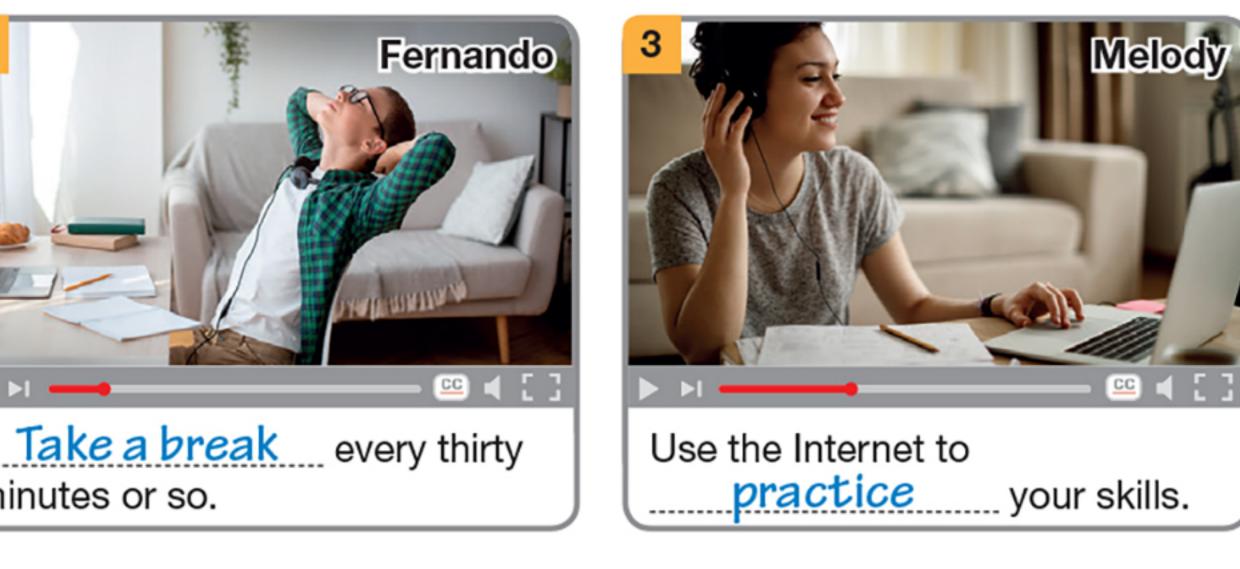
practice

3 1.04 Listen to the video class and complete the captions with the words/phrases below.



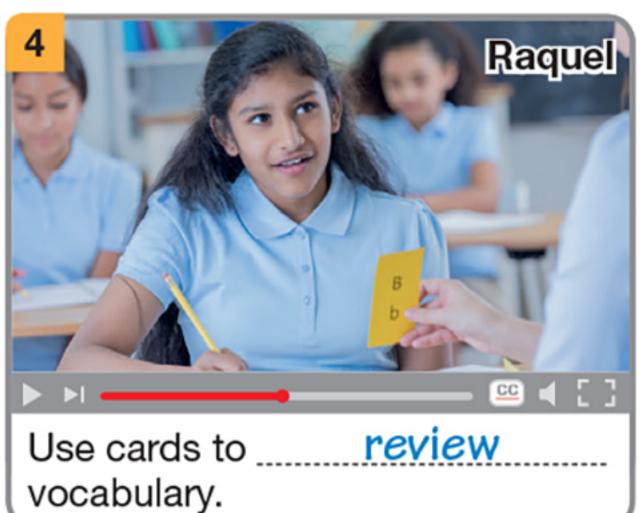
make progress

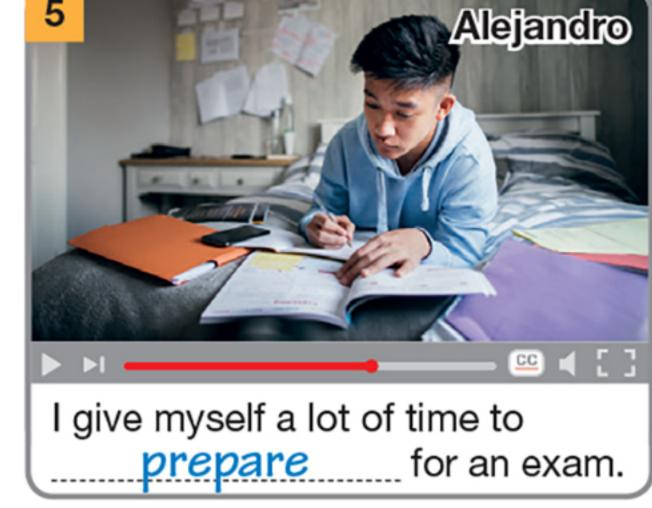




review

prepare







take a break

- 4 1.05 Listen, check, and repeat your answers to Exercise 3.
- 5 √ 1.04 Listen to the video class again and write T (true) or F (false).
  - 1 The teacher gives five suggestions. \_\_\_\_F\_\_\_
  - 2 The suggestions are only useful for learning English. \_\_\_\_F
  - 3 One of the students thinks it's easier to learn when you often stop to rest. T
  - 4 Three students mention technological devices in their suggestions. F
- 6 Match the students in screens 2-6 with these sentences.
  - 1 Recording yourself on your phone can help you a lot. <u>Cataline</u>
  - 2 Leaving everything to the last minute is a bad idea. Alejandro
  - 3 When you don't stop for short periods, you get too tired. Fernando
  - 4 You can write your own bilingual dictionary. Raquel
  - 5 Listening to podcasts and writing comments about what you hear is a good idea. Melody

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6 Have students look at the screens 2–6 in their books. Ask for a volunteer to read sentences 1–5. Ask them to match the screens with the sentences. In pairs, have them brainstorm other tips that the images could portray and write them down. Have them share their notes.

## 1 Homework

Workbook page 113, Exercises 3 and 4

- 1 Write on the board: Who do you see when you look into the mirror? I see \_\_\_\_\_.

  Ask students to complete the sentence (myself). Ask students for other words ending in self/selves. Tell students that when the subject and object of the sentence are the same, we use reflexive pronouns. Give them examples: I cut myself. Have them look at the chart and the words above it. Have them complete the sentences individually. Check answers with the class.
- 2 Have students complete the sentences in their books and then underline the expression that means alone.

## LOOK!

Draw student's attention to the Look! box. Have them read the information and then give you more examples. Some Brazilian students forget to use the preposition by, changing the meaning of the sentence: I do my homework by myself. I do my homework by myself.

- In pairs, ask students to read the sentences and identify the subject of each sentence. Then have them circle the correct alternative, justifying their answers.
- 4 Make sure students complete the sentences after the chosen word from the third chart. Have them write the sentences in their notebooks and then share them with the class.

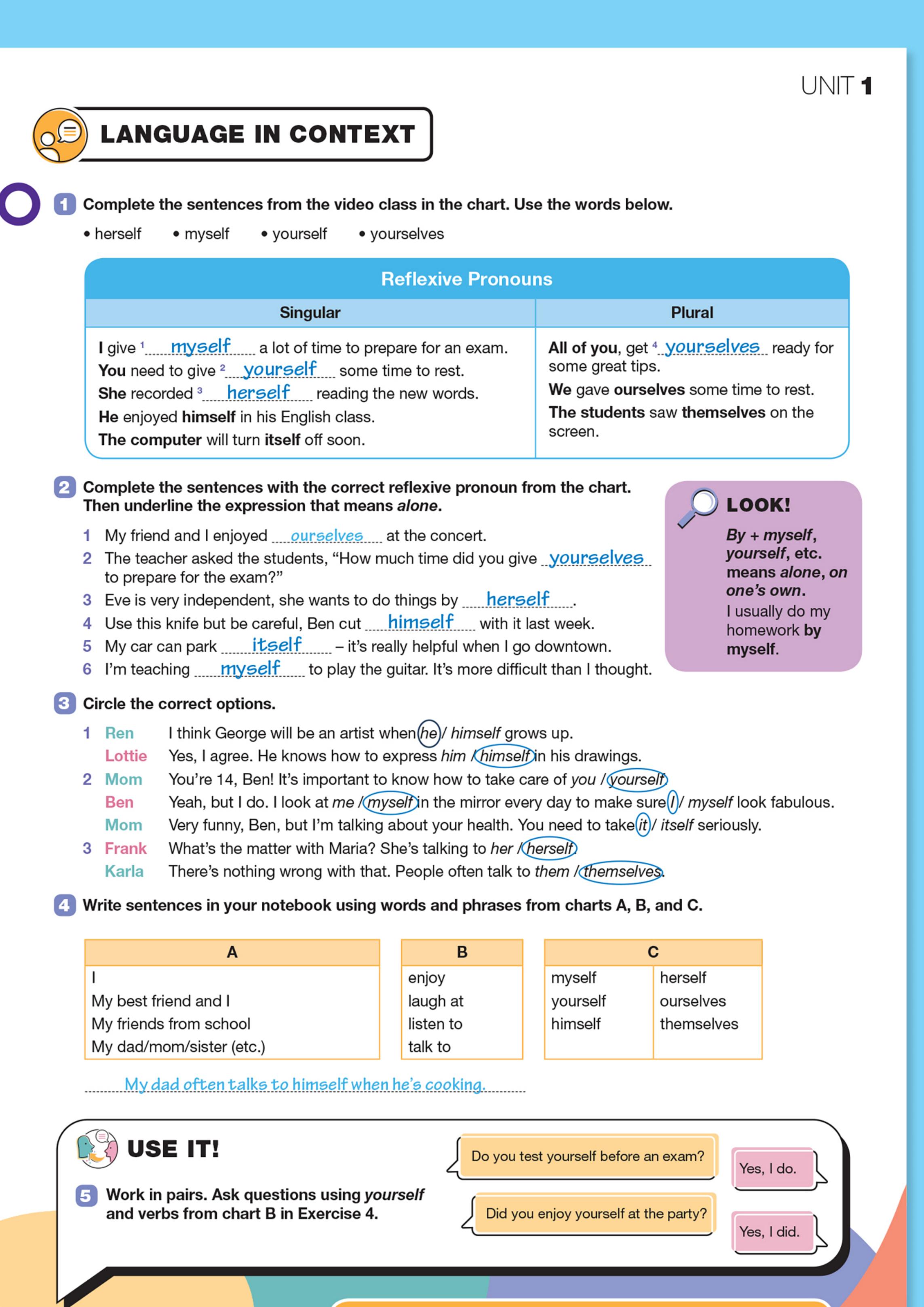
## **USE IT!**

board. Encourage students to ask you questions using the word. Invite them to look at the verbs in chart B from Exercise 4 and use them to ask each other questions. Encourage them to use the present and past tense. Monitor the activity by walking around the class.

## **公 Homework**

Workbook page 114, Exercises 3 and 4

Practice Extra
Unit 1



## **Grammar Game**

If possible, take this game outside. Divide the class into teams of three students. Hand out a slip of paper to each team and have them write a paragraph using as many reflexive pronouns as possible. Collect the slips of paper. Each member of the team will have a specific role: reader, runner, and writer. Hand out a slip of paper to the readers. Make sure the teams do not get the paragraphs they wrote themselves. The reader must be placed at least 5 meters from the writer. The idea is for the reader to read the sentence, in small chunks, to the runner, who must then run to the writer and dictate it. The first team to finish wins. Make sure the paragraphs read by the reader are exactly the same as the paragraph written by the writer.

## Extension

WORKBOOK p.112 and 114 RACTICE EXTRA

Have students rewrite the sentences using reflexive pronouns.

- 1 Mary recorded her video scene alone.
- 2 The problem will resolve on its own.
- 3 Jake plays cards alone.
- 4 We like to make pizza at home without help.
- 5 He flies an airplane on his own.



## Being Bilingual

The video on page 17 and accompanying exercises below can be used as a lead-in to the topic of the Around the World text, or after the reading activities to complete the unit.

#### Summary

The video is about connecting the world through languages.

#### In Class

Tell students they are going to watch a video about how nearly half the population of the world is bilingual. Students will see that there are many different dialects and languages around the world even within the same country. Ask students if they have any idea how many languages are spoken in their own country. If they answer one, have them research on the Internet (this will be done during the At Home activity).

#### Exercise 1

Ask students to watch the video to answer the questions:

Which three languages do Tomasz and Veronique's children speak? Check the answer with the class.

Polish, French, and German

How many languages are there in Nigeria? Check answers with the class.

Over 500 languages.

Encourage students to watch the video again and give two reasons why they believe people become bilingual.

#### Exercise 2

Ask students the following questions and elicit answers.

- How do people in tribes in Nigeria communicate if they do not speak the same language? They use English - which is the lingua franca.
- Welsh is a Celtic language that is similar to English.

(X) False True

3 Complete the sentence: People in Wales were <u>not allowed</u> to use their own language for many years and the number of Welsh speakers <u>fell</u>.

Play the video again in order for students to check their answers. Invite students to make up one question for their peers to answer regarding the video.



Posts | About me

## Maori Teenager Becomes Language Influencer

By Lawrence O'Brien

- **HASTINGS, NEW ZEALAND** You look at Turei Rarere and you see a cheerful teenager like many others. When you talk to him, you understand why he is an influencer. Turei is smart, creative, and motivated.
- 2 "Two years ago, there was a party in my family, and I realized my younger cousins didn't speak Maori," He explains. "And worse – they didn't think that was a problem! I was really surprised. Didn't they understand that Maori is part of our cultural identity?" This question motivated Turei to create an online group for indigenous teenagers to discuss how they felt about their native languages.
- 3 Three years later, Turei's group has hundreds of members. It is not only a group for discussion, but also a place to learn and practice indigenous languages from around the world. "We use English to talk to a large number of people, but we use our native languages to post videos or audio with traditional stories or songs."
- Alexandra Silva, a 15-year old Brazilian from the Terena people, says she feels more connected to her community now. "I grew up speaking Portuguese. Turei's group helped me understand why Terena is important. I can understand my grandparents' stories now."
- 5 Turei is certain about his plans for the future. "My aunt is a Maori teacher in our local school. I'm going to follow in her footsteps. I'm planning to go to college to study linguistics and I'll always support people who want to teach or learn indigenous languages."

KAVAL ORVAH



"Maori is part of our cultural identity," says Turei Rarere.



A Maori graffiti

#### At Home

#### Exercise 3

Ask students to research on the Internet how many languages are spoken in Brazil. Have students bring a list of the different languages. Have them identify on a map of Brazil the different regions and languages spoken. Give them the choice of making a poster or a digital presentation to present to the class.