

Teacher's Book

VOLUME 1



Get Ready with English 7th grade

Lina Alvarado Jantus



EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN
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VOLUME 1

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Lina Alvarado Jantus

Pedagogía en Inglés,
Instituto Chileno Británico de Cultura





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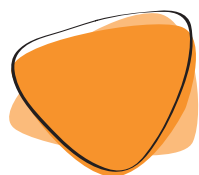
2021 Ediciones Rau y Bodenburg
N° de Inscripción: 2021-A-10034
ISBN: 978-956-8694-84-5

Autora	Lina Alvarado Jantus Pedagogía en Inglés, Instituto Chileno Británico de Cultura
Colaboradoras	Silvia Lourdes Foschi Profesora de Grado Universitario en Lengua y Cultura Inglesas, Universidad Nacional de Cuyo, Argentina Máster en Enseñanza de Inglés como Lengua Extranjera, Universidad de Jaén Ruby Inostroza Domínguez Licenciada en Lengua y Literatura Inglesas, Facultad de Filosofía y Humanidades, Universidad de Chile
Disciplinar Didáctico	Silvia Lourdes Foschi Profesora de Grado Universitario en Lengua y Cultura Inglesas, Universidad Nacional de Cuyo, Argentina Máster en Enseñanza de Inglés como Lengua Extranjera, Universidad de Jaén
Evaluator externo	Masatoshi Sato Bachelor of Arts in International and Intercultural Communication, Kobe University, Hyogo, Japan Master of Arts in Second Language Education, McGill University, Montreal, QC, Canada Ph.D. in Educational Studies, Language Acquisition, McGill University, Montreal, QC, Canada
Dirección Editorial	Daniela Paz Muñoz Pérez
Edición	Marián González del Fierro
Diseño	María Jesús Moreno Guldman
Diagramación digital	Cristina Sepúlveda Aravena Marcia Gutiérrez Pavez
Ilustraciones	Natalia Benavides Castro
Fotografías	Banco de fotos 123rf
Gerente de Producción	Cecilia Muñoz Rau
Asistente de Producción	Lorena Briceño González

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Impreso en Xxxxxx

Se terminaron de imprimir Xxxxxx ejemplares en el mes de xxxx de 2021.



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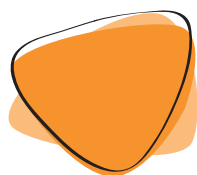
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Propuesta Editorial

INTRODUCCIÓN

Get Ready with English 7th grade ha sido especialmente desarrollado para cumplir con los objetivos de aprendizaje de 7° Básico, y con el propósito de proveer a los estudiantes de un texto cautivante y motivador.

Los contenidos de *Get Ready with English 7th grade* han sido organizados en cuatro unidades, desarrolladas en base a temas que han probado ser de interés para nuestros estudiantes, sugeridos por el Ministerio de Educación. Los temas son motivadores, y se enfocan principalmente en asuntos relacionados con el mundo actual y la realidad de los estudiantes, como la música y el tiempo libre, el cambio climático y los desordenes naturales, los viajes, y los medios y las noticias.

Los contenidos en cada unidad han sido organizados de acuerdo a las funciones que los alumnos deberán llevar a cabo en inglés considerando el desarrollo de las cuatro habilidades del idioma. La competencia comunicativa de los estudiantes es considerada como el manejo de funciones que necesitan para comunicarse dentro de un determinado rango de situaciones.

Este acercamiento permite que los estudiantes vean el lenguaje como una herramienta necesaria, y le den un propósito claro al contenido gramatical y léxico, de modo que: *"El aprendizaje de la lengua sea resultado de la creación de procesos de interacción correctos en la sala de clases"*. (Richards, 2006).



FUNDAMENTO TEÓRICO

Get Ready with English 7th grade presenta un primer acercamiento del estudiante al idioma a través de actividades significativas y contextualizadas en el marco de tareas comunicativas que aportan a familiarizar al estudiante con el idioma inglés. La metodología utilizada es el desarrollo integrado de las cuatro habilidades de la asignatura: expresión oral, expresión escrita, (habilidades productivas), comprensión auditiva y de lectura (habilidades receptivas).

Asimismo, se quiere propiciar el desarrollo de actitudes que amplíen el conocimiento de otras culturas y tradiciones, junto con potenciar la confianza del estudiante en sí mismo y el trabajo con otros.

Todos los textos incluidos en la unidad se encuentran dentro del rango *"625 to 910 L"*, correspondientes al nivel A2 del CEFR (Marco Común Europeo de Referencia), medidos con la herramienta <https://hub.lexile.com>

En la elaboración de esta unidad, consideramos los siguientes elementos clave que dan sustento y coherencia al desarrollo de las unidades, y que están presentes de forma transversal, tanto en el Texto del Estudiante, como en el Cuaderno de Actividades:

- Enfoque comunicativo.
- Pensamiento crítico.
- Evaluación permanente.
- El juego.
- Tecnologías de la información y la comunicación.
- Descubrimiento guiado de la gramática.
- Interdisciplinaridad.

Con respecto al marco teórico que respalda la didáctica de la especialidad y la metodología pedagógica general propuesta en el texto, se puede puntualizar lo siguiente:



1. ENFOQUE COMUNICATIVO

El enfoque comunicativo o *Communicative Language Teaching* (CTL) es el eje que sustenta este proyecto, ya que el estudiante es considerado un agente activo que será desafiado a utilizar el idioma en situaciones comunicativas reales y cotidianas. Es así como pondrá en práctica los conocimientos, habilidades y actitudes aprendidas durante la unidad, que le servirán como andamiaje para realizar otras actividades comunicativas, como realizar diálogos en parejas, resolver problemas de forma grupal, discutir, jugar, dramatizar, etc. Cada lección incluye secciones especiales con actividades comunicativas simples y variadas, para ayudar al estudiante a desarrollar la competencia comunicativa. En palabras de Marianne Celce-Murcia (2014, pag 8): “El enfoque comunicativo incluye trabajo basado en tareas y proyectos, instrucción de inmersión basada en contenido y aprendizaje cooperativo (Kagan, 1994), entre otros marcos de referencia”. (Ver ejemplos en Texto del Estudiante, P.10, act. 1, 2; P.27, act. 17).

2. PENSAMIENTO CRÍTICO

El desarrollo del pensamiento crítico es una de las habilidades del siglo XXI y un fundamento central en el proyecto *Get Ready with English 7th grade*. John Hughes, en su artículo *Critical Thinking in the Language Classroom*, presenta cinco sub-habilidades para desarrollar un pensamiento de un nivel inferior a uno superior: entender, aplicar, analizar, evaluar y crear. El pensamiento crítico en la enseñanza de una lengua es crucial, ya que para realizar una tarea comunicativa auténtica, el estudiante requiere utilizar el lenguaje de forma efectiva y para ello moviliza variadas subhabilidades de pensamiento que lo harán pensar de forma crítica. Es por esta razón que la mayoría de las actividades del texto consideran el uso de habilidades de pensamiento. En palabras del autor, un ejemplo de cómo funciona el pensamiento crítico: “Un estudiante lee un texto en inglés y la información es recopilada en su cerebro. Es probable que el estudiante memorice algo de este nuevo lenguaje, pero para que todo el cerebro aprenda, necesitamos que el aprendiz tome ese nuevo lenguaje adquirido, reflexione y aplique su creatividad sobre él, y que finalmente lo pruebe o teste. En otras palabras, debe hacer uso de todas las partes del cerebro en la sala de clases. Las actividades que promueven el pensamiento crítico fomentarán este tipo de aprendizaje del lenguaje a través del uso de todo el cerebro”. (Hughes 2014, page 6). (Ver ejemplos en Texto del Estudiante, 15, act. 23; P. 25, act. 3)

3. EVALUACIÓN PERMANENTE

La evaluación es un proceso constante y permanente que permite tomar decisiones inmediatas en función del logro de los aprendizajes de los estudiantes.

Por esta razón, el proyecto tiene una variedad de tipos de evaluación, de tal forma que ésta sea una instancia permanente y relevante para que los estudiantes se involucren activamente y tomen conciencia de sus procesos de aprendizaje. Es por ello que, en el desarrollo de cada unidad del Texto del Estudiante, el alumno tendrá dos instancias de evaluación formativa en *Checkpoint*. La metacognición y el pensamiento crítico permea las autoevaluaciones de tal forma que el estudiante podrá reflexionar sobre su propio proceso de aprendizaje, identificará sus debilidades y fortalezas, y logrará tomar decisiones en función de remediales para el logro de los aprendizajes. (Ver ejemplos en Texto del Estudiante, P. 28, P. 30).

4. JUEGO

Consideramos crucial el papel del juego como recurso pedagógico facilitador de los aprendizajes. Desde la teoría cognitiva, Jean Piaget considera que “El juego actúa como catalizador de las estructuras intelectuales de las personas, o sea que es un medio para comprender el funcionamiento del mundo” (Piaget & Rodríguez 2016). En cuanto a Jerome Bruner, este afirma: “Cuando los niños sienten que están jugando, son más hábiles en conseguir el objetivo que se les plantea” (Bruner, 1984). Además, considera que el juego es un medio para explorar e inventar y que aún cuando se encuentren obstáculos, les proporcionará agrado ya que es un medio para poder mejorar la inteligencia.

Por este motivo, en cada lección del Texto del Estudiante, encontramos la sección *Let's Play*, en donde los contenidos son aplicados a través de un juego grupal o en parejas, proponiendo a los estudiantes una situación lúdica. (Ver ejemplos en Texto del Estudiante, P. 14 y 24).



5. TECNOLOGÍAS DE LA INFORMACIÓN Y LA COMUNICACIÓN

El dominio de las TICS integradas al aprendizaje del inglés es permanente en el proyecto, ya que permite que los estudiantes las utilicen como una herramienta de aprendizaje que servirá para ampliar un conocimiento específico, pero en un formato digital. Debido a esto, a lo largo del desarrollo del Texto del Estudiante y el Cuaderno de Actividades hay rutas para profundizar sobre algún contenido en particular a través de un video, un programa, una página web u otro. (Ver ejemplos en Texto del Estudiante, P. 12, P. 16, P. 19)

6. DESCUBRIMIENTO GUIADO DE LA GRAMÁTICA

La sección *Language* se enfoca en el contenido gramatical explícito, siempre en el contexto de los textos leídos y escuchados durante la unidad. En esta sección, los estudiantes observan y analizan fragmentos de los textos estudiados que contienen rasgos y contenidos específicos. Usando su propio razonamiento, descubren cómo funciona la lengua inglesa. Este enfoque posee beneficios cognitivos, lingüísticos, y sociales que hacen del aprendizaje de la gramática una experiencia memorable y significativa.

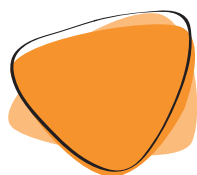
La sección además incluye instancias en que los estudiantes pueden aplicar lo aprendido, usando las estructuras en tareas prácticas. (Ver ejemplos en Texto del Estudiante, Sección *Language in Use*, P. 12, P. 16, P. 22, P. 28).

7. INTERDISCIPLINARIDAD

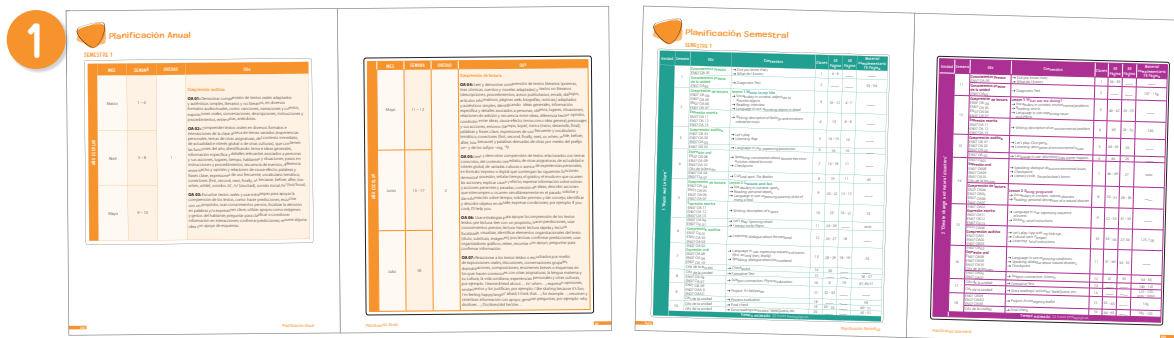
El enfoque de *Content and Language Integrated Learning* (CLIL) los contenidos son integrados en el desarrollo de la lengua, lo cual es vital en la elaboración del proyecto de *Get Ready with English 7th grade*. Así, se permea la enseñanza del inglés con otras disciplinas que proveen acceso a información para los estudiantes sobre otras culturas, disciplinas y asignaturas.

En el Texto del Estudiante esta la sección *Subject Connection*, en donde se presentan actividades vinculadas a otras asignaturas y que expanden el inglés a otros planos. De esta manera, aprender un nuevo idioma permite al individuo tener acceso a un amplio rango de información en pos de diversos beneficios como son aprender, investigar, ampliar el capital cultural y finalmente desenvolverse en la vida cotidiana y globalizada. (Ver ejemplo en Texto del Estudiante, P. 31).





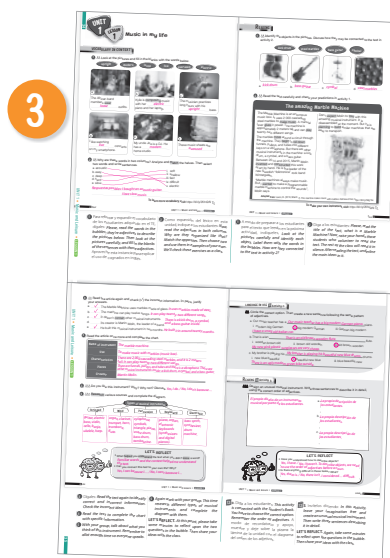
Estructura del Teacher's Book



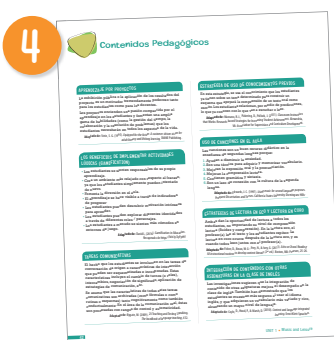
En un comienzo, la Guía Didáctica del Docente cuenta con una propuesta de planificación anual y semestral.



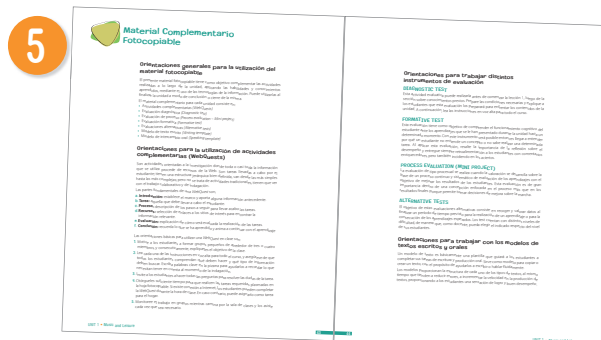
La Guía Didáctica del Docente cuenta con orientaciones metodológicas y estrategias para el desarrollo de la clase junto con minimizados para cada una de las páginas del Texto del Estudiante y las respuestas de cada una de sus actividades.



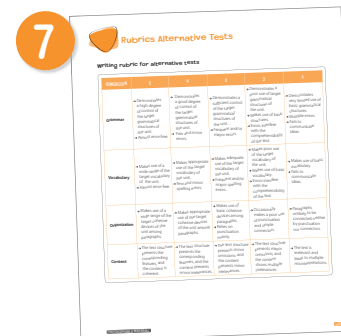
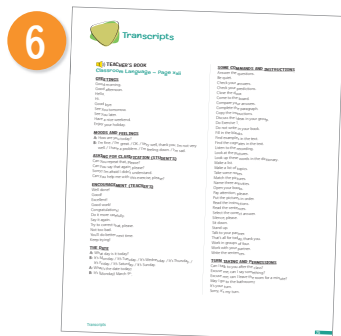
La Guía Didáctica del Docente cuenta con sugerencias metodológicas y minimizados para cada una de las páginas del Cuaderno de Actividades con su respectivo solucionario.



La Guía Didáctica del Docente incluye una sección llamada "Contenidos Pedagógicos" en cada unidad, la cual contiene soporte teórico e información útil sobre lenguaje, vocabulario, manejo de grupos, metodología y estrategias.



La Guía Didáctica del Docente incluye una sección llamada "Material Complementario Fotocopiable", el cual incluye actividades fotocopiables adicionales (junto a descripciones de uso y tablas de evaluación) tales como actividades complementarias, evaluaciones diagnósticas, formativas, de proceso, sumativas y alternativas, así como templates de textos orales y escritos.



La Guía Didáctica del Docente incluye las transcripciones de todos los audios correspondientes al Texto del Estudiante, Cuaderno de Actividades, y Material Fotocopiable.

La Guía Didáctica del Docente incluye un apartado de rúbricas y escalas de valoración, para evaluar el desempeño de los estudiantes respecto del lenguaje, habilidades colaborativas, proyectos generales y otras tareas.



El Pendrive incluido en esta guía cuenta con un set de expresiones para el manejo de la clase, además de todas las grabaciones utilizadas en la práctica de la comunicación oral y comprensión auditiva en el Texto del Estudiante, Cuaderno de Actividades y Guía Didáctica del Docente.

La Guía Didáctica del Docente incluye una lista de referencias bibliográficas y sitios web consultados en la realización de este componente. También incluye una lista de recursos de consulta y uso de la biblioteca CRA tanto para el docente como para el estudiante.



La Guía Didáctica del Docente incluye un Banco Literario Fotocopiable al final de cada tomo, junto con orientaciones metodológicas para el docente. Estas permiten reforzar las competencias de comprensión de lectura y análisis desarrolladas en el Texto del Estudiante.

Láminas

11

La Guía Didáctica del Docente incluye láminas con imágenes a color relacionadas con el tema de cada unidad para complementar los contenidos presentados en el Texto del Estudiante. El reverso de cada lámina sirve para mostrar la estructura central de la unidad mediante diagramas y actividades en blanco y negro.

UNIT 1



I love my new red electric guitar.



Matt is surfing a big blue wave.



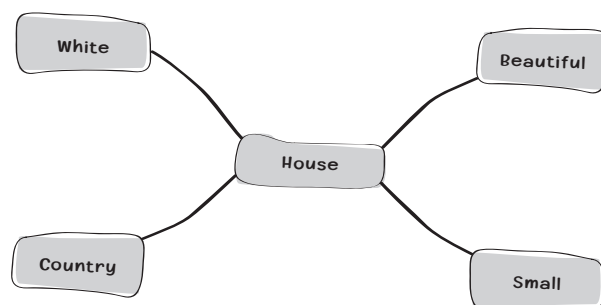
The double bass is a beautiful big instrument.

Opinion adjectives

My piano is an amazing big black musical instrument.

size color what it is used for

Create a sentence using the correct word order.



UNIT 2



If he **doesn't** hurry, he **will** miss the bus.



If **there is** an earthquake, we **will** follow the safety recommendations.

Present Tense Future Tense

If I **feel** sick tomorrow, I **will not** go to school.

If it **rains**, the match **will be** cancelled.

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Use these words to create sentences in the first conditional.

If / speeding / a / drive / too / will / I / I / fast. / ticket. / get

have / accident. / If / they / follow / the / they / don't / an / instructions. / will

feel / some / better / if / medicine. / she / She / will / takes

UNIT 3

First of all, we will visit the city riding segways.



Then, we will go to the museum.



Finally, we will have dinner all together.



Sequence of events

Beginning	Middle	Ending
• First of all • In the beginning • First/firstly • To start • To begin	• Soon • Meanwhile • Then • Next • In addition	• Finally • At last • In conclusion • Lastly • In the end

Use sequence words to organize these sentences

Pay for the items at the register.

Place the food in your cart.

Walk out of the store.

Walk into the store.

Pick the food you want.

Place the items in your bag.

UNIT 4

She **was watching** TV when the telephone **rang**.



He **was riding** his bike carelessly when he **fell off**.



Simple Past

Yesterday, I **was walking** down the street when it **started** raining.

Simple Past

The guests **arrived** when Sarah and Mark **were** cooking.

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Describe what happened.



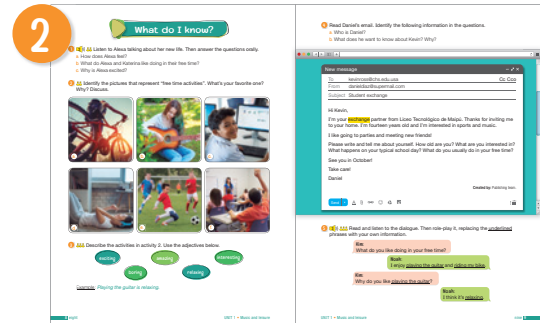


Estructura del Student's Book y Activity Book

Student's Book

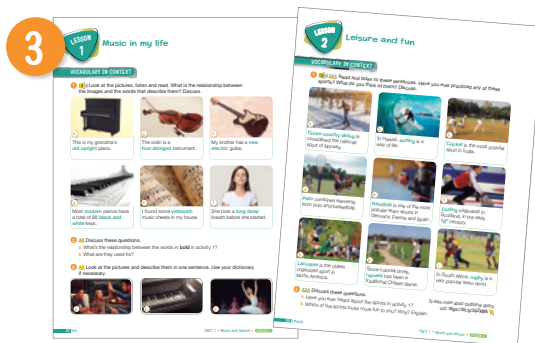


El tema de la unidad es presentado con fotos motivadoras y una "gran pregunta", la cual invita a los estudiantes a activar su curiosidad e interés. Además, esta sección les permite examinar y reflexionar sobre el valor de los objetivos de aprendizaje en sus propias vidas.



What Do I know?

En esta sección, los estudiantes recordarán y revisarán el conocimiento previo necesario para cumplir con los objetivos de aprendizaje de la unidad.



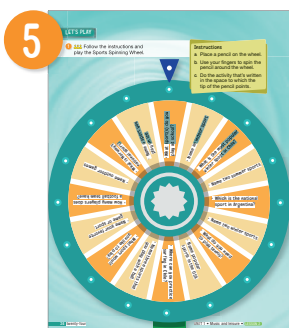
Lesson 1 and 2

Cada lección incluye secciones especiales con actividades comunicativas simples y variadas, para ayudar al estudiante a desarrollar la competencia comunicativa. Estas lecciones incluyen: vocabulario en contexto y actividades de comprensión lectora y auditiva con sus respectivos pasos (antes/durante/después).



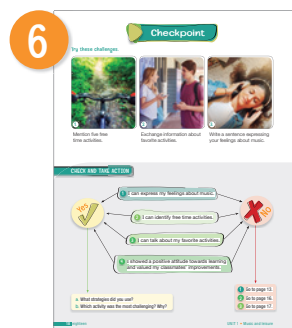
Writing / Speaking

Secciones de escritura y de competencia oral que contienen pasos claros para crear y presentar textos escritos y orales.



Let's Play

Juegos enfocados en adquisición de vocabulario, para aprender y mantenerse entretenido al mismo tiempo.



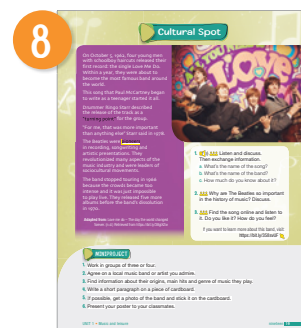
Checkpoint

Se podrá encontrar una evaluación formativa al final de cada lección, cuyo propósito es la auto evaluación de las habilidades del lenguaje y contenidos vistos hasta ese punto.



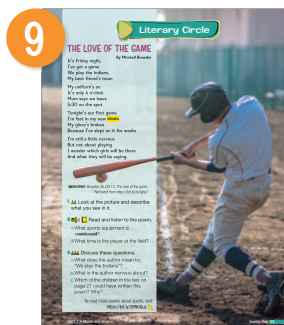
Subject Connection

Sección que incluye tareas desafiantes conectadas a otras asignaturas y enfocadas en la comprensión y el pensamiento crítico.



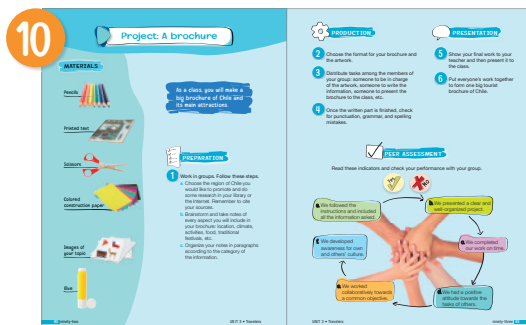
Cultural Spot

Información cultural relacionada con el tema de la clase para enriquecer el bagaje cultural del estudiante.



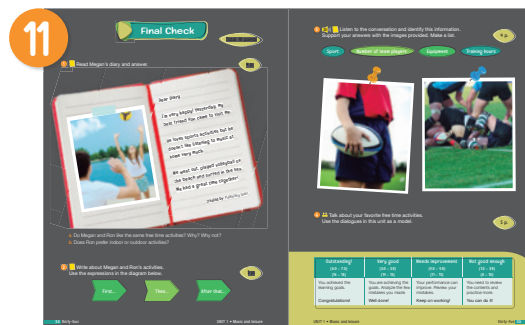
Literary Circle

Una selección de textos literarios para mantener al estudiante motivado, fomentar su gusto por la lectura y enriquecer su repertorio cultural.



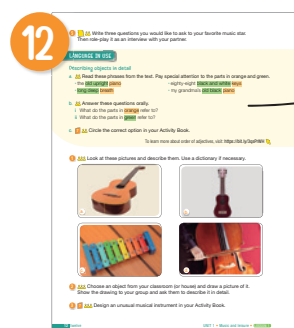
Project

Tarea grupal que constituye el producto final del proceso de aprendizaje de la unidad, para ayudar al estudiante a aplicar, evaluar y así consolidar lo aprendido.



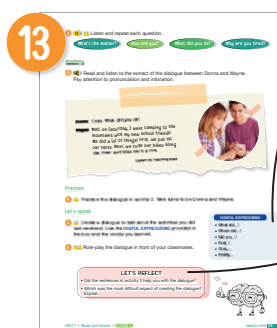
Final Check

Evaluación formativa, al final de la unidad, para evaluar habilidades del lenguaje y contenidos de la unidad completa.



LANGUAGE IN USE

Esta sección ayudará al estudiante a revisar una estructura del lenguaje o aspecto gramatical en particular.

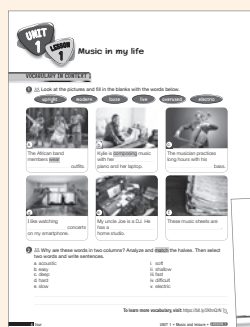


USEFUL EXPRESSIONS

Lista de expresiones útiles para producir textos escritos o intercambios orales.

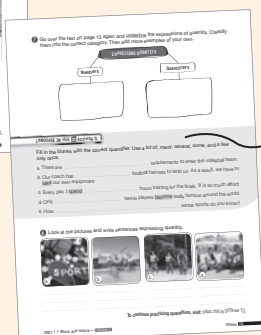
LET'S REFLECT

Preguntas que favorecen el pensamiento metacognitivo para mejorar los aprendizajes de los estudiantes.

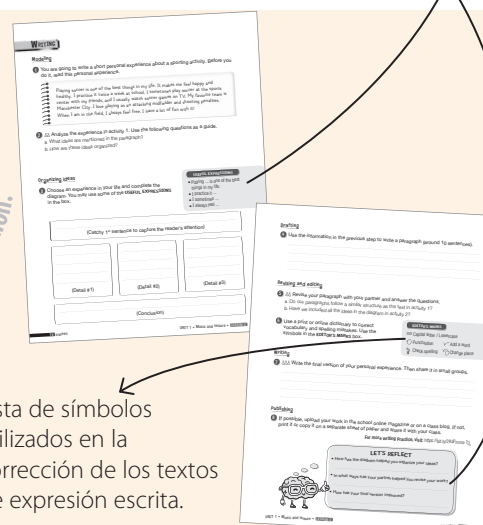


Activity Book

Este componente incluye una variedad de actividades enfocadas en las cuatro habilidades del inglés, y está diseñado para complementar el trabajo del Texto del Estudiante.



También incluye una conexión directa con el Texto del Estudiante, proporcionando espacio para actividades que deban ser contestadas de manera escrita.



Lista de símbolos utilizados en la corrección de los textos de expresión escrita.

Íconos:



Indica actividad en pares.



Indica actividad grupal.



Indica una actividad que debe ser desarrollada en una página específica del Cuaderno de Actividades o del Texto del Estudiante, según corresponda.



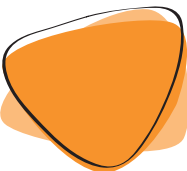
Indica una actividad que tiene que ser desarrollada en el cuaderno del estudiante.



Indica el número de una pista de audio.



Indica un link a Internet.



Planificación Anual

SEMESTRE 1

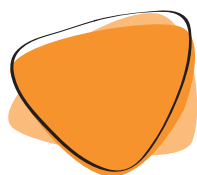
AÑO ESCOLAR	MES	SEMANA	UNIDAD	OAs
	Marzo	1 – 4	1	Comprensión auditiva: OA 01: Demostrar comprensión de textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales, como: canciones, narraciones y cuentos, exposiciones orales, conversaciones, descripciones, instrucciones y procedimientos, entrevistas, anécdotas. OA 02: Comprender textos orales en diversos formatos e interacciones de la clase acerca de temas variados (experiencias personales, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global o de otras culturas), que contienen las funciones del año, identificando: tema e ideas generales, información específica y detalles relevantes asociados a personas y sus acciones, lugares, tiempo, hablantes y situaciones; pasos en instrucciones y procedimientos, secuencia de eventos, diferencia entre hecho y opinión y relaciones de causa-efecto; palabras y frases clave, expresiones de uso frecuente, vocabulario temático, conectores (first, second, next, finally, or, because, before, after, too when, while), sonidos /z/, /s/ (zoo/sad), sonido inicial /h/ (hot/hour). OA 03: Escuchar textos orales y usar estrategias para apoyar la comprensión de los textos, como: hacer predicciones; escuchar con un propósito; usar conocimientos previos; focalizar la atención en palabras y/o expresiones clave; utilizar apoyos como imágenes y gestos del hablante; preguntar para clarificar o corroborar información en interacciones; confirmar predicciones; resumir alguna idea con apoyo de esquemas.
	Abril	5 – 8		
	Mayo	9 – 10		



AÑO ESCOLAR	MES	SEMANA	UNIDAD	OAs
	Mayo	11 – 12	2	Comprensión de lectura: OA 04: Leer y demostrar comprensión de textos literarios (poemas, tiras cómicas, cuentos y novelas adaptadas) y textos no literarios (descripciones, procedimientos, avisos publicitarios, emails, diálogos, artículos informativos, páginas web, biografías, noticias,) adaptados y auténticos simples, identificando: ideas generales, información específica y detalles asociados a personas, objetos, lugares, situaciones; relaciones de adición y secuencia entre ideas, diferencia hecho-opinión, condición entre ideas, causa-efecto; tema como idea general, personajes y sus acciones, entorno (tiempo, lugar), trama (inicio, desarrollo, final); palabras y frases clave, expresiones de uso frecuente y vocabulario temático; conectores (first, second, finally, next, or, when, while, before, after, too, because) y palabras derivadas de otras por medio del prefijo un- y de los sufijos -ing, -ly. OA 05: Leer y demostrar comprensión de textos relacionados con temas conocidos, del contexto inmediato, de otras asignaturas, de actualidad e interés global, de variadas culturas o acerca de experiencias personales, en formato impreso o digital que contengan las siguientes funciones: demostrar posesión; señalar tiempo, el grado y el modo en que ocurren las acciones; explicar causa y efecto; expresar información sobre rutinas y acciones presentes y pasadas; conexión de ideas; describir acciones que interrumpen u ocurren simultáneamente en el pasado solicitar y dar información sobre tiempo; solicitar permiso y dar consejo; identificar y describir objetos en detalle; expresar condiciones; por ejemplo: If you cook, I'll help you. OA 06: Usar estrategias para apoyar la comprensión de los textos leídos: pre lectura: leer con un propósito, hacer predicciones, usar conocimientos previos; lectura: hacer lectura rápida y lectura focalizada, visualizar, identificar elementos organizacionales del texto (título, subtítulo, imágenes); pos lectura: confirmar predicciones, usar organizadores gráficos, releer, recontar con apoyo, preguntar para confirmar información. OA 07: Reaccionar a los textos leídos o escuchados por medio de exposiciones orales, discusiones, conversaciones grupales, dramatizaciones, composiciones, resúmenes breves o esquemas en los que: hacen conexiones con otras asignaturas, la lengua materna y su cultura, la vida cotidiana, experiencias personales y otras culturas, por ejemplo: I learned/read about... in/ when...; expresan opiniones, sentimientos y los justifican, por ejemplo: I like skating because it's fun; I'm feeling happy/angry/ afraid; I think that...; for example...; resumen y sintetizan información con apoyo; generan preguntas, por ejemplo: why do/does...; Do/does/did he/she...
	Junio	13 - 17		
	Julio	18		

AÑO ESCOLAR	MES	SEMANA	UNIDAD	OAs
	Julio	19	3	Expresión escrita: OA 11: Escribir de acuerdo a un modelo y a un criterio de evaluación, una variedad de textos breves como rimas, tiras cómicas, cuentos, correos electrónicos, descripciones, folletos, noticias, usando recursos multimodales que refuercen el mensaje en forma creativa, acerca de temas como: experiencias personales, contenidos interdisciplinarios, problemas globales, culturas de otros países, textos leídos. OA 12: Demostrar conocimiento y uso del lenguaje en sus textos escritos por medio de las siguientes funciones: expresar cantidades, contar y enumerar; por ejemplo: there are a lot of people; all the/ several people; expresarse con claridad usando palabras y expresiones de uso común, sinónimos, palabras compuestas; por ejemplo: afraid of flying; angry about/ with..., give advice on...; have fun/a good time; I want/don't want...; see you later/ soon; make a mistake/plans/ friends; suddenly; outdoor ; señalar el tiempo, el grado y el modo en que ocurren las acciones; por ejemplo: he won the race yesterday; she sings quietly/softly/ loudly; they run very fast; every week; very... explicar causa y efecto; por ejemplo: an ice cream melts if you heat it; formular y responder preguntas sobre rutinas y acciones presentes y pasadas; por ejemplo: Does/did he cook? Yes/No, he does/ doesn't/ did/didn't. - describir acciones que interrumpen u ocurren simultáneamente en el pasado; por ejemplo: I was playing football, when it started to rain; while he was cycling, she was listening to music; I saw a shark while I was swimming; unir ideas; por ejemplo: first, second, next, final; it's too dangerous to visit; identificar y describir objetos en detalle; por ejemplo: it's an old wooden musical instrument; expresar condiciones, por ejemplo: If you cook, I'll help you. OA 13: Escribir utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar) para informar, expresar opiniones y narrar recurriendo a herramientas como el procesador de textos y diccionario en línea, usando: palabras, oraciones y estructuras aprendidas y del nivel; conectores aprendidos; correcta ortografía en las palabras aprendidas y de uso muy frecuente; puntuación apropiada (punto, coma, signos de interrogación).
	Agosto	20 - 23		
	Septiembre	24 - 26		

AÑO ESCOLAR	MES	SEMANA	UNIDAD	OAs
	Octubre	27 - 30	4	Expresión oral: OA 08: Presentar información en forma oral, usando recursos multimodales que refuercen el mensaje en forma creativa, acerca de temas variados (como experiencias personales, temas de otras asignaturas, otras culturas, problemas globales y textos leídos o escuchados), demostrando: conocimiento del contenido y coherencia en la organización de ideas; uso apropiado de las funciones del lenguaje, vocabulario temático del nivel, palabras de uso frecuente y expresiones de uso común; uso apropiado de sonidos del idioma como /z/ /s/ (zoo/sad), sonido inicial /h/ (hot/hour); tener conciencia de audiencia, contexto y propósito. OA 09: Participar en interacciones y exposiciones, recurriendo a las siguientes estrategias para expresarse con claridad y fluidez: antes de hablar: practicar presentación, repetir, predecir vocabulario clave y expresiones de uso común (chunks), preparar apoyo organizacional y visual; al hablar: usar gestos y rellenos temporales (por ejemplo: well...; okay; so...), parafrasear y usar sinónimos, usar conectores, solicitar ayuda, usar apoyo visual en variados formatos; después de hablar: registrar errores y corregirlos con ayuda de la o el docente y recursos. OA 10: Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de las siguientes funciones: demostrar posesión; por ejemplo: they are the students' instruments; señalar tiempo, el grado y el modo en que ocurren las acciones; por ejemplo: he won the race yesterday; she sings quietly; they run very fast; every week; a bit/little, very...; suddenly; explicar causa y efecto; por ejemplo: an ice cream melts if you heat it; formular y responder preguntas sobre rutinas y acciones presentes y pasadas; por ejemplo: Does/did he cook? Yes/No, he does/doesn't/ did/didn't; unir ideas; por ejemplo: I like that film too; Do you want the book or the magazine?; first, second, next, finally; describir acciones que interrumpen u ocurren simultáneamente en el pasado; por ejemplo: I was playing football in the yard, when it started to rain; while he was cycling, she was listening to music; solicitar y dar información sobre tiempo; por ejemplo: When is the party? On Saturday, at 10:00 o'clock/tomorrow/ next week/year; in December; solicitar permiso y dar consejo; por ejemplo: Can I go out?; You shouldn't walk in the rain without an umbrella; identificar y describir objetos en detalle; por ejemplo: it's an old wooden musical instrument; expresar condiciones; por ejemplo: If you cook, I'll help you.
	Noviembre	31 - 34		



Planificación Semestral

SEMESTRE 1



Unidad	Semana	OAs	Contenidos	Clases	SB Página	AB Página	Material complementario TB Página
1 "Music and Leisure"	1	Conocimientos previos EN07 OA 05	→ Did you know that? → What do I know?	1	6 - 9	—	—
		Conocimientos previos de la unidad EN07 OA05	→ Diagnostic Test	2	—	—	53 - 54
	2	Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	Lesson 1: Music in my life → Vocabulary in context: <i>adjectives to describe objects.</i> → Reading: <i>interview.</i> → Language in use: <i>describing objects in detail.</i>	3	10 - 12	4 - 7	—
		Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13	→ Writing: <i>description of feelings and emotions related to music.</i>	4	13	8 - 9	—
	3	Comprensión auditiva EN07 OA 01 EN07 OA 02 EN07 OA 03	→ Let's play → Listening: <i>Rap.</i>	5	14 - 15	10	—
		EN07 OA 02	→ Language in use: <i>expressing possession.</i>	6	16	10	—
	4	Expresión oral EN07 OA 08 EN07 OA 09 EN07 OA 10 OAs de la lección	→ Speaking: <i>conversation about favorite free time activities related to music.</i> → Checkpoint	7	16 - 18	11	—
		EN07 OA 04 EN07 OA 07	→ Cultural spot: <i>The Beatles.</i>	8	19	11	45
	5	Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	Lesson 2: Leisure and fun → Vocabulary in context: <i>sports.</i> → Reading: <i>personal reports.</i> → Language in use: <i>expressing quantity (a lot of, many, a few).</i>	9	20 - 22	12 - 15	—
		Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13	→ Writing: <i>description of a sport.</i>	10	23	16 - 17	73
	6	EN07 OA 09 EN07 OA 01	→ Let's play: <i>Spinning wheel.</i> → Literary circle: <i>Poem.</i>	11	24 - 26	—	xxxii
		Comprensión auditiva EN07 OA 01 EN07 OA 02 EN07 OA 03	→ Listening: <i>dialogue about the weekend.</i>	12	26 - 27	18	—
	7	EN07 OA 02 Expresión oral EN07 OA 08 EN07 OA 09 EN07 OA 10	→ Language in use: <i>expressing sequence of events (first, second, then, finally).</i> → Speaking: <i>dialogue about last weekend.</i>	13	28 - 29	18 - 19	74
		OAs de la lección	→ Checkpoint	14	30	—	—
	8	OAs de la unidad	→ Formative Test	15	—	—	56 - 57
		EN07 OA 04 EN07 OA 07	→ Subject connection: <i>Physical education.</i>	16	31	19	47, 49, 51
	9	EN07 OA 09 EN07 OAA A EN07 OAA C	→ Project: <i>Tri-fold poster</i>	17	32 - 33	—	—
		OAs de la unidad	→ Process evaluation	18	—	—	59
	10	OAs de la unidad	→ Final check	19	34 - 35	—	60 - 71
		OAs de la unidad	→ Extra readings/activities/ WebQuests, etc.	20	—	—	45 - 51

Tiempo estimado: 30 horas pedagógicas

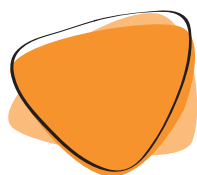
Unidad	Semana	OAs	Contenidos	Clases	SB Página	AB Página	Material complementario TB Página
2 "Climate change and natural disasters"	11	Conocimientos previos EN07 OA 05	→ Did you know that? → What do I know?	1	36 - 39	—	—
		Conocimientos previos de la unidad EN07 OA05	→ Diagnostic Test	2	—	—	137 - 138
	12	Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	Lesson 1: What are we doing? → Vocabulary in context: <i>environmental problems</i> . → Reading: <i>article</i> . → Language in use: <i>expressing cause and effects</i> .	3	40 - 42	20 - 23	—
		Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13	→ Writing: <i>description of an environmental problem</i> .	4	43	24 - 25	140
	13	Comprensión auditiva EN07 OA 01 EN07 OA 02 EN07 OA 03	→ Let's play: <i>Dice game</i> . → Listening: <i>description of environmental issues</i> .	5	44 - 45	26	—
		EN07 OA 02	→ Language in use: <i>describing how events happen</i> .	6	46	26	—
	14	EN07 OA01 Expresión oral EN07 OA08 EN07 OA09 EN07 OA10 OAs de la lección	→ Speaking: <i>dialogue about environmental issues</i> . → Checkpoint → Literary circle: <i>The polar bear's home</i> .	7	46 - 49	27	xxxv
		Comprensión de lectura EN07 OA04 EN07 OA05 EN07 OA06 EN07 OA07	Lesson 2: Being prepared → Vocabulary in context: <i>natural disasters</i> . → Reading: <i>personal description of a natural disaster</i> .	8	50 - 51	28 - 30	—
	15	EN07 OA02 Expresión escrita EN07 OA11 EN07 OA12 EN07 OA13	→ Language in use: <i>expressing sequence of events</i> . → Writing: <i>set of instructions</i> .	9	52 - 53	31 - 33	—
		EN07 OA04 Comprensión auditiva EN07 OA01 EN07 OA02 EN07 OA03	→ Let's play: <i>I spy with my little eye...</i> → Cultural spot: <i>Pompeii</i> . → Listening: <i>set of instructions</i> .	10	54 - 56	27, 34	125, 128
	16	EN07 OA02 Expresión oral EN07 OA08 EN07 OA09 EN07 OA10 OAs de la lección	→ Language in use: <i>expressing conditions</i> . → Speaking: <i>dialogue about natural disasters</i> . → Checkpoint	11	57 - 60	34 - 35	—
		EN07 OA04 EN07 OA07	→ Subject connection: <i>Science</i> .	12	61	35	54 - 56
	17	OAs de la unidad	→ Formative Test	13	—	—	140 - 141
		OAs de la unidad	→ Extra readings/ activities/ WebQuests, etc.	14	—	—	125 - 135, xxxv - xxxvi
	18	EN07 OA09 EN07 OAAD EN07 OAAE	→ Project: <i>An emergency leaflet</i> .	15	62 - 63	—	143
		OAs de la unidad	→ Final check	16	64 - 65	—	145 - 155
Tiempo estimado: 24 horas pedagógicas							

SEMESTRE 2



Unidad	Semana	OAs	Contenidos	Clases	SB Página	AB Página	Material complementario TB Página
3 "Travelers"	19	Conocimientos previos EN07 OA 05	→ Did you know that? → What do I know?	1	66 - 69	—	—
		Conocimientos previos de la unidad EN07 OA05	→ Diagnostic Test	2	—	—	219 - 220
	20	Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	Lesson 1: A diverse world → Vocabulary in context: <i>describing places in town.</i> → Reading: <i>a travel blog</i> → Language in use: <i>expressing the sequence of events.</i>	3	70 - 72	36 - 39	—
		Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13	→ Writing: <i>narration of an experience in an amazing place.</i>	4	73	40 - 41	223
	21	Comprensión auditiva EN07 OA 01 EN07 OA 02 EN07 OA 03	→ Let's play: <i>Guessing game</i> → Listening: <i>report on customs around the world.</i>	5	74 - 76	42	—
		EN07 OA 08	→ Language in use: <i>adjectives with prefix un-.</i>	6	76	42	—
	22	Expresión oral EN07 OA 09 EN07 OA 10 OAs de la lección	→ Speaking: <i>short report on local greetings.</i> → Checkpoint	7	77 - 78	42 - 43	—
		Comprensión de lectura EN07 OA04 EN07 OA05 EN07 OA06 EN07 OA07	→ Cultural spot: <i>Ancient land – cultural interview.</i> Lesson 2: Exploring my country → Vocabulary in context: <i>free-time activities.</i> → Reading: <i>a tourist brochure.</i>	8	79 - 81	43 - 46	210 - 211
	23	EN07 OA02 Expresión escrita EN07 OA11 EN07 OA12 EN07 OA13	→ Language in use: <i>expressing quantity (some, many, several).</i> → Writing: <i>description of hometown or region.</i>	9	82 - 83	47 - 49	239
		EN07 OA04 EN07 OA05 EN07 OA06 EN07 OA07	→ Let's play: <i>A travel race.</i> → Subject connection: <i>Social studies.</i>	10	84 - 85	51	207, 213, 216
	24	Comprensión auditiva EN07 OA01 EN07 OA02 EN07 OA03 Expresión oral EN07 OA08 EN07 OA09 EN07 OA10	→ Listening: <i>describing a famous place in Chile.</i> → Language in use: <i>asking for permission and making recommendations.</i> → Speaking: <i>dialogue about natural disasters.</i>	11	86 - 88	50 - 51	240
		OAs de la lección EN07 OA01	→ Checkpoint → Literary circle: <i>A little journey to Puerto Rico.</i>	12	89 - 91	—	xxxii
	25	OAs de la unidad	→ Formative Test	13	—	—	222 - 223
		OAs de la unidad	→ Extra readings/activities/ WebQuests, etc.	14	—	—	207 - 217, xxxii - xxxiii
	26	EN07 OA 09 EN07 OAA B EN07 OAA C	→ Project: <i>A brochure</i>	15	92 - 93	—	225
		OAs de la unidad	→ Final check	16	94 - 95	—	227 - 237
Tiempo estimado: 24 horas pedagógicas							

Unidad	Semana	OAs	Contenidos	Clases	SB Página	AB Página	Material complementario TB Página
4 "Media & the news"	27	Conocimientos previos EN07 OA 05	→ Did you know that? → What do I know?	1	96 - 99	—	—
		Conocimientos previos de la unidad EN07 OA05	→ Diagnostic Test	2	—	—	301 - 302
	28	Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	Lesson 1: In the news! → Vocabulary in context: <i>the media</i> . → Reading: <i>a news article</i> . → Language in use: <i>connecting ideas</i> .	3	90 - 102	52 - 55	—
		Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13	→ Writing: <i>a news report</i> .	4	103	56 - 57	—
	29	Comprensión auditiva EN07 OA 01 EN07 OA 02 EN07 OA 03	→ Let's play: <i>Dice game</i> . → Listening: <i>different types of radio news</i> .	5	104 - 106	58	304
		EN07 OA 03	→ Language in use: <i>adjectives ending in -ing</i> .	6	106	58	—
	30	Expresión oral EN07 OA 08 EN07 OA 09 EN07 OA 10 OAs de la lección EN07 OA 04 EN07 OA 07	→ Speaking: <i>a short news report</i> . → Checkpoint → Cultural spot: <i>Studying changed my life</i> .	7	107 - 109	58 - 59	295 - 299, 322
		EN07 OA02	Lesson 2: Breaking news → Vocabulary in context: <i>types of news</i> .	8	110	60	—
	31	Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	→ Reading: <i>a news article about an invention</i> . → Language in use: <i>expressing actions in the past</i> . → Writing: <i>a short interview</i> .	9	111 - 113	61 - 65	—
		Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13					
	32	EN07 OA04 EN07 OA07 EN07 OA01	→ Let's play: <i>A memory game</i> → Literary circle: <i>Fake news</i> .	10	114 - 115	—	xxxv
		Comprensión auditiva EN07 OA01 EN07 OA02 EN07 OA03	→ Listening: <i>sports news on the radio</i> . → Language in use: <i>expressing interrupted actions in the past</i> . → Speaking: <i>dialogue about a piece of news</i> .	11	116 - 118	66 - 67	—
	Expresión oral EN07 OA08 EN07 OA09 EN07 OA10						
	33	OAs de la lección EN07 OA09	→ Checkpoint → Subject connection: <i>Technology</i> .	12	119 - 121	67	289 - 293
		OAs de la unidad	→ Formative Test	13	—	—	304. - 305
		OAs de la unidad	→ Extra readings/activities/ WebQuests, etc.	14	—	—	289 - 299, xxxv - xxxvi
	34	EN07 OA 9 EN07 OAA B EN07 OAA C	→ Project: <i>News report</i> .	15	122 - 123	—	307
		OAs de la unidad	→ Final check	16	124 - 125	—	309 - 321
Tiempo estimado: 24 horas pedagógicas							



Expresiones para el Manejo de la Clase (Classroom Language)

1 Las siguientes son expresiones de uso frecuente que facilitarán tanto al docente como al estudiante el trabajo en el aula de clases. Estas se encuentran en la pista de audio número 1.

GREETINGS

Good morning.
Good afternoon.
Hello.
Hi.
Good bye.
See you tomorrow.
See you later.
Have a nice weekend.
Enjoy your holiday.

MOODS AND FEELINGS

A: How are you today?
B: I'm fine.
I'm great.
OK.
Very well, thank you. I'm not very well.
I have a problem.
I'm feeling down. / I'm sad.

ASKING FOR CLARIFICATION (STUDENT'S)

Can you repeat that, please?
Can you say that again, please?
Sorry? I'm afraid I didn't understand.
Can you help me with this exercise, please?

ENCOURAGEMENT (TEACHER'S)

Well done!
Good!
Excellent!
Good work!
Congratulations!
Do it more carefully.
Say it again.
Try to correct that, please.
Not too bad.
You'll do better next time.
Keep trying!

THE DATE

A: What day is it today?
B: It's Monday.
It's Tuesday.
It's Wednesday.
It's Thursday.
It's Friday.
It's Saturday.
It's Sunday.
A: What's the date today?
B: It's (Monday) March 9th.

SOME COMMANDS AND INSTRUCTIONS

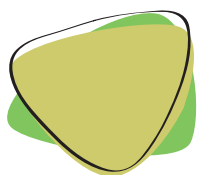
Answer the questions.
Be quiet.
Check your answers.
Check your predictions.
Close the door.
Come to the board.
Compare your answers.
Complete the paragraph.
Copy the instructions.
Discuss the ideas in your group.
Do Exercise 1.
Do not write in your book.
Fill in the blanks.
Find examples in the text.
Find the cognates in the text.
Listen to the recording.
Look at the pictures.
Look up these words in the dictionary.
Make a list.
Make a list of topics.
Take some notes.
Match the pictures.
Name three activities.
Open your books.
Pay attention, please.
Put the pictures in order.

Read the instructions.
Read the sentences.
Select the correct answer.
Silence, please.
Sit down.
Stand up.
Talk to your partner.
That's all for today, thank you.
Work in groups of four.
Work with your partner.
Write the sentences.

TURN TAKING AND PERMISSIONS

Can I talk to you after the class?
Excuse me, can I say something?
Excuse me; can I leave the room for a minute?
May I go to the bathroom?
It's your turn.
Sorry, it's my turn.





Introducción



MUSIC AND LEISURE

Esta primera unidad introduce a los estudiantes los temas de la música y el tiempo libre y se presenta como una experiencia en que ellos usarán el inglés para explorar estas temáticas, tanto en su propia realidad como en la de otras culturas. El tema de la unidad se ha organizado en dos lecciones.

En la primera lección *Music in my life*, preguntas tales como, ¿cuál es la importancia de la música en mi vida? y ¿qué beneficios me aporta? irán adquiriendo valor a través de la variedad de textos orales y escritos que han sido seleccionados especialmente para esta sección. Para responder estas preguntas, leerán una entrevista sobre la experiencia de tocar el piano y sus efectos en la vida y emociones, y luego se les presentará el desafío de escribir sobre sus propios sentimientos relacionados con la música o los instrumentos musicales en sus vidas. De igual manera, tendrán la oportunidad de escuchar un rap sobre el basketball, en el que se describirá la afición por este deporte. Al final de la lección, conversarán sobre sus actividades favoritas de tiempo libre relacionadas con la música.

En esta lección además se les presentará la instancia de jugar un juego de dados para poner en práctica lo aprendido de una manera motivante.

También, en la sección *Cultural spot* tendrán la oportunidad de aprender sobre la banda *The Beatles* leyendo sobre ellos y su música. Así, se les invitará a reflexionar sobre la importancia y contribución de estos artistas a la música y cultura universal.

En la segunda lección *Leisure and fun*, los estudiantes podrán plantearse preguntas como ¿cómo valoro el deporte? y ¿cómo influye el deporte en la identidad de un país? a partir del material presente en esta sección. Los estudiantes serán expuestos a un texto que consiste en breves reportes de adolescentes sobre los

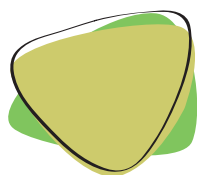
deportes populares en sus países. El desafío de escritura que se presenta en esta lección es hacer una descripción de un deporte que les resulte interesante.

En la lección podrán también escuchar una conversación sobre actividades de tiempo libre, así como crear y representar sus propios diálogos sobre el tema. Se les presentará junto con ello una nueva motivante oportunidad de practicar a través de un juego de ruleta y en la sección *Subject connection*, podrán revisar el tema de la unidad desde una perspectiva que los conectará con la asignatura de educación física.

Al ir conociendo más acerca de todos estos tópicos que se relacionan tan cercanamente con el mundo del tiempo libre, ellos aprenderán a comprender y expresar mensajes relativos a las funciones comunicativas relacionadas (describir experiencias relacionadas con la música y los deportes en forma oral y escrita).

En cuanto a los objetivos de aprendizaje, en esta unidad se busca que los estudiantes puedan disfrutar de las muestras culturales, musicales y artísticas del idioma inglés, describir eventos culturales o recreativos, explicar actividades deportivas y recreativas, incorporando estructuras gramaticales y ampliando su vocabulario, de manera tal que desarrollen una actitud positiva frente al idioma inglés y una noción de utilidad para acercarse a una cultura global y participar en ésta.

Para lograrlo, se espera que usen expresiones y vocabulario asociado a la música y el tiempo libre, y funciones apropiadas para estos temas. Junto a lo anterior, se espera que demuestren conocimiento del sonido /s/ en plurales. Finalmente, se propone que reflexionen sobre las contribuciones musicales a la cultura, establezcan conexiones con otras disciplinas y desarrollen una actitud proactiva en diferentes situaciones comunicativas, y que trabajen en forma colaborativa, respetando las ideas de otros.

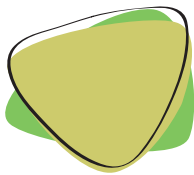


Objetivos de Aprendizaje

OAs	Contenidos	Clase	Tiempo (min)
Conocimientos previos de la unidad EN07 OA 5	→ Did you know that? → What do I know?	1	90
Conocimientos previos de la unidad EN07 OA 5	→ Diagnostic Test	2	45
Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	Lesson 1: Music in my life → Vocabulary in context <i>Adjectives to describe objects.</i> → READING <i>Interview</i> → Language in use <i>Describing objects in detail.</i>	3	90
Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13	→ WRITING <i>Description of feelings and emotions related to music.</i>	4	45
Comprensión auditiva EN07 OA 01 EN07 OA 02 EN07 OA 03	→ Let's play → LISTENING <i>Rap</i>	5	90
EN07 OA 02	→ Language in use <i>Expressing possession.</i>	6	45
Expresión oral EN07 OA 08 EN07 OA 09 EN07 OA 10 OAs de la lección	→ SPEAKING <i>Conversation about favorite free time activities related to music.</i> → Checkpoint	7	90
EN07 OA 4 EN07 OA 7	→ Cultural spot <i>The Beatles</i>	8	45



OAs	Contenidos	Clase	Tiempo (min)
Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	Lesson 2: Leisure and fun → Vocabulary in context <i>Sports</i> → READING <i>Personal reports</i> → Language in use <i>Expressing quantity (a lot of, many, a few).</i>	9	90
Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13	→ WRITING <i>Description of a sport</i>	10	45
EN07 OA 09 EN07 OA 01	→ Let's play <i>Spinning Wheel</i> → Literary circle <i>Poem</i>	11	90
Comprensión auditiva EN07 OA 01 EN07 OA 02 EN07 OA 03	→ LISTENING <i>Dialogue about weekend activities</i>	12	45
EN07 OA 02 Expresión oral EN07 OA 08 EN07 OA 09 EN07 OA 10	→ Language in use <i>Expressing sequence of events (first, second, then, finally).</i> → Speaking <i>Dialogue about last weekend activities</i>	13	90
OAs de la lección	→ Checkpoint	14	45
OAs de la lección	→ Formative Test	15	90
EN07 OA 4 EN07 OA 7	→ Subject connection <i>Physical education</i>	16	45
EN07 OA 9 EN07 OAA A EN07 OAA C	→ Project <i>Tri-Fold poster</i>	17	90
OAs de la unidad	→ Process Evaluation	18	45
OAs de la unidad.	→ Final check	19	90
OAs de la unidad	→ Extra readings/ activities/ WebQuests, etc.	20	45



Sugerencias metodológicas del TE y CA

CLASE 1 • 90 minutos

OBJETIVO Activar la motivación y los conocimientos previos.

MATERIALES Lápiz, cuaderno y audios.

Las actividades en esta clase tienen como propósito:

- Activar la motivación de los estudiantes hacia el tema de la unidad.
- Permitir que los estudiantes reconozcan la importancia de los objetivos de aprendizaje para sus propias vidas.
- Activar conocimientos previos.



INICIO (15 min.)

Solicite a los estudiantes: *Look at the picture. What does it communicate?* Permítales discutir sus ideas en grupos o en parejas y luego motívelos a compartir sus impresiones.

Dirija su atención hacia la sección *Did you know that?* y pídale: *Reflect on these questions. What do you think?* Como extensión, puede invitarlos a profundizar en el tema preguntando: *Did you know about the importance of music for your mind?*

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

- Yes, I did. I know that some music can calm you down or cheer you up.
- No, I didn't. I had no idea that music was so important to our body.

Anime a un voluntario: *Can you read the section Objectives of the unit on the next page, please?* Luego diga al resto de la clase: *These are the objectives you will attain at the end of the unit.*

Sugerencia pedagógica

Comunicar los objetivos de aprendizaje

Comunique los objetivos de forma clara y precisa. Para ello, puede decirles: *Let's read about the learning objectives and aims. Why are they important? Are they important to guide our classes? Do they give a purpose to learning?* Remítase al Marco para la Buena Enseñanza.

Adaptado de: Marco para la buena enseñanza, Ministerio de Educación República de Chile. Recuperado de www.docentemas.cl/docs/MBE2008.pdf



Did you know that
playing and listening to music can
improve your memory and relieve stress?

Do you play or listen to music to relax or
to have a good time? Discuss.

6 six

UNIT 1 • Music and leisure

RECURSOS DIGITALES

- Aquí podrá encontrar información, juegos, actividades, y clips:
Dallas Symphony Orchestra
<https://www.dallassymphony.org/es/community-education/>
- Estas películas tratan de la importancia de la música para los jóvenes:
Music of the Heart
<https://bit.ly/3zY5ZuZ>
The Chorus
<https://bit.ly/2XDn9wh>





UNIT 1 • Music and leisure

UNIT 1

MUSIC AND LEISURE

OBJECTIVES OF THE UNIT

You will...

- Listen to and show comprehension of songs, personal reports and conversations related to topics of music and free time activities.
- Read and identify general and specific information in personal reports and descriptions.
- Express opinions and feelings about free time activities.
- Write simple narrations and descriptions, following the steps of the writing process.

1 🧑🧑 Have you ever learned any English expressions by listening to music? If not, would you like to? Discuss.

2 🧑🧑 Create a word map and complete it with vocabulary for each free time activity.



3 📖🧑🧑 Do some research and find interesting scientific facts about music. Share them with your group.

2 🧑🧑 Invítelos a observar el diagrama y explique la instrucción de la actividad: *Draw this diagram in your notebook, complete it with the words you can relate to each category and then share your words with other groups.* Para revisar el ejercicio, se sugiere dibujar el diagrama en la pizarra y pedir voluntarios de distintos grupos para completarlo. Al terminar, puede decirles: *Now, you can complete your diagram with the new words your classmates have included in each category.*

Respuestas posibles:

Sports: soccer, basketball, tennis, swimming.

Culture: going to the library, watching a play, going to concerts.

Handcrafts: knitting, weaving, pottery.

Indoor activities: dancing classes, boxing, basketball games.

Outdoor activities: soccer, running, golf, surfing.

Sugerencia pedagógica

Para trabajar con la actividad 2, ayude a los estudiantes que más requieran apoyo, escribiendo en la pizarra las siguientes: categorías y ejemplos: Sports - Ball sports (soccer, basketball, tennis) - Water sports (swimming, surfing). Paralelamente, dígalos: *Use these examples as a guide, and then use a dictionary to complete the rest of the categories.*

Si en su clase hay estudiantes aventajados, desafíelos a encontrar palabras que no conocieran anteriormente.

3 📖🧑🧑 Motíuelos a hacer su propia investigación diciendo: *Find some interesting information about the topic and share it with the class.* Si es posible, recomiende los enlaces en el siguiente recuadro:

RECURSOS DIGITALES

- *The benefits of listening to music* <https://bit.ly/3lZQyvt>.

En él podrán identificar los beneficios que escuchar música produce en los ámbitos físico y mental.

- *Music facts* <https://bit.ly/38aiRkX>. Aquí podrán acceder a una numerosa variedad de hechos relacionados con la música.

Si los estudiantes utilizan palabras en español, haga lo siguiente: escriba en la pizarra cada una de las palabras que van diciendo pero directamente en inglés y luego realice un dibujo o representación gráfica. Una vez concluida la actividad, haga evidente el vocabulario diciendo: *In English, this outdoor activity is "running". For example, I go running every Saturday.*

1 🧑🧑 Explique a los estudiantes: *Now, you are going to work in pairs.* Monitoree y rescate el vocabulario que pueda ser de ayuda y revise las estructuras gramaticales y la pronunciación. Luego, pregunte: *Do you remember how you learned the alphabet? Do you usually learn things by singing? How do you think music helps your memory or learning?*

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

- I think that when you repeat something and have fun at the same time, it easily sticks into your memory.
- I believe that relaxing music helps students with stress and anxiety to study more efficiently.





DESARROLLO (60 min.)

- 1 Invite a los estudiantes a escuchar la grabación. Diga: *You will listen to a girl talking about her new life.* Luego lea las preguntas **a**, **b** y **c** en voz alta y pídale: *Identify the keywords in every question and focus your attention on these aspects as you listen. Then listen again and write the answers in your notebook.* Procure generar un ambiente propicio para escuchar el audio con facilidad y desarrollar la actividad de manera efectiva. Finalmente, revise las respuestas de manera grupal.

Respuestas:

- She feels happy.
- They like listening to music and dancing.
- Because she has tickets for her favorite band's next concert.

- 2 Pregunte en voz alta: *What are free-time activities? Let's have a class conversation about this concept. Think of examples.* Deles algunos minutos para pensar en las respuestas y luego diga: *What do you understand by free-time activities? Can you give examples? Can you identify the pictures that show free time activities and talk about your favorite ones?* Enfátice la importancia de explicar sus ideas durante esta actividad. Revise y corrija las respuestas en forma general.

Respuestas:

a, b, d, e.

- 3 Explique: *The words you see here are adjectives. Do you know what they mean?* Confirme que los estudiantes conocen el significado de los adjetivos y luego motívelos a describir las actividades en las imágenes usando una de esas palabras. Indique que sigan el ejemplo diciendo: *Can you describe the activities in the pictures using a word from the boxes?* *Follow the example below.* Revise la pertinencia de las respuestas.

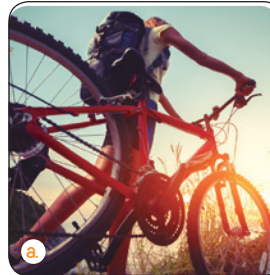
Respuestas:

Algunas respuestas esperadas de los estudiantes serían:

- Riding a bike is exciting,
- Playing the guitar is amazing.
- Using the computer is relaxing.
- Listening to music is exciting.
- Playing soccer is boring.
- Studying is stressing.

What do I know?

- 1 Listen to Alexa talking about her new life. Then answer the questions orally.
- How does Alexa feel?
 - What do Alexa and Katerina like doing in their free time?
 - Why is Alexa excited?
- 2 Identify the pictures that represent "free time activities". What's your favorite one? Why? Discuss.



- 3 Describe the activities in activity 2. Use the adjectives below.

exciting

amazing

interesting

boring

relaxing

Example: *Playing the guitar is relaxing.*

8 eight

UNIT 1 • Music and leisure

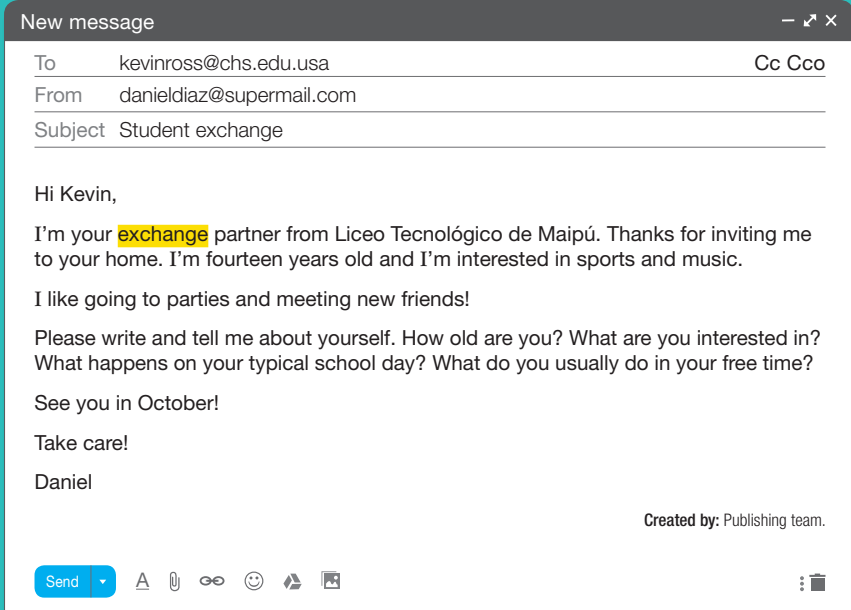
Teoría e investigación

Para conocer más sobre la activación de conocimientos previos, vea la teoría en la página 42 de esta guía.



4 Read Daniel's email. Identify the following information in the questions.

- Who is Daniel?
- What does he want to know about Kevin? Why?



5 Read and listen to the dialogue. Then role-play it, replacing the underlined phrases with your own information.

Kim:
What do you like doing in your free time?

Noah:
I enjoy playing the guitar and riding my bike.

Kim:
Why do you like playing the guitar?

Noah:
I think it's relaxing.

4 Explique: *You will read a brief email and then identify the answers to these questions.* Lea el texto en voz alta o pida que uno de sus estudiantes lo haga. Luego diga: *Who can answer question a? Who is Daniel?*

Finalmente, lea la pregunta b en voz alta: *What does he want to know about Kevin?*

Revise y corrija las respuestas de manera general.

Respuestas:

- Daniel is a Chilean student at Liceo Tecnológico de Maipú.
- Daniel wants to know about Kevin's interests, how old he is, his typical school day and free-time activities.

5 Dígales: *Now, you will listen and read this dialogue.* Deles algunos minutos para escuchar y familiarizarse con el diálogo. Luego explique: *Please read the dialogue again and focus on the underlined sections. You will have to create a similar conversation, replacing these sections with your own ideas. Then you will role-play it.*

Permita que los estudiantes lean los parlamentos si es necesario al momento de presentar sus diálogos.

Sugerencia pedagógica

En la actividad 5, permita a los estudiantes a quienes más les cueste expresarse responder las preguntas con palabras o frases. Luego ayúdelos a producir oraciones completas, diciendo: *Please, remember to say complete sentences such as "I like playing the guitar in my free time."*

En el caso de los estudiantes más aventajados, pídeles lo siguiente: *Remember to add more information. For example, "In my free, I like... because it's relaxing."*

CIERRE (15 min.)

Invite a algunos pares a actuar sus diálogos frente al resto de la clase. Motive la participación voluntaria de los estudiantes, diciendo: *Who wants to role-play the dialogue in front of the class? I need volunteers to role play the dialogue.*

Agradezca la participación al finalizar, diciendo: *Thank you very much (nombre de los estudiantes), you did a very good job. Who wants to be the next?"*

CLASE 2 • 45 minutos

OBJETIVO	Revisar contenidos previos
MATERIALES	Fotocopia del Diagnostic Test

Este es un buen momento para implementar la evaluación diagnóstica de la página 53 de esta guía.

Al momento de hacerlo, diga lo siguiente a los estudiantes: *Now, you're going to take a Diagnostic test. There you're going to show how much English you remember from previous years. Come on, you can do it!*



CLASE 3 • 90 minutos

OBJETIVO

- Explorar nuevo vocabulario.
- Usar estrategias para el desarrollo de la comprensión de lectura.
- Incorporar vocabulario y estructuras que permitan describir objetos.

MATERIALES

Lápices de colores, cuaderno, diccionario, audio y Cuaderno de Actividades.

Las actividades en esta clase tienen como propósito introducir nuevo vocabulario, y modelar el uso de estrategias de comprensión de lectura de un texto.



INICIO (10 min.)

Inicie la clase haciendo preguntas a los estudiantes sobre las características de algunos objetos personales o de la clase. Por ejemplo: *What color is your bag?* *How many books do you have?* Asegúrese de que la mayoría participe y tome nota en el pizarrón de las respuestas.



DESARROLLO (70 min.)

- 1 Invite a sus estudiantes a mirar las imágenes y pregunte: *What is the connection or relation between the elements in the pictures?*

Luego, indique: *Now, listen and read the sentences.*

Reproduzca el audio, e invítelos a repetir después de cada pausa.

Respuesta:

Se espera que los estudiantes respondan: They are all related to music and they describe objects and things.

- 2 Dígalos: *In pairs, discuss the questions Have you identified what the underlined words are?, What do you think they are used for?*

Revise las respuestas y asegúrese de que todos reconozcan que las palabras subrayadas son características (adjetivos) y son usadas para describir elementos.

Respuestas:

- They are characteristics (adjectives).
- They describe objects and things.

- 3 Pídalos: *Observe these pictures carefully and describe them.* Sugiera usar el diccionario y monitoree el trabajo de las parejas.

Respuestas posibles:

- This is my favorite game.
- It's my grandma's old piano.
- She is dancing a beautiful dance.

LESSON 1

Music in my life

VOCABULARY IN CONTEXT

- 1 Look at the pictures, listen and read. What is the relationship between the images and the words that describe them? Discuss.



a.

This is my grandma's **old upright** piano.



b.

The violin is a **four-stringed** instrument.



c.

My brother has a **new electric** guitar.



d.

Most **modern** pianos have a total of 88 **black and white** keys.



e.

I found some **yellowish** music sheets in my house.



f.

She took a **long deep** breath before she started.

- 2 Discuss these questions.

- What's the relationship between the words in **bold** in activity 1?
- What are they used for?

- 3 Look at the pictures and describe them in one sentence. Use your dictionary if necessary.



a.



b.



c.

10 ten

UNIT 1 • Music and Leisure • LESSON 1

Sugerencia pedagógica

Para apoyar a los estudiantes que presenten dificultades con la actividad 3, dígalos lo siguiente: *Do you know what a noun is?* Espere la respuesta y luego proporcione ejemplos de la sala de clase, diciendo: *Pen, whiteboard, student, teacher, are nouns.* Luego, añada otros ejemplos tales como: *This is a large/small classroom. It is a new book.*

Para desafiar a los estudiantes más rápidos, invítelos a agregar más adjetivos a sus descripciones, diciendo: *Please, add more adjectives to the nouns. For example, this is a new and colorful English book.*



- 1 Discuss these questions.
 - a. What's your favorite kind of music? Why?
 - b. Is music an important aspect of your life? Explain.
- 2 Copy this diagram and write words related to each category.



- 3 Read Brittany Knight's answers on a website. How can you describe her feelings about music?

Interviewer: ...?

Brittany: When I was 6, I started playing the violin.

Interviewer: ...?

Brittany: I always wanted to use the violin music sheets on the old upright piano in our living room. My mom saw me and **booked** me some piano lessons.

Interviewer: ...?

Brittany: Music is the most powerful means of communication. I feel so good playing the piano. I take a break from reality and express my feelings through the music I play. When I sit down at a piano, I always let out a long deep breath. I feel so calm as I prepare my hands and decide the music to start. The eighty-eight black and white keys create magnetism on my fingers. All my problems go away with the first note.

Interviewer: ...?



Brittany: Through my fingers, I can turn emotions into music. I can spend hours at a piano without realizing the passing of time. Playing music is my favorite activity, and my grandma's old black piano is my favorite instrument.

Created by: Publishing team.

- 4 Read Britany's answers again and match them with the interviewer's questions a - d.
 - a. How do you feel about music?
 - b. Why did you change your musical instrument?
 - c. What's your main inspiration to play?
 - d. When did you start out in music?

Establezca el objetivo de esta sección: *These activities will help you use previous knowledge to understand a text and identify general and specific ideas.*

- 1 Motívelos: *In pairs, discuss your opinion about these questions. Then share your ideas with the class.*

Si los estudiantes utilizan palabras en español tome las siguientes medidas: provea los cognados en inglés y escríbalos en la pizarra a medida que van expresándose. Inmediatamente después, dígaes: *Try to use these words in English.*

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

- a. My favorite kind of music is pop/trap/ reggaeton/rock, etc.
- b. Yes, it is. Music makes me happy, and helps me study. I love music! / No, it isn't. I don't like music.

- 2 Invítelos: *Form groups. Which words related to music do you know?* Pídales copiar la tabla en sus cuadernos y a completarla usando el diccionario como apoyo. Por último, dibuje la tabla en el pizarrón e invítelos a completarla con sus ejemplos. Revise la pertinencia de las respuestas.

Respuestas posibles:

Instruments: piano, guitar, violin, flute, cello, etc.

Musicians: guitarist, composer, violinist, pianist, etc.

Genre: rock and roll, rap, classic, pop, opera, reggae, etc.

Other: students' ideas.

- 3 Instruya a los estudiantes a leer y pregunte: *Do you understand the general content of the interview? Can you identify the artist's feelings about music?*

Respuestas posibles:

Music or playing the piano is therapeutic for Brittany. It is her favorite activity, and it is very relaxing for her.

- 4 Explique: *Now read the text carefully. The objective is to identify the sections in the interview that answer the questions.* Revise con la clase preguntando: *Can you tell me where you have found the answer to the first question?* Continue la revisión.

Respuestas:

Las preguntas van en el siguiente orden:

- d. When did you start out in music?
- b. Why did you change the musical instrument?
- a. How do you feel about music?
- c. What's your principal inspiration to play?

Sugerencia pedagógica

Si los estudiantes tienen dificultad con la actividad 4, se sugiere realizar el ejercicio con toda la clase. Guíelos pensando en voz alta: *What's the keyword in question a? "feel". What paragraph mentions ideas related to this word?, etc.*

Para desafiar a quienes lo necesiten, pídales escribir una pregunta adicional cuya respuesta se encuentre en el texto.

- 4 Refuerce estos contenidos en las páginas 4 – 6 del Cuaderno de Actividades, diciendo: *Now, complete the exercises on pages 4 to 6 of your Activity Book.*



- 5 Explique: *Imagine you meet your favorite artist. What would you like to ask them?*

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

- I would like to ask them: Who do you admire?, Why do you like this type of music?, What is your favorite song?, Which song do you hate?, Why?, etc.

LANGUAGE IN USE Describing objects in detail

- a. Explique: *Analyze the words in colors.*
- b. Verifique que comprendan que las palabras en azul representan características (adjetivos calificativos) y las palabras en verde representan objetos (sustantivos comunes).

Respuestas:

- i. The parts in blue refer to elements (nouns).
ii. The parts in green refer to characteristics (adjectives).
- c. Practican en el Cuaderno de Actividades.

- 1 Diga: *Find words in the dictionary to describe the objects, expressing more than one characteristic.*

Respuestas posibles.

- a. It's a wooden acoustic guitar.
b. It's a nice brown ukelele.
c. It's a beautiful colored xylophone.
d. It's a new big double bass.

- 2 Explique: *Choose an object and draw it. Show the picture to your group and ask them to describe it in detail.* Acérquese a cada grupo para revisar.

- 3 Finalmente, indique: *Continue practicing in your Activity Book.*

PROBABLES ERRORES

Algunos estudiantes podrían describir los objetos enunciando los sustantivos antes de los adjetivos. Para evitarlo, enfatice que en inglés el orden es totalmente distinto, diciéndoles: *Remember that in English all the adjectives always go before the noun. For example: an old Spanish book; a big wood desk; two beautiful red flowers, etc.*

Puede utilizar la lámina correspondiente a la unidad 1 para reforzar este contenido específico.

- 5 Write three questions you would like to ask to your favorite music star. Then role-play it as an interview with your partner.

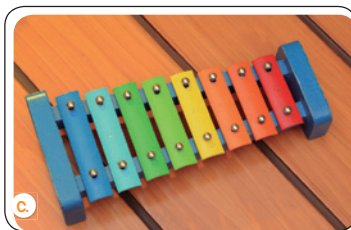
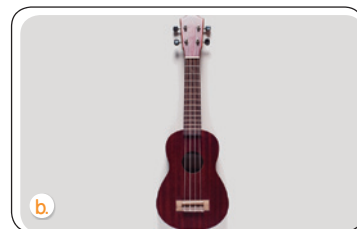
LANGUAGE IN USE

Describing objects in detail

- a. Read these phrases from the text. Pay special attention to the parts in orange and green.
- the **old** upright **piano**
 - eighty-eight **black and white** **keys**
 - **long** **deep** **breath**
 - my grandma's **old** **black** **piano**
- b. Answer these questions orally.
- What do the parts in **orange** refer to?
 - What do the parts in **green** refer to?
- c. Circle the correct option in your Activity Book.

To learn more about order of adjectives, visit: <https://bit.ly/3qsPrWH>

- 1 Look at these pictures and describe them. Use a dictionary if necessary.



- 2 Choose an object from your classroom (or house) and draw a picture of it. Show the drawing to your group and ask them to describe it in detail.
- 3 Design an unusual musical instrument in your Activity Book.

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UNIT 1 • Music and Leisure • LESSON 1

CIERRE (10 min.)

Invite a un estudiante a leer su descripción frente a la clase. mientras usted u otro compañero dibujan el instrumento inusual en el pizarrón. Para ello, dígalos: *Who would like to participate? Who would like to read or share the description?*

- 7 Refuerce estos contenidos en la página 7 del Cuaderno de Actividades, diciendo: *Now, to practice more, go to page 7 of your Activity Book.*



Modeling

- 1 Read an extract of Britany's interview. Do you feel the same about music? Discuss.

Music is the most powerful means of communication. I feel so good playing the piano. I take a break from reality and express my feelings through the music I play.

When I sit down at a piano, I always let out a long deep breath. I feel so calm as I prepare my hands and decide the music to start. The eighty-eight black and white keys create magnetism on my fingers. All my problems go away with the first note.



Organizing ideas

- 2 Write three or four sentences expressing your feelings about music or a musical instrument. Follow the examples.
 - I feel so good playing the piano.
 - When I sit down at a piano, I always...
 - I feel so calm as...

Drafting

- 3 Write a fifty-word text describing your feelings and emotions. Use the sentences you wrote and the text in activity 2 as a model.

Revising and editing

- 4 Check your text. Correct spelling and grammar, if necessary.

Writing

- 5 Write the final version of your text on a separate piece of paper.

Publishing

- 6 Publish the final version on your classroom's notice board.

CLASE 4 • 45 minutos

OBJETIVO	• Seguir los pasos de escritura para crear un texto propio, utilizando el vocabulario y las estructuras de la lección.
	• Incorporar estructuras relacionadas con expresión de sentimientos y descripción de objetos en detalle.
MATERIALES	Lápiz, cuaderno, diccionario y Cuaderno de Actividades.

Las actividades en esta clase tienen el propósito de enseñar la escritura como un proceso guiado que se desarrolla paso a paso.



INICIO (10 min.)

Indague acerca de las costumbres musicales de los estudiantes preguntando: *Do you like music? Who plays a musical instrument? Which one?*



DESARROLLO (30 min.)

- 1 Indique: *This is a model text, take your time to read and reflect. Do I feel the same?*
- 2 Explíqueles: *Use the sentences as models to write about your own feelings.*
- 3 Los estudiantes deben escribir ahora un borrador, usando como base las oraciones que han escrito. Indique el tiempo.
- 4 Indique: *Let's get together in pairs now. Swap your texts and read each of them aloud. Do you suggest any corrections?* De este modo, ellos trabajarán colaborativamente al evaluar el trabajo de sus compañeros. Luego de esto, dígales: *After you check each other's texts, I will correct your work. Please make the changes so that the text is perfect.*
- 5 Explique: *Use your notes and the feedback from your partner and my feedback to write your final version of the text.* Camine por la sala asistiendo a quienes demuestren dificultades.
- 6 Finalice la clase pidiéndoles: *Now you are going to share the text with other classmates. Publish it in your notice board.*

Sugerencia pedagógica

Aquellos estudiantes que tengan mayor dificultad para escribir en inglés, sugírales: *If you have difficulties with writing, please form groups of four students. Then start the process to write your description and move forward with your group.*

A quienes necesiten mayores desafíos, anímelos a incluir oraciones adicionales.



CIERRE (5 min.)

Para finalizar, discutan sobre otras actividades que los ayuden a expresarse.

- 8 Invítelos a seguir practicando en las páginas 8 y 9 del Cuaderno de Actividades, diciendo: *Now, go to pages 8 and 9 of your Activity Book to practice more.*



CLASE 5 • 90 minutos

OBJETIVO

- Incorporar vocabulario a través del juego.
- Responder preguntas de comprensión en base a un texto de audición.
- Crear una estrofa de un rap sobre deportes.

MATERIALES

Audio, lápiz, cuaderno, diccionario y Cuaderno de Actividades.

Las actividades en esta clase tienen como propósito:

- Ofrecer a los estudiantes una situación comunicativa motivante para que puedan aplicar lo aprendido sobre la función de describir objetos en detalle.
- Exponerlos a una canción para que comprendan información general y específica, usando estrategias.



INICIO (15 min.)

Comience la clase dibujando un objeto curioso en el pizarrón y pidiendo que se lo describan en detalle. Pregunte: *What can you see?*

Pida que piensen en al menos dos características, pueden hacerlo en pares, y deles un tiempo para tomar nota de sus ideas. Después pídeles: *Now each pair will share their descriptions with the class.*

A medida que los escucha, anote en el pizarrón los adjetivos mencionados.

Al terminar, explique que durante esta clase jugarán un juego en el que tendrán que describir varios objetos. Se sugiere que vuelvan a repasar el contenido de la sección **Language in use** en la página 12 del Texto del Estudiante antes de que comiencen a jugar. También esta es la instancia en que puede aclarar dudas.

Sugerencia pedagógica

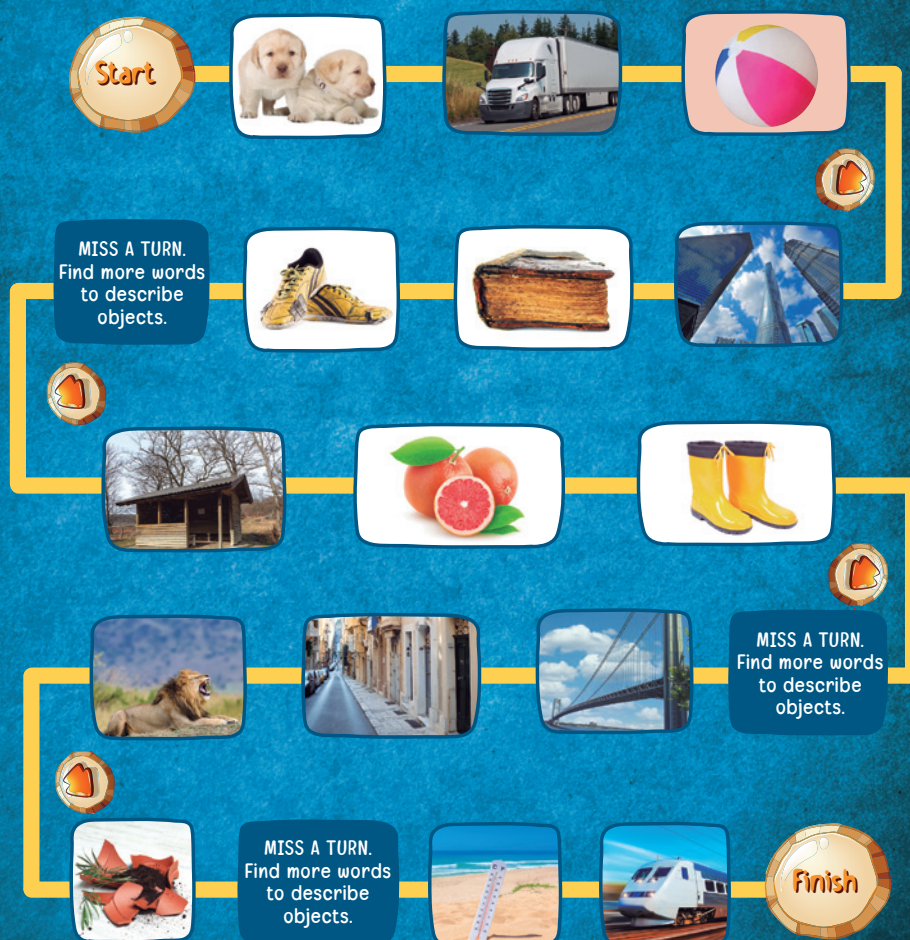
Si los estudiantes tienen dificultad con la actividad de esta sección, pueden jugar como clase, indicándoles: *Let's play this game as a class. Imagine you land on the first picture, how can you describe what you see there? Espere unos segundos y luego provea la respuesta correcta para guiarlos: "They are two young black puppies." Continue this way.*

A los estudiantes más rápidos, motívelos diciendo: *Please, in your notebooks, write the sentences you created during the game.*



LET'S PLAY

- 1 Roll the dice, move along, and describe the picture in detail. Use a dictionary, if necessary.



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DESARROLLO (60 min.)

- 1 Explique a los estudiantes que jugarán un juego donde deberán tirar el dado, avanzar las casillas en el tablero, y describir en detalle el objeto mostrado en esa casilla. Indique que está permitido el uso del diccionario.

Diga que formen grupos de seis: **Form groups of six.** Asigne tiempo suficiente para esta actividad y asegúrese de que cada integrante del grupo tenga oportunidad de describir al menos un elemento del tablero. Monitoree y verifique la pertinencia de las descripciones, diciendo: **Ok, Group 1. How did you describe the first three pictures?** Permita que cada foto sea descrita por un miembro distinto del grupo y luego escriba las oraciones en la pizarra.

Repita el procedimiento con el resto de las imágenes. Cuando hayan concluido, es tiempo de revisar si las oraciones fueron bien construidas, de acuerdo a lo estudiado anteriormente. Aproveche la oportunidad de repasar y reforzar.

- 1 Relate the pictures to the expressions below. Then explain the meaning of the expressions in your own words.



bounce off

score

dribbling up

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- 2 You will listen to a song related to a popular sport. Discuss. Then listen and check your predictions.
- Which sport do you think it is?
 - How do you know?
- 3 Listen to the song again and identify the rhyming words. Write them in your Activity Book.
- 4 Listen again and answer the following questions.
- What happens with the ball?
 - What happens with the teacher's nose?
 - Why do the other players "stop and stare"?
- 5 Think about your favorite sport and create a stanza for your own rap. Work with a partner and follow the example below.
Example: *Basketball's my favorite sport.
I dribble up and down the court.*

- 1 Instruya a los estudiantes: *Observe these pictures, do you recognize any of these actions? How would you explain the expressions?*

Si es necesario, permita el uso del español para que expresen sus opiniones. Revise las respuestas en forma general, invitando a responder.

Respuestas:

- dribbling up.
- bounce off.
- score.

- 2 Pregunte: *What sport would you relate to these pictures? Why?*
Explique: *You will listen to a song about one of the most popular sports in the world. In pairs, predict the ideas that will be mentioned in it.*

Luego lea las preguntas en voz alta y tome nota de las respuestas en el pizarrón.

Reproduzca el audio y permita que los estudiantes escuchen la canción dos veces. Confirme o corrija sus ideas previas.

Respuestas:

- Basketball
- The pictures in activity 19 are related with this sport.

- 3 Indique: *Open your Activity Books on page 10 and complete the rhyming couplets in the lyrics.*

- 4 Reproduzca nuevamente la canción, pausando la grabación después de cada estrofa y así permitirles localizar la información específica solicitada.

Respuestas:

- It goes bouncing off the player's toes.
- The ball scores on the teacher's nose.
- Because they've never seen the teacher swearing.

Sugerencia pedagógica

Si los estudiantes presentan dificultades para responder las preguntas de la actividad 4, se recomienda realizar el ejercicio como clase, reproduciendo y pausando el audio, de modo que todos juntos puedan identificar la información requerida mientras escuchan.

Si en su clase hay estudiantes que tienen facilidad para la comprensión auditiva, pídeles que escuchen el rap y tomen nota de las palabras clave que los ayudaron a responder las preguntas de la actividad.

- 5 Estimule a sus estudiantes a crear una estrofa para un rap de su autoría. Haga que sigan el ejemplo y creen sus propias rimas.

PROBABLES ERRORES

En la actividad 3, los estudiantes podrían tener dificultad al asociar el sonido de las palabras con su escritura. Para corregirlo, indíqueles: *English is not an orthographic language like Spanish. So many times the pronunciation of a word is very different from the way it is written. Take for example, the word "bounce". You write it: B-O-U-N-C-E, but you pronounce it /baunz/.*

Practiquen escuchando y repitiendo las palabras para así acostumbrarse a estas diferencias.

CIERRE (15 min.)

Finalice la clase invitando a algunos pares a compartir sus estrofas con sus compañeros. Para ello, dídeles: *Who would like to share their work with the whole class? Who would like to say the stanza aloud?*

Teoría e investigación

Para conocer más sobre el uso de canciones en la clase de inglés, vea la teoría en la página 42 de esta guía.

CLASE 6 • 45 minutos

OBJETIVO

• Incorporar estructuras del lenguaje para expresar posesión.

MATERIALES

Lápiz, cuaderno, diccionario y Cuaderno de Actividades.

Las actividades de esta clase tienen como propósito entregar las estrategias para desarrollar la función comunicativa de expresar posesión, y enseñar la producción oral con instancias de análisis de modelos y práctica.



INICIO (10 min.)

Comience la clase preguntando: *Do you remember what the rap was about?*



DESARROLLO (30 min.)

LANGUAGE IN USE

Expressing possession

- Explice: *Let's read the expressions used in the rap. Analyze the underlined sections. What do these words mean? What is their purpose?*
- En esta actividad, pida a los estudiantes que lean y practiquen el diálogo con su compañero. Dígales: *In this activity, read and practice the dialogue with your partner. Revise fluidez y pronunciación.*
- Invite a los estudiantes a trabajar en el Cuaderno de Actividades: *Open your Activity Book on page 10 and fill in the blanks to complete the sentences.*

PROBABLES ERRORES

Un error común es confundir la forma 's con la abreviatura de la forma is del verbo To be. Para evitar este problema, se recomienda realizar la actividad b de la sección **Language in use** con toda la clase y luego anotar el siguiente ejercicio adicional para consolidar el aprendizaje:

- It's a school bus (to be) / The school's bus (possession).
- Your father's house (possession) / Your father's here (to be).
- Theresa's doll (possession) / Theresa's a doll (to be).

- Refuercen estos contenidos en la página 10 del Cuaderno de Actividades, diciendo: *Now, to practice more, go to page 10 of your Activity Book.*

LANGUAGE IN USE

Expressing possession

- Read the sentences and pay attention to the underlined parts.
 - Basketball's my favorite sport.
 - The ball goes bouncing off my toes.
 - The ball scores on the teacher's nose.
- Read and practice this dialogue with your partner.

Is that Mike's notebook?

No! It's my notebook!

- Fill in the blanks to express possession in your Activity Book.

To learn more about expressing possession, visit: <https://bit.ly/39CaKyh>

SPEAKING

Preparing to speak

- Madison and Oliver are talking about their favorite activities. Look at the pictures, listen and identify the activities.



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CIERRE (5 min.)

Para finalizar esta clase, invite a los estudiantes a compartir sus respuestas, preguntando: *Who wants to share their answers? Who would like to participate?*

CLASE 7 • 90 minutos

OBJETIVO

- Seguir los pasos de modelamiento para crear un diálogo sobre actividades de tiempo libre relacionadas con la música.
- Revisar los contenidos y habilidades ejercitados en la Lección 1.

MATERIALES

Audios, lápiz, cuaderno, audio y Lámina 1.



INICIO (15 min.)

Para comenzar, pregunte a los estudiantes: *Who are these two teenagers? What are they doing?*

Modeling

- 2 Listen again and practice the dialogue in pairs.

Oliver:
What do you like doing in your free time?

Madison:
I like listening to music, classical and rock music, and I have piano lessons twice a week.

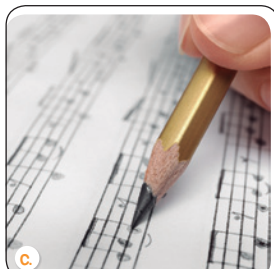
Oliver:
Why do you like music?

Madison:
Because I can relax and express my feelings.

Oliver:
Oh, I love music too! I like singing and I really enjoy dancing.

Let's speak

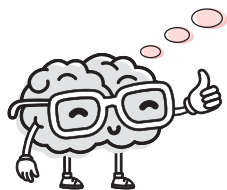
- 3 Use the example in activity 2 to create a similar dialogue about these free time activities related to music. Use the **USEFUL EXPRESSIONS** provided below.



USEFUL EXPRESSIONS

- What do you like...?
- What about?
- Why do you like...?
- Because I...

- 4 Role-play the dialogue in front of the class.



LET'S REFLECT

- Has your previous experience with music helped you express yourself better? Explain.



DESARROLLO (60 min.)

- 1 Antes de reproducir el audio, lea la instrucción y pida a los estudiantes: *Look at the pictures, what words do you think will be mentioned in the dialogue?* Deles un breve tiempo para responder como clase y luego reproduzca la grabación una o dos veces. Revise las respuestas antes de continuar.

Respuestas:

Madison: listening to classical and rock music, piano lessons.

Oliver: listening to rap and dancing.

- 2 Reproduzca el audio nuevamente. Solicite a los estudiantes escuchar, poniendo atención a la pronunciación y entonación. Después, anímelos a practicar el diálogo en parejas. Monitoree el trabajo mientras practican, permitiendo que lean los parlamentos si es necesario. Recomiende cambiar de roles diciendo: *Take turns to be Oliver and Madison.*

- 3 Los estudiantes realizan una actividad guiada para desarrollar la expresión oral. Dígalos: *The dialogue in activity 25 is a model you can follow to have your own conversation about free-time activities related to music. Please read it again and identify the parts that you can replace with the information that is true for you. Take notes of your ideas in your notebook. Now, look at the vocabulary in the section **USEFUL EXPRESSIONS** and try to use them in your conversation.*

Indique el tiempo asignado para la actividad. Mientras las parejas trabajan, monitoree y asegúrese de que usen las expresiones provistas.

- 4 Finalice la sesión invitando a algunas parejas a actuar sus diálogos frente al resto de la clase. Diga: *Can you role-play the dialogue you created in front of your classmates? Thanks! Good job!*

Sugerencia pedagógica

Los estudiantes aventajados pueden hacer un *outline* de su diálogo, mientras que quienes tienen dificultad, pueden memorizar lo escrito.

Posteriormente, invite a los estudiantes a reflexionar acerca de lo aprendido: *Let's reflect on what we learned so far.*

Escriba en la pizarra: *So far, I learned to...* Luego invite a algunos estudiantes a completar la oración oralmente frente a sus compañeros. Para esto, pueden discutir la pregunta del cuadro REFLECT.

- 11 Los contenidos de esta lección pueden ser reforzados a través del trabajo individual de los estudiantes en el Cuaderno de Actividades, página 11. Para ello, dígalos: *Now, go to page 11 of your Activity Book to practice more.*

RECURSOS DIGITALES

Los estudiantes pueden continuar su práctica oral usando este recurso: <https://bit.ly/2XxL8x6>

Para ello, dígalos: *On this webpage, you can continue practicing vocabulary on free-time activities and speaking through dialogues.*



Las actividades en estas páginas tienen como propósito ofrecer una instancia de reflexión, autoevaluación y revisión. En la segunda mitad de la clase, indíqueles: Now, **it is time to check your progress**. Indique el tiempo asignado y monitoree.

Respuestas posibles:

1. Dancing, playing the piano, singing, playing the guitar, composing music.
2. **A:** What do you like doing in your free time?
B: I like listening to pop music because it's so much fun. What about you?
A: I like playing the piano because it's very challenging.
3. Algunas respuestas posibles pueden ser: Listening to music feels amazing / Listening to music is relaxing, etc.

CIERRE (15 min.)

Al ser la primera vez que realizan la autoevaluación, lea cada indicador y pregunte: **Did you achieve it?** Luego prosiga: **If your answer is "yes", follow the tick and answer other questions. If your answer is "no", follow the cross and the feedback to each goal.** De esta forma, quienes no hayan logrado alguno de los objetivos de aprendizaje tendrán la oportunidad de revisar las actividades en las que tuvieron dificultades y podrán retroalimentar sus aprendizajes. De la misma manera, podrán volver por segunda vez a realizar la actividad en la que tuvieron dificultades, revisar el indicador, seguir la pista del "yes" y acceder a las preguntas de metacognición. Comente los resultados, vea en donde se encuentran los puntajes más bajos y resuelva dudas. Para hacer esto, pregunte: **How well did you do? Why? Is there any particular content you need to reinforce?** Invite a los estudiantes a seguir los pasos de esta sección y revisar los contenidos en las páginas indicadas.

Checkpoint

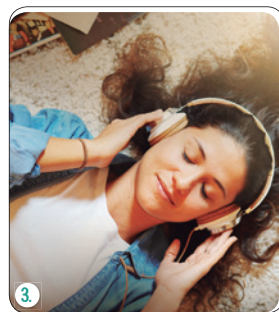
Try these challenges.



1 Mention five free time activities.



2 Exchange information about favorite activities.



3 Write a sentence expressing your feelings about music.

CHECK AND TAKE ACTION



Cultural Spot

On October 5, 1962, four young men with schoolboy haircuts released their first record: the single Love Me Do. Within a year, they were about to become the most famous band around the world.

This song that Paul McCartney began to write as a teenager started it all.

Drummer Ringo Starr described the release of the track as a "turning point" for the group.

"For me, that was more important than anything else" Starr said in 1978.

The Beatles were **pioneers** in recording, songwriting and artistic presentations. They revolutionized many aspects of the music industry and were leaders of sociocultural movements.

The band stopped touring in 1966 because the crowds became too intense and it was just impossible to play live. They released five more albums before the band's dissolution in 1970.

Adapted from: Love me do – The day the world changed forever. (n.d.) Retrieved from <https://bit.ly/38giXZw>



1. Listen and discuss. Then exchange information.
 - a. What's the name of the song?
 - b. What's the name of the band?
 - c. How much do you know about it?
2. Why are The Beatles so important in the history of music? Discuss.
3. Find the song online and listen to it. Do you like it? How do you feel?

If you want to learn more about this band, visit: <https://bit.ly/358svUF>

MINIPROJECT

1. Work in groups of three or four.
2. Agree on a local music band or artist you admire.
3. Find information about their origins, main hits and genre of music they play.
4. Write a short paragraph on a piece of cardboard.
5. If possible, get a photo of the band and stick it on the cardboard.
6. Present your poster to your classmates.

UNIT 1 • Music and leisure

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CLASE 8 • 45 minutos

OBJETIVO

- Usar estrategias de comprensión lectora y auditiva para entender un texto relacionado con el aporte cultural de un importante grupo musical.
- Hacer conexiones, encontrar similitudes y diferencias entre diferentes culturas y la propia.

MATERIALES

Audio, lápiz y cuaderno.

Las actividades en esta clase tienen como propósito invitar a los estudiantes a hacer conexiones con la importancia de la música en la cultura universal.



INICIO (10 min.)

Para introducir el tema de la clase, pregunte: *Do you have a favorite singer or band? Which one? What musical genre does it play?*



DESARROLLO (30 min.)

1. Explique: *Let's listen to this song, which is sung by a very famous British band. Can you recognize what band it is?*

Reproduzca el audio y lea las preguntas.

Una vez que hayan reconocido al famoso grupo *The Beatles*, haga una lluvia de ideas sobre lo que sus estudiantes saben de esta mítica banda musical.

Respuestas:

- a. Love me do.
- b. The Beatles.
- c. Se espera que los estudiantes digan lo siguiente: I know a lot about this band. /I don't know about it.

2. Solicite a los estudiantes que lean el texto en forma individual, pero permita que formen grupos para responder. Verifique la respuesta de manera general.

Respuesta posible:

Because they were pioneers in recording, songwriting, and artistic presentations.

3. Invite a los estudiantes a escuchar la canción completa. Motívelos a compartir sus sentimientos y opiniones.

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

- I liked this song (very much) because it made me feel happy/good, etc.
- I didn't like this song because it made me feel sad/angry, etc.

Sugerencia pedagógica

Como actividad complementaria, invite a los estudiantes a escuchar la canción *Yesterday*, también de *The Beatles*. Se sugiere compartir la letra con ellos y reflexionar sobre su mensaje (nostalgia y melancolía por el pasado).



CIERRE (5 min.)

MINIPROJECT

My favorite local band

Incentive a toda la clase a realizar en este mini-proyecto, diciendo: *You should choose a local music band or artist. After finding information about them, you should make a poster. On that piece of cardboard, write a short paragraph and add a photo. In the end, present it to the rest of the class.*



CLASE 9 • 90 minutos

OBJETIVO

- Explorar nuevo vocabulario.
- Usar estrategias para el desarrollo de la comprensión de lectura.
- Incorporar vocabulario y estructuras que permitan expresar cantidades.

MATERIALES

Lápiz, cuaderno, audio y Cuaderno de Actividades.

Las actividades en esta clase tienen como propósito:

- Introducir nuevos conceptos de vocabulario que verán en la lección.
- Permitir que los estudiantes usen estrategias antes, durante y después de la lectura de un texto.



INICIO (10 min.)

Inicie la clase haciendo preguntas a los estudiantes sobre las características de algunos deportes populares o tradicionales en algunos países. Por ejemplo, pregunte: *What's the most traditional or popular sport in Chile? Is Chilean rodeo popular in other countries? Where do you think football comes from?* Tome nota en el pizarrón de las respuestas, por ejemplo, Chile – rodeo; The USA-baseball; etc.



DESARROLLO (70 min.)

- 1 Invite a sus estudiantes a mirar las imágenes y pregúnteles qué pueden observar en ellas. Diga: *Do you identify the sports or activities in the pictures below? Can you describe any of them? Where, do you think, they are popular or traditional?*

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

I think the sport in picture **a**. is traditional in the USA. The one in picture **b**. is popular in Australia. The sport in picture **c**. is traditional in England, and the one in picture **d**. in Argentina. The sport in picture **e**. is popular in Spain, and the one in picture **f**. is popular in Canada. The sport in picture **g**. is traditional in Ireland, and the one in picture **h**. in Chile. Finally, the sport in picture **i**. is popular in South Africa.

Luego, indique que deben escuchar y leer las oraciones diciendo: *Now, listen and read the sentences.*

Reproduzca nuevamente el audio, e invítelos a repetir después de cada pausa.

Asigne estudiantes al azar y solicite que lean una de las oraciones. Diga: *“(Nombre del estudiante) can you read sentence a, please?”*

- 2 Invite a los estudiantes a formar grupos e intercambiar información en relación a las preguntas presentadas. Dígalos: *In pairs, discuss the questions in exercise 2.*

LESSON 2

Leisure and fun



VOCABULARY IN CONTEXT

- 1 Read and listen to these sentences. Have you ever practiced any of these sports? What do you think of them? Discuss.



Cross-country skiing is considered the national sport of Norway.



In Hawaii, **surfing** is a way of life.



Cricket is the most popular sport in India.



Pato combines elements from polo and basketball.



Handball is one of the most popular team sports in Germany, France and Spain.



Curling originated in Scotland, in the early 16th century.



Lacrosse is the oldest organized sport in North America.



Since colonial times, **rayuela** has been a traditional Chilean game.



In South Africa, **rugby** is a very popular team sport.

- 2 Discuss these questions.

- Have you ever heard about the sports in activity 1?
- Which of the sports looks more fun to you? Why? Explain.

To learn more about traditional sports, visit: <https://bit.ly/3qlZKMk>

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UNIT 1 • Music and leisure • LESSON 2

Monitorear y corregir cada vez que sea necesario.

Motíuelos a compartir sus respuestas con el resto del curso. Diga: *Have you ever heard about any of these sports? Which one? Which of these sports would you like to practice? Why?*

Respuestas:

- Yes, I have. / No, I haven't.
- ... looks more fun to me because you can play in groups/play outdoors/ relax, etc.

PROBABLES ERRORES

Para que los estudiantes no crean que las palabras terminadas en -ing son verbos en presente continuo, explique que esta terminación también se usa para los nombres de diversas actividades, como por ejemplo: skating, dancing, engineering, etc.

- 12 Los estudiantes pueden continuar su práctica en la página 12 del Cuaderno de Actividades, diciendo: *You can practice more on page 12 of your Activity Book.*

- 1 Can you identify any of the sports in the pictures? Discuss.



- 2 Have a look at the text in activity 3. What are the teens doing? Discuss and choose an alternative.

Promoting a sport

Narrating personal experiences

Describing a sport

- 3 Read the text and check your ideas in activity 2.

LET'S EXPLORE SPORTS THAT HOLD CULTURAL HERITAGE AROUND THE WORLD



Tess

Where? The USA.

My favorite sport is baseball. It's one of the most popular sports in my country. Yesterday, we learned some rules during physical education class, and later, we played for a few hours.



Kevin

Where? Canada.

I started playing ice-hockey two years ago, after. I went to a game with some friends.

It is Canada's national winter sport.

I joined my school ice-hockey team, and I'm training really hard.



Alejandro

Where? Argentina.

In my country, Argentina, the national sport is *pato*. It began a lot of years ago, and it is similar to polo. My father played this sport and won many cups with his team.

In the future, I'd like to play *pato* too, but I need to learn to ride a horse first!



Aga

Where? Norway.

Cross-country skiing is part of Norwegian culture and our national sport.

It is a lot of fun, and it's perfect for a perfect day out. It's a great way to explore beautiful Norwegian landscape and connect with nature.

Adapted from: Cultural and traditional sports around the world. (2019, June 21). Retrieved from <https://bit.ly/397AUJO>

Comente con sus estudiantes que las actividades de esta sección tienen como objetivo desarrollar diferentes estrategias que propician la comprensión de lectura, indicando: *The following activities are designed to develop different reading strategies. In this opportunity, the strategies are:*

- Matching pictures and texts.
- Identifying the purpose of a text.
- Identifying specific ideas in the text.

- 1 Motive a los estudiantes a identificar la imagen relacionada con cada oración. Revise las respuestas de manera general, indagando sobre las razones de sus elecciones. Dirija la atención hacia los detalles en las imágenes, y a usar éstas como pistas para responder.

Respuestas:

- a. Ice hockey.
- b. Cross-country skiing.
- c. Baseball.

- 2 Invite a los estudiantes a seguir trabajando en parejas, diciendo: *Continue working in pairs. Look at the text in activity 5. What are these teens doing?*

Revise las respuestas de manera general.

Respuesta:

Describing a sport.

PROBABLES ERRORES

En la actividad 2, los estudiantes podrían olvidar el verbo *to be* antes del verbo terminado en -ing.

Haga un breve repaso de la estructura de estas oraciones, enfatizando la importancia de este verbo.

Si algún estudiante lo olvida, puede escribir en un papel la frase "to be" para recordárselos y enseñarla cada vez que cometan este error.

- 3 Instruya a los estudiantes a leer rápidamente el texto, de manera tal que comprendan sus ideas generales y confirmen sus ideas previas. Monitoree y revise las respuestas de manera general preguntando: *Were your predictions correct?*

Respuesta:

Narrating personal experiences.

- 13 Los contenidos de esta lección pueden ser reforzados a través del trabajo individual en el Cuaderno de Actividades, páginas 13 y 14. Para ello, díales: *Now, go to pages 13 and 14 of your Activity Book to practice more.*

RECURSOS DIGITALES

Se recomienda visitar este diccionario online temático:

- Visual Dictionary Online (Merriam Webster) <https://bit.ly/2Lx4L63>
- Además, pueden ver la siguiente sinopsis:
- Space Jam <https://bit.ly/39sRmnR>

Teoría e investigación

Para conocer más sobre distintas estrategias de lectura, vea la teoría en la página 42 de esta guía.



- 4 Explique: *You will read the text again on page 21 carefully. This activity will require a more profound analysis because the answers are not literal; you must make inferences.* Deles tiempo para responder y luego revise con toda la clase.

Respuestas:

- Baseball (in the USA), ice-hockey (in Canada).
- Ice-hockey, because it needs ice, and cross-country skiing (because it needs snow).
- Because they are played on horses.

- 5 Indique: *In pairs, classify the sports in your notebook. Some sports can be classified into more than one category.*

Respuestas posibles:

Outdoor sports: baseball, cross-country skiing, pato.

Indoor sports: ice-hockey.

School sports: baseball, ice-hockey.

Winter sports: cross-country skiing, ice-hockey.

Sports played with a ball: baseball, pato.

LANGUAGE IN USE Expressing quantity

- a. Dígalos: *To do this activity, you must analyze the words and their context. If necessary, you can reread the text to to understand the underlined words better.*

Respuestas:

- Quantity.
 - A lot of, many.
 - Some, a few.
- b. 15 Invítelos a seguir practicando en la página 15 del Cuaderno de Actividades.
- c. Motívelos: *Find objects in the classroom and express their quantity.*

Respuestas posibles:

I see some books; I see a few markers, there are a lot of students, there are many pens.

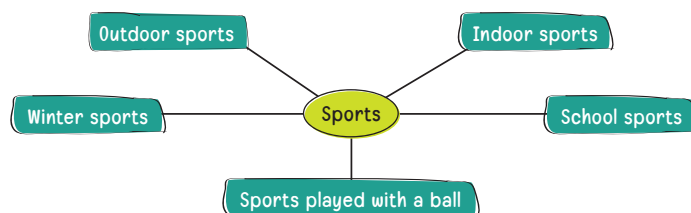
PROBABLES ERRORES

Los estudiantes podrían usar cuantificadores que no corresponden a los sustantivos contables o no contables. Prevenga esto explicando que deben considerar que *many*, *several* y *a few* se usan con sustantivos contables (many students, several hours, few cars), mientras que *some* y *a lot of* pueden usarse con sustantivos contables y no contables (some books, a lot of time).

- 4 Read the text on page 21 again. Answer these questions in your notebook.

- Which of these sports are practiced at schools? Where?
- Which are winter sports? Why?
- Why do you think *pato* is similar to polo?

- 5 Classify the sports in the text into the correct category. Some of them can be classified into more than one category.



LANGUAGE IN USE

Expressing quantity

- a. Read these sentences from the text on page 21. Then answer the questions orally.

- Yesterday, during physical education class, we learned some rules.
- The tournament for secondary schools begins in a few weeks!
- It began a lot of years ago.
- My father played this sport and won many cups with his team.

- What do the underlined words express?
- Which words are used to express large quantities?
- Which ones are used to express small quantities?

- b. 15 In your Activity Book, fill in the blanks with the correct phrase to express quantity. Use *a lot of*, *many*, *several*, *some*, and *a few* only once.

- c. Have a look around the classroom and tell your partner what you can see. Use the words provided in activity a.

Example: *I can see a lot of books.*

To learn more about expressing quantity, visit: <https://bit.ly/3bHviYY>

CIERRE (10 min.)

Motive a los estudiantes a hacer un resumen de la clase por medio de preguntas tales como: *Can you please summarize what you have learned today? Can you write a short summary of what we have seen this class?*

- 15 Pueden reforzar estos contenidos en la página 15 del Cuaderno de Actividades, diciendo: *You can practice more on page 15 of your Activity Book.*



Modeling

- Read and analyze this article. Then, answer the questions.
 - Where is the sport popular?
 - What is the objective of the game?

Cricket is very popular in Australia, New Zealand, India, Pakistan, South Africa and many of the islands of the Caribbean.

It was created in the southeast of England during Norman times.

It is a very difficult and complex sport. Two teams of eleven players take turns to bat and to field.

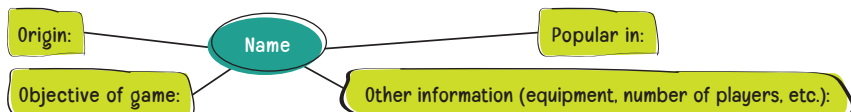
The objective of these **batters** is to hit the ball and score as many runs as possible.

The winner is the team that scores more runs.

Adapted from: Cricket. (2020, October 30). Retrieved December 23, 2020, from <https://bit.ly/2Xj1zNM>

Organizing ideas

- Choose a sport that is popular in your country. Look for information in encyclopedias, books, or Internet articles, and complete this diagram.



Drafting

- Use the information in activity 2 to write a description of the sport you chose. Use the text in activity 1 as a model.

Revising and editing

- Check your text. Correct spelling and grammar, if necessary.

Writing

- Write a final version of your article on a colored piece of cardboard. Add pictures.

Publishing

- Display your poster on a visible place of the classroom. Read the description aloud to your classmates.

CLASE 10 • 45 minutos.

OBJETIVO

- Seguir los pasos de escritura para crear un texto propio, utilizando vocabulario y estructuras de la lección.
- Escribir una descripción breve de un deporte tradicional.

MATERIALES

Audio, lápiz, cuaderno y Cuaderno de Actividades.

Las actividades en esta clase tienen como propósito ejercitar la escritura como un proceso que consta de distintas etapas.



INICIO (10 min.)

Organice una conversación general acerca de los deportes tradicionales en distintas partes del mundo. Pregunte por algunas características: *Where is this sport from? Is it a team sport? Is it an outdoor or an indoor sport? How many players play in each team?*



DESARROLLO (30 min.)

- Explique: *This text is a model of the one you will have to write. What type of text is it?*
- Dirija la atención de los estudiantes al diagrama y dígalos: *This is the information you need to collect in your research.*
- Los estudiantes darán forma al texto, siguiendo un modelo y escribiendo un borrador, usando como base las oraciones que han escrito.
- Indique: *Let's get together in pairs now. Swap your texts and read each of them aloud. Do you suggest any corrections?* Luego de esto, deberán revisar el texto con usted.
- Anúncieles: *It's time for the final version of your text now!*
Use your notes and the feedback from your partner and my feedback to write your final version of the text.
- Luego publican su poster en la sala de clases. Dígalos: *Now, publish your work on a visible place in the classroom.*



CIERRE (5 min.)

Anime a los estudiantes exponer sus trabajos al frente de sus compañeros.

Ventana de aprendizaje de habilidades

Proceso de escritura

Al abordar la escritura como un proceso más que un producto, los estudiantes observan sus errores, los corrigen, y desarrollan estrategias para mejorar.

Se sugiere dar una copia a los estudiantes del material *Writing Template* de la página 73.



- Los estudiantes pueden seguir practicando la escritura en las páginas 16 y 17 del Cuaderno de Actividades, diciendo: *Now, to practice writing, go to pages 16 and 17 of your Activity Book.*



CLASE 11 • 90 minutos

OBJETIVO

- Incorporar vocabulario a través del juego.
- Leer un texto literario relacionado con el tema de la unidad.
- Crear un poema de cinco líneas relacionado con un deporte.

MATERIALES

Lápiz, cuaderno, audio, diccionario y Cuaderno de Actividades.

Las actividades en esta clase tienen como propósito:

- Poner en práctica los contenidos aprendidos hasta ahora en una forma motivante y lúdica.
- Leer, comprender y reaccionar a un texto literario.



INICIO (15 min.)

Comience la clase diciéndoles: *What words related to sports do you know?* Deles tiempo para formar grupos de seis estudiantes para que tomen nota de las palabras que puedan recordar. Luego, invite a un representante de cada grupo al pizarrón, para que escriba la lista de palabras que identificaron.

Una vez que todos hayan participado, pregunte: *How can you categorize these words?* Escriba distintas categorías en el pizarrón y organice una lluvia de ideas. Escriba: *Sports, Equipment, Place, etc.*



DESARROLLO (60 min.)

- 1 Pida a un voluntario leer en voz alta las instrucciones del juego. Dígales: *Now, it's time to play a game. Form groups of six students.* Para asegurarse de que todos entiendan, explique a los estudiantes que jugarán un juego donde deberán hacer girar un lápiz en la ruleta que pueden ver en la imagen, y realizar la actividad mencionada en la casilla. Indique: *You can revise the lesson's contents as you play this game in case you need to review vocabulary. A dictionary will also help you.*

Asigne un tiempo adecuado para esta actividad, lo suficiente como para que cada integrante del grupo tenga la oportunidad de completar al menos una actividad del tablero.

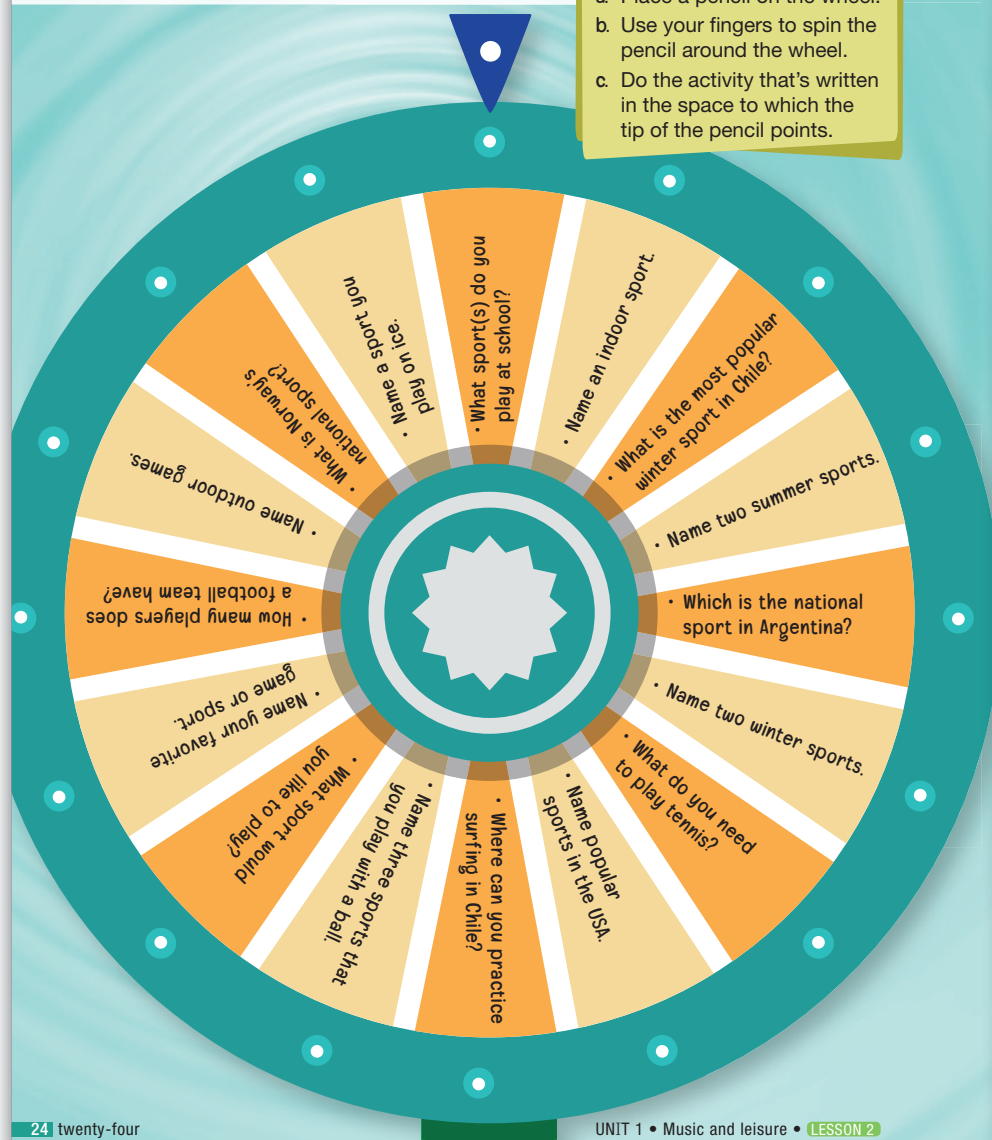
Monitoree y verifique la pertinencia de las descripciones y el vocabulario producido por los estudiantes.

LET'S PLAY

- 1 Follow the instructions and play the Sports Spinning Wheel.

Instructions

- a. Place a pencil on the wheel.
- b. Use your fingers to spin the pencil around the wheel.
- c. Do the activity that's written in the space to which the tip of the pencil points.



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UNIT 1 • Music and leisure • LESSON 2

Teoría e investigación

Para conocer más sobre la importancia de implementar actividades lúdicas y los beneficios de la Gamificación, vea la teoría en la página 56 de esta guía.



THE LOVE OF THE GAME

By Mitchell Browder

It's Friday night,
I've got a game
We play the Indians,
My best friend's team
My uniform's on
It's only 4 o'clock
Mum says we leave
5:30 on the spot
Tonight's our first game
I'm fast in my new **cleats**
My glove's broken
Because I've slept on it for weeks
I'm still a little nervous
But not about playing
I wonder which girls will be there
And what they will be saying.

Taken from: Browder, M. (2011). The love of the game.
Retrieved from <https://bit.ly/3s4ghq7>

1. Look at the picture and describe what you see in it.
2. Read and listen to the poem.
 - a. What sports equipment is mentioned?
 - b. What time is the player at the field?
3. Discuss these questions.
 - a. What does the author mean by: "We play the Indians"?
 - b. What is the author nervous about?
 - c. Which of the children in the text on page 21 could have written this poem? Why?

To read more poems about sports, visit:
<https://bit.ly/38NOQuz>

UNIT 1 • Music and Leisure

twenty-five 25



Explique a sus estudiantes que el propósito de esta sección es leer y analizar un poema sobre los sentimientos del autor acerca de un deporte.

Diga: *In this section, we will analyze different literary texts related to the topic of the lesson. This time, we'll read a poem about a sport.*

1. Motive a los estudiantes a mirar las imágenes y a describir de qué deporte se trata. **Look at the pictures carefully, paying attention to all the details.**

Respuesta:

The picture shows a man playing baseball in a field.

2. Reprodúzca el audio e instruya a los estudiantes a escuchar mientras leen el poema. Luego, motíuelos a identificar la información requerida en las preguntas a, b y c.

Dígalos: *Listen as you read the poem, and then identify the information required in activities a, b and c.*

Respuestas:

- a. Cleats, glove.
- b. At 5:30.

3. Motive a los estudiantes a analizar con mayor profundidad el poema, formando grupos de cuatro integrantes. Asigne una pregunta por grupo y revise preguntando: *OK, Group 1, what do you think is the answer to question a?*

Respuestas:

- a. He means that his team plays against the Indians.
- b. He is concerned about what the girls will say about him.
- c. Tess because baseball is her favorite sport.

Teoría e investigación

Para conocer más sobre distintas estrategias de lectura, vea la teoría en la página 42 de esta guía.

CIERRE (15 min.)

MINIPROJECT My favorite sport

1. Incentive a cada grupo a pensar en el deporte favorito para crear un poema corto de cinco versos o "Cinquain", sobre su deporte favorito.

Explique a los estudiantes que un Cinquain es un poema corto de cinco versos, que no necesariamente lleva rimas. Dígalos: *The poem you are going to write today is called Cinquain, and it is a poem made out of five lines, and it can be un-rhymed.* Prepare un ejemplo con antelación y escríbalo en el pizarrón como modelo a seguir. Diga: *Analyze the structure and this example to create your own cinquain poem.*

2. Esta actividad pueden realizarla en la clase siguiente. Enfátice la importancia de leer los poemas expresivamente usando la entonación. Procure un ambiente de respeto y cooperación para que puedan exponer sus poemas a la clase. Dígalos: *It is important that you consider reading the poems expressively, using the right intonation. Make sure you respect your partners' work.*
3. Motive a los estudiantes a exponer el poema para el resto de la clase, escribiéndolo en la pizarra y/o recitándolo.

CLASE 12 • 45 minutos

OBJETIVO

- Desarrollar estrategias para comprender un texto de audición.
- Relacionar texto e imágenes.
- Identificar la secuencia correcta de actividades en un diálogo sobre tiempo libre.

MATERIALES

Audios, lápiz, cuaderno y Cuaderno de Actividades.

Las actividades en esta clase tienen como propósito desarrollar la habilidad de comprensión auditiva.

INICIO (10 min.)

Pregunte a los estudiantes: *What did you do last weekend?* Y generen una conversación como clase sobre el tema.

DESARROLLO (30 min.)

1. Invítelos a analizar los verbos en la primera fila, diciendo: *Are you familiar with these verbs? What do they mean? How do you translate them? Who can give me examples of sentences in which these verbs are used?*

Luego haga lo mismo con las palabras y frases de la segunda fila y pregunte: *How do you say these words and phrases in Spanish?*

Después explique: *Collocations are words/phrases*

MINIPROJECT

1. Read this cinquain poem and practice it aloud.

Swimming
Hungry thirsty
Screaming laughing swimming
The race was nervous
Win

2. Think about your favorite sport and create your own poem. Use the example of a cinquain poem as a model and the structure to help you.

Verse 1: one word for the topic or title (noun).

Verse 2: two words to describe the topic (adjectives).

Verse 3: three "ing" words related to the topic (verbs).

Verse 4: a phrase related to the topic (4 to 5 words).

Verse 5: one word that is synonym of the topic (noun).

3. Present your poem to the rest of the class.

LISTENING

1. Match the vocabulary to create sentences. Then listen and check.

playing riding lighting going making putting up
a barbecue a bike soccer a tent camping a fire

2. What are the people doing in the pictures? Discuss with your partner.



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UNIT 1 • Music and Leisure • LESSON 2

that go together. Look at the verbs and phrases you analyzed Which of them do you think collocate? Which phrases have you heard before?

Permita que descubran la colocación correcta para cada frase en parejas o como clase.

Diga: *Let's form phrases with these verbs. What do you play/ride/light...? Do you ride a bike or a fire? Do you have a barbecue or play soccer? Etc.*

Respuestas:

Playing soccer, riding a bike, lighting a fire, going camping, having a barbecue, putting up a tent.

2. Instruya a los estudiantes a observar detenidamente las imágenes. Pregunte si reconocen alguna de estas acciones, permitiendo el uso del español para que expresen sus opiniones. Dígalos: *Take a look at the pictures. Can you identify any of the actions? What's your opinion about them?* Revise las respuestas en forma general, invitando a algunos estudiantes: *What are the people in the first picture doing?*

Respuesta:

They are doing weekend activities.

- 3 Discuss these questions. Then share your comments with your classmates.
- Do you like weekends? Why? Why not?
 - What do you usually do on weekends?
 - What did you do last weekend?
- 4 You will listen to two friends talking about their last weekend. What do you think they did? Discuss.
- 5 Listen and check your ideas in activity 4.
- 6 Listen again. Which of these activities are not mentioned in the story? Discuss.



Wayne went camping to the beach.



Wayne had a barbecue at home.



Wayne and his friends went swimming.



Wayne rode his bike along a river.

- 7 Retell Wayne's weekend activities to your classmates. Use the questions in the diagram below as clues.



Sugerencia pedagógica

En la actividad 2, para apoyar a quienes más lo necesitan, invítelos a relacionar las frases de la actividad 1 con las acciones que pueden observar en las fotos. Además, puede anotar en el pizarrón la siguiente frase de apoyo: *In this picture, the people are ...*

Al mismo tiempo, puede desafiar a los estudiantes más rápidos a describir en forma oral todo lo que observan en las fotos.

- 3 Pregunte de manera general si sus estudiantes realizan alguna actividad especial durante los fines de semana: *What do you usually do on weekends? Do you...?*

Luego indique que intercambien información en parejas, respondiendo las preguntas a, b y c. Diga: *Now, answer questions a, b and c in pairs and talk about your weekend activities.*

Monitoree el trabajo de las parejas, verificando la pertinencia de las respuestas.

Respuestas:

- Las respuestas variarán de acuerdo a los intereses de los estudiantes.
- Las respuestas variarán de acuerdo a las experiencias de los estudiantes.
- Las respuestas variarán de acuerdo a las experiencias de los estudiantes.

- 4 Explique que escucharán a dos amigos conversando sobre las actividades del fin de semana anterior. Motíelos a hacer predicciones sobre las actividades que serán mencionadas en la grabación. Pregunte: *What do you think they did?*

Tome nota de las predicciones de los estudiantes en el pizarrón.

Respuesta:

The two friends went camping/swimming, etc.

- 5 Invite a los estudiantes a escuchar la grabación y confirmar o corregir sus ideas previas. Diga: *Let's listen and check.*

Explique que en esta primera audición sólo deberán focalizar su atención en las ideas generales del diálogo, lo que les permitirá verificar sus predicciones.

- 6 Reprodúzca nuevamente el diálogo, esta vez pausando la grabación después de cada parlamento. Diga: *Listen again, this time paying particular attention to the activities mentioned in the story.*

Respuesta:

- Wayne and his friends didn't go swimming.

- 7 Motive a los estudiantes a narrar las actividades de Wayne en el orden en que fueron realizadas. Pregunte: *What did Wayne do last weekend? What did Wayne do first? And next?*

Respuestas:

First, they put up their tents. Next, they rode their bikes along the river. After that, they lit a fire. Then, they sang songs, and finally they slept very late.

CIERRE (5 min.)

Finalice la clase invitando a un estudiante a narrar las actividades de Wayne para todos sus compañeros.

Dígales: *Can anybody come to the front and narrate Wayne's activities? What about you, ...?*

- 18 Los estudiantes pueden complementar su trabajo en las páginas 18 y 19 del Cuaderno de Actividades, diciendo: *Now, go to pages 18 and 19 of your Activity Book to practice more.*

CLASE 13 • 90 minutos

OBJETIVO

- Expresar secuencia.
- Producir en forma guiada un intercambio oral.

MATERIALES

Audios, lápiz, cuaderno y Cuaderno de Actividades.

El propósito de esta clase es enseñar a los estudiantes a expresar eventos pasados en secuencia.



INICIO (10 min.)

Comience la clase diciendo: *What did you do in the morning?*



DESARROLLO (70 min.)

LANGUAGE IN USE

Expressing sequence of events

- a. Explique: *Analyze the words in bold and answer the question.*

Respuesta: ii.

- b. **18** Diga: *Open your Activity Book on page 18 and fill in the blanks.*

- c. Explique: *Copy the diagram in your notebook and complete it with four activities you did yesterday or this morning. Then tell your partner what you did, using the sequence connectors you have learned.*

Respuesta posible:

First, I got up at 7. Next, my father drove me to school. Then I had a language class, and finally I played the guitar in my music class.

PROBABLES ERRORES

Algunos estudiantes podrían olvidar el sujeto en la actividad c al hablar. Esto porque tendrán que producir varias oraciones conectadas y por la interferencia del español. Para prevenirlo, explique: *Please, use the pronoun "I" in English in every sentence.*

Sugerencia pedagógica

Si los estudiantes tienen dificultades con la actividad c, **Language in use**, se recomienda dar un ejemplo antes de que trabajen. Para esto, puede copiar el diagrama en la pizarra y pedir a algunos voluntarios que lo completen. Luego puede recordarles los conectores y hacer una repetición coral del ejemplo.

Si hay estudiantes a quienes necesita desafiar, anímelos a incluir más actividades en su narración.

LANGUAGE IN USE

Expressing sequence of events

- a. Read the extract from the conversation and answer the question below.

First, we put up our tents. Next, we rode our bikes along the river and then we lit a fire.

What do the words in **bold** indicate?

- The frequency in which the events happen.
- The sequence in which the events happened.

- b. **18** Fill in the blanks with the correct sequence connector in your Activity Book.

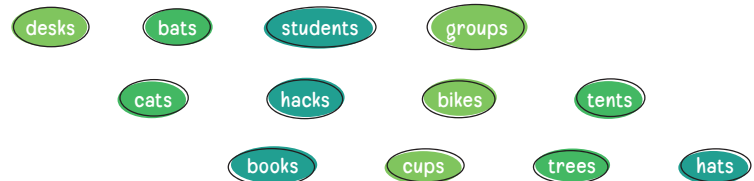
- c. Talk with your partner about the activities you did yesterday / this morning. Use the words you studied to indicate sequence of events.



SPEAKING

Preparing to speak

- 1** **17** Listen and repeat these words. Pay special attention to the final sounds (plurals). Do they sound similar to your native language? Discuss.



28 twenty-eight

UNIT 1 • Music and leisure • LESSON 2

- 1** **17** Invite a sus estudiantes a escuchar la grabación: *Listen and pay attention to the plural sounds. Then listen and repeat after each word. Imitate the final sound.* Revise la respuesta a la pregunta como clase.

- 18** Este contenido puede ser reforzado en la página 18 del Cuaderno de Actividades, diciendo: *You can practice on page 18 of your Activity Book.*



- 2 Listen and repeat each question.

What's the matter?

How are you?

What did you do?

Why are you tired?

Modeling

- 3 Read and listen to the extract of the dialogue between Donna and Wayne. Pay attention to pronunciation and intonation.

Donna: I see. What did you do?

Wayne: Well, on Saturday, I went camping to the mountains with my new school friends. We did a lot of things! First, we put up our tents. Next, we rode our bikes along the river and then we lit a fire.

Created by: Publishing team.



Practice

- 4 Practice the dialogue in activity 3. Take turns to be Donna and Wayne.

Let's speak

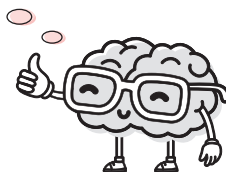
- 5 Create a dialogue to talk about the activities you did last weekend. Use the **USEFUL EXPRESSIONS** provided in the box and the words you learned.
- 6 Role-play the dialogue in front of your classmates.

USEFUL EXPRESSIONS

- What did...?
- Where did...?
- Did you...?
- First, I...
- Then,...
- Finally,...

LET'S REFLECT

- Did the sentences in activity 2 help you with the dialogue?
- Which was the most difficult aspect of creating the dialogue? Explain.



- 2 Diga: *Now listen and repeat the questions. Pay attention to the intonation and pronunciation.*
- 3 Ahora solicite a los estudiantes escuchar el extracto del diálogo entre Donna y Wayne. Dígalos: *Pay special attention to the pronunciation and intonation.*
- 4 Motive a los estudiantes a formar parejas y practicar el diálogo. Pídalos: *Now, work in pairs. Practice repeating the dialogue between Donna and Wayne.* Monitoree el trabajo mientras practican, permitiendo que lean si es necesario. Recomiende cambiar de roles diciendo: *Take turns to be Donna and Wayne.*

- 5 Solicite a un estudiante leer la instrucción indicando: *Can you read the statement in section Let's speak, please?* Explique de manera general la actividad con el fin de que puedan trabajar de forma autónoma: *Organize in pairs and talk about your last weekend activities.* Comuníqueles el tiempo asignado para la actividad. Mientras las parejas trabajan, monitoree y asegúrese de que usen las expresiones provistas en el recuadro **USEFUL EXPRESSIONS**.

Sugerencia pedagógica

Asista especialmente a aquellas parejas que presentan mayor dificultad para elaborar un diálogo supervisando su trabajo de cerca y ayudándolos a escribirlo y corregirlo.

Desafíe a aquellos estudiantes con mayores habilidades para la comunicación oral a alargar el diálogo de modo tal que los dos participantes narren lo que hicieron el fin de semana.

- 6 Finalice la sesión invitando a algunas parejas a actuar sus diálogos frente al resto de la clase. Diga: *can you role-play the dialogue you created in front of your classmates? Thanks! Good job!*
- Pida a los estudiantes discutir las preguntas en el recuadro **REFLECT** en grupos. Luego, comparten sus reflexiones con la clase. Dígalos: *Discuss the questions in the "Let's reflect" section. Then share your answers with the class.*

Se sugiere dar una copia a los estudiantes del material *Speaking Template* de la página 74.

CIERRE (10 min.)

Pregunte: *According to the dialogues, what are the top three weekend activities in this class?*

- 19 Los estudiantes pueden continuar practicando en la página 19 del Cuaderno de Actividades, diciendo: *Now, go to page 19 of your Activity Book to continue practicing.*

Teoría e investigación

Para conocer más sobre tareas comunicativas, vea la teoría en la página 42 de esta guía.



CLASE 14 • 45 minutos

OBJETIVO

• Revisar los contenidos y habilidades ejercitados en la Lección 2.

MATERIALES

Lápiz y cuaderno.

Las actividades en esta clase tienen como propósito revisar los contenidos de la Lección 2.



INICIO (10 min.)

Para comenzar, haga una breve revisión de la lección. Para esto, puede recurrir al uso de la Lámina 1 para repasar algunas estructuras gramaticales y vocabulario.



DESARROLLO (30 min.)

Explique a sus estudiantes: *It is time to check your progress. Work in pairs or groups to carry out these challenges. This is the opportunity to work independently; however, feel confident to ask if you have any questions.* Explique claramente las instrucciones para que no haya dudas sobre los desafíos que deben tomar.

Respuestas:

1. They are playing basketball, they are cycling, they are camping; they are playing music.
2. First, I visited my grandparents. Then I bought a birthday present and, after that, I went to my best friend's party. Later, I went back home and had dinner with my family. Finally, I went to bed late.
3. Volleyball is a team sport. In this sport, there are two teams of six players and a net separates them. Each team scores points when they ground a ball on the other team's court.



CIERRE (5 min.)

Diga: *Read each sentence and reflect on your achievement.* Luego prosiga: *Answer yes or no. If your answer is "yes," follow the tick and answer other questions. If your answer is "no," follow the cross and the feedback to each goal.* De esta forma, quienes hayan logrado los objetivos de aprendizaje lo consolidarán con algunas preguntas metacognitivas y de reflexión. Quienes no lo hayan hecho, tendrán la guía para que revisen nuevamente las actividades y retroalimenten sus aprendizajes. De la misma manera podrán volver a realizar la actividad en la que tuvieron dificultades, revisar el indicador, seguir la pista del "yes" y acceder a las preguntas de metacognición. Comente sus resultados. Vea en donde se encuentra el o los puntajes más bajos y ejercite y/o resuelva dudas si es necesario.

Checkpoint

Try these challenges.

1. Write a sentence to describe each picture.



2. Talk about your last weekend activities with a partner. Tell them in the correct sequence.
3. Write a brief description of a sport.

CHECK AND TAKE ACTION



30 thirty

UNIT 1 • Music and leisure

CLASE 15 • 90 minutos

OBJETIVO

• Revisar contenidos de ambas lecciones

MATERIALES

Fotocopia del Formative Test

En esta etapa del proceso de aprendizaje, se sugiere realizar una Evaluación Formativa que puede encontrar en la página 56 de esta guía.

Al momento de implementarla, diga a los estudiantes: *At this point, let's stop here and go over some topics. You're going to take a Formative test to apply what you have learned so far in this unit.*





In Australia, physical education and sports are **compulsory** for everyone until you're sixteen. The sports facilities are usually very good. Everyone has to do three hours of physical activity a week. In winter, we play Australian football - it's not the same as football in Europe, and you can also play hockey. In summer, the boys play cricket and the girls play tennis and that's all we can do at school. Of course, a lot of people do other sports in their free time.

Taken from: Taggart, A. & Goodwin, S. (2000) Physical and sport education in Australia: organisation, placement and related issues. Retrieved from <https://bit.ly/38ihVwe>



We're lucky in my school, as we have good sports **facilities**. So, if you like sports, it's great. In the UK, it's compulsory to do two hours a week, but you can do more if you want. We have a gym where we do gymnastics and aerobics. I'm not very good at gymnastics! And team sports? Well, both girls and boys play basketball. In summer, you can choose what you want to do. You can either play tennis or go swimming.

Taken from: Foster, R. (2019) Physical education, physical activity and sport in schools. Retrieved from <https://bit.ly/3kl7kxG> (researchbriefings.files.parliament.uk)



- Discuss these questions.

 - Is physical education important to you? Why? Why not?
 - Should schools increase or eliminate physical education classes? Why?
 - How do you think exercise can improve your performance in other subjects at school?
- Read what these students from Australia and the UK say about sports at school. Identify the ideas that are similar to your own reality.
- Think about your school and compare. Identify similarities and differences.

 - How many hours of sports are compulsory in your school?
 - What sports facilities do you have in your school?
 - What sports can you practice?

CLASE 16 • 45 minutos

OBJETIVO • Establecer vínculos entre la lengua inglesa y educación física.

MATERIALES Lápiz y cuaderno.

El propósito de las actividades de esta sección es establecer vínculos entre la lengua inglesa y la asignatura de educación física.



INICIO (10 min.)

Para introducir el tema, lea el siguiente texto: *"Participation in physical activity improves cognitive performance and brain health. Also, physical fitness may improve academic performance, even during recess time."*

Adaptado de: *Physical Activity, Fitness, and Physical Education: Effects on Academic Performance.*
<https://www.ncbi.nlm.nih.gov/books/NBK201501/>

Luego pregúnteles: *Do you agree with this statement? Why?*



DESARROLLO (30 min.)

- Invite a los estudiantes a debatir el tema: *Read the questions and reflect on your own experience. Do you think physical education is important? Why?*

Respuestas:

- Yes, I do because physical activity is necessary to a person's physical and mental health. / No, I don't because...
- Schools should increase/eliminate physical education classes because they improve student's performance...
- Exercise can help me be more alert and more receptive to learning new things.

- Solicite que lean el texto y luego respondan las preguntas con información extraída del él. Indique que realicen la lectura de forma individual, pero permita que formen grupos para responder. Dígalos: *Read the text individually and then identify similar ideas with your own reality in groups.*

Respuesta:

Physical education is compulsory both in Australia and England as it is in Chile.

- Explique: *Answer these questions to compare your own reality with the information in the text about Australia.*

Respuestas:

- In my school, ...hours of sports per week are compulsory.
- In my school, there is a gym and a basketball court, and there are two soccer fields.
- I can run and practice soccer/basketball/volleyball, etc.

Sugerencia pedagógica

Al trabajar con esta sección, siga las siguientes instrucciones para los distintos ritmos de aprendizaje:

A los estudiantes aventajados, desafíelos a hacer nuevas preguntas y a responderlas.

A aquellos estudiantes que necesitan más apoyo, escriba en la pizarra frases útiles para que puedan responder las preguntas, por ejemplo:

In my opinion, physical education is...
I believe schools should...
I think exercise can...



CIERRE (5 min.)

Pregunte a los estudiantes: *What other subject connections can you make with the unit?*

Teoría e investigación

Para conocer más sobre la integración con otras asignaturas, vea la teoría en la página 42 de esta guía.

CLASE 17 • 90 minutos

OBJETIVO

• Realizar un proyecto que integre los aprendizajes de la unidad.

MATERIALES

Papel lustre de colores, texto impreso, regla, lápiz, tijeras, pegamento, imágenes / recortes del tema, y lápices de colores.

Un proyecto es una actividad grupal donde los estudiantes deben crear un producto. En esta ocasión los estudiantes deben desarrollar un tríptico en el que de una manera visual y creativa se puede trabajar sobre un tema previamente asignado.

Esta actividad les permitirá a los estudiantes reforzar vocabulario y/o estructuras cubiertas a lo largo de la unidad.



INICIO (15 min.)

Explique el objetivo de la clase a los estudiantes y escríbalo en la pizarra: ***You are going to make a project that integrates contents from the unit.*** Si es necesario, mencione los contenidos diciendo: ***You will make a tri-fold poster board about one of these topics: a musical instrument or an unusual sport.***

Al mencionar los contenidos, escríbalos en la pizarra con viñetas para mejor identificación. Luego en voz alta, repase los materiales que necesitarán para realizar el proyecto. Diga: ***These are the materials you need for this project.***



DESARROLLO (60 min.)

Considere si es conveniente que sean grupos homogéneos o bien heterogéneos en cuanto a capacidades cognitivas y habilidades, teniendo en cuenta el impacto socioafectivo y cultural. Si optara por grupos heterogéneos, reparta papeles con números del 1 al 8 (en caso de tener un grupo clase de treinta y dos estudiantes) y diga: ***Pick a piece of paper with a number and find other partners with the same number. That will be your team!***

Tenga presente la cantidad de estudiantes en su clase para que solo se formen grupos de cuatro estudiantes. Por ejemplo, en caso de tener cuarenta estudiantes, tendrían que ser papeles enumerados del 1 al 10.

Verifique que los grupos cuenten con los materiales diciendo: ***I'm going to check your materials for the project. Please leave them on the desk.*** Camine por la sala tomando nota para verificar quienes han cumplido.

Aliente su cumplimiento diciendo: ***Well done/ Very good/ Good/Thanks for your commitment, etc.***

En caso de que a algún grupo le falte materiales, invite a otros a compartir y diga: ***Please, who can share their materials with this group?*** Para evitar este inconveniente, se sugiere avisar a los estudiantes la clase anterior que traigan los materiales para la clase del proyecto.

Project: Tri-Fold Poster

MATERIALS

Pencils



Colored construction paper



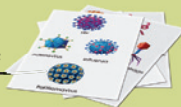
Printed text



Scissors



Images of your topic



Glue



In groups of four, you will make a tri-fold poster about one of these topics:

- The description of a musical instrument.
- An unusual sport or leisure activity.

PREPARATION

1

Your tri-fold must include the following information:

- Name of the musical instrument / activity.
- Country or place of origin.
- A detailed description of the instrument / activity.
- Category of instrument / equipment you need to play it.
- Other interesting information.

2

Search for information on the Internet or at your school library. Look beyond the first few results and always cite your sources.

32 thirty-two

UNIT 1 • Music and Leisure

RECURSOS DIGITALES

Para más ideas de proyectos, explore: <https://bit.ly/3bCSFDc>

En este sitio web encontrará diversas alternativas para enseñar distintos contenidos a través de prácticos y entretenidos proyectos que motivarán a sus estudiantes.

Asegúrese de contar con la atención de toda la clase para dar las instrucciones antes de que comiencen a trabajar en el proyecto. Diga: ***Please, pay attention now. This project will be a tri-fold poster board about one of the topics you choose with your classmates.***

Luego prosiga con el inicio del proyecto diciendo: ***Listen to the instructions.*** A continuación, lea los pasos de todas las etapas del proyecto asegurándose de que sean entendidos por los estudiantes. Recuerde utilizar gestos, mímica, dibujos y demostraciones para aclarar el significado de los verbos y palabras en cada actividad.





PRODUCTION

- 3 Agree on the layout for the information of your tri-fold poster.
- 4 Arrange your text and images on each panel of the tri-fold.
- 5 Finally, glue or stick your images or text to the panels.



PRESENTATION

- 6 Show your final work to your teacher and then present it to the class.



PEER ASSESSMENT

Read these indicators and check your performance with your group.



Luego, dé una señal para que los estudiantes comiencen. Diga: **Let's start!**

Supervise que cada estudiante haya seguido los pasos. Monitoree el trabajo de cada equipo y considere darles tiempo para cada etapa, de tal manera que sepan cuánto tiempo tienen disponible y cuánto tiempo les falta. Diga: **You have (...) minutes left.** También puede escribir en la pizarra el plazo de tiempo para cada etapa. Por ejemplo: **Preparation 20 minutes.**

Fomente un entorno de cooperación donde la actitud positiva y la tolerancia sean los pilares para la interacción de los estudiantes con sus destrezas y debilidades complementándose unas con otras en equipos y entre equipos. Acompañe a los equipos a tener confianza y a prepararse para compartir su trabajo.

Puede asignar un número a cada equipo y utilizar papelitos para sortear cuál grupo presentará su proyecto primero y cuáles a continuación. Explíquelo diciendo: **Groups will present in the order that is shown in these pieces of paper with numbers. Please take a piece of paper and show me your number.** Anote el orden en el que los grupos presentarán. Otorgue retroalimentación constructiva y apunte a las fortalezas del trabajo realizado. Gratifique su cumplimiento diciendo: **Well done/Very good!**



CIERRE (15 min.)

Aclare que la etapa de evaluación será una coevaluación grupal. Diga a los estudiantes: **Please get together with your group and evaluate your performance.** Lea los indicadores en voz alta, y luego invite a los estudiantes a que lo hagan ellos. Diga: **Now read the indicators again and check your performance with your group.**

Invite a cada grupo a evaluar su desempeño.

Observe la auto evaluación de cada grupo para tener una idea general de cómo ha funcionado el trabajo colaborativo.

Teoría e investigación

Para conocer más sobre el aprendizaje a través de proyectos, vea la teoría en la página 42 de esta guía.

Sugerencia pedagógica

Observe las presentaciones de cada grupo y evalúelas usando la rúbrica para evaluar proyectos que encontrará en la página xxvii de la Guía Didáctica.

Considere la etapa de preparación como parte importante del proyecto final e incluya las observaciones que como docente hizo sobre este paso en la evaluación. Esto es para que sus estudiantes comprendan que el proceso es tan importante como el resultado final. Use la rúbrica de página xxvii para evaluar las presentaciones.

CLASE 18 • 45 minutos

OBJETIVO	• Revisar contenidos de ambas lecciones
MATERIALES	Fotocopia del Process Evaluation

En este punto, implemente la Evaluación de Proceso (Mini project) que está en la sección de material fotocopiable, página 59.

Al momento de aplicarla, indíqueles: **Now, you're going to carry out a mini project in groups. There, you're supposed to discover words about musical instruments in native cultures.**



CLASE 19 • 90 minutos

OBJETIVO

• Evaluar los aprendizajes, habilidades y actitudes de la Unidad 1.

MATERIALES

Cuaderno, lápiz, audio y Lámina 1.



INICIO (15 min.)

Para iniciar la clase, explique el objetivo a los estudiantes y escríbalo en la pizarra: *Today you are going to review the contents, skills and attitudes from the unit.* Utilice la Lámina 1 para repasar vocabulario y estructuras lingüísticas antes de comenzar la evaluación sumativa.

Recuerde a los estudiantes que utilicen el Texto del Estudiante como guía sin escribir en él. Diga: *Open your books on pages 34 and 35.* Asegúrese de indicar a los estudiantes que escriban sus respuestas en su cuaderno o en una hoja de papel.

Diga: *Write your answers on a separate sheet of paper/ in your notebook. Write this information on top: Final Check Unit 1, Name, Class, Date.*

Escriba esa información en la pizarra para que los estudiantes la completen en caso de escoger que las respuestas las realicen en una hoja. Revise que todos lo hagan antes de comenzar a explicar la evaluación.

Indique el tiempo que los estudiantes tendrán para realizar esta evaluación diciendo: *You have ninety minutes to finish the Final Check.* Si es necesario, escríbalo en la pizarra con letra grande y en un recuadro.

Pregunte: *Any comments or questions? Luego diga: Let's start.*



DESARROLLO (60 min.)

- 1 Diga: *First read the girl's diary and then answer the questions in your notebook.* Explique que probablemente no encontrarán las respuestas explícitas en el texto. Anímelos a reflexionar críticamente sobre el contenido del mismo, diciendo: *You probably won't find the exact answers in the text, but you have to analyze the information in it critically.*

Respuestas:

- a. They both like sports.
- b. He prefers outdoor activities.

- 2 En esta segunda actividad, explique que deberán usar la información en el diario de Megan, para escribir un texto corto sobre sus actividades: *To do this activity, you need to go back to the text in the previous exercise and read it one more time. The objective is to write a short paragraph that retells what Megan's text is about.*

Final Check

Total: 18 points

- 1 Read Megan's diary and answer.

4 p.



- a. Do Megan and Ron like the same free time activities? Why? Why not?
- b. Does Ron prefer indoor or outdoor activities?

- 2 Write about Megan and Ron's activities. Use the expressions in the diagram below.

5 p.

First...

Then...

After that...

34 thirty-four

UNIT 1 • Music and leisure

Use the information in Megan's diary and write three sentences about their activities. Then put the sentences together into a short text, using the expressions provided. Remember to show the events in the sequence they happened.

Asigne un punto para cada indicador observado en la tarea de escritura:

- Resume las ideas más importantes.
- Usa conectores apropiadamente.
- Usa vocabulario y estructuras.
- Incluye la información requerida.
- Usa el formato textual adecuado.

Respuestas:

First, they went out, then they played volleyball on the beach, and after that, they surfed in the sea.



- 3 Listen to the conversation and identify this information. Support your answers with the images provided. Make a list.

4 p.

Sport

Number of team players

Equipment

Training hours



- 4 Talk about your favorite free time activities. Use the dialogues in this unit as a model.

5 p.

Outstanding! (6.0 – 7.0) (16 – 18)	Very good (5.0 – 5.9) (14 – 15)	Needs improvement (4.0 – 4.9) (11 – 13)	Not good enough (1.0 – 3.9) (0 – 10)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

- 3 Diga: *Now, it's time to listen to a recording. Please listen and identify the information in the boxes.*

Reproduzca la grabación dos veces y pida que desarrollen la actividad.

Respuestas:

Sport: rugby.

Number of team players: 15.

Equipment: special boots, pads, head protection.

Training hours: a few hours, three days a week.

- 4 Para finalizar la evaluación, invite a los estudiantes a trabajar en parejas. Motíuelos a conversar sobre sus actividades de tiempo libre favoritas. Lea la instrucción en voz alta y recuérdelos usar los diálogos en la unidad como modelos. Dígalos: *To finish your evaluation, work in pairs. Talk about your favorite free time activities, using the dialogues you saw in the unit as models.* Monitoree la actividad mientras trabajan y evalúe cuantitativamente a cada pareja mientras observa su desempeño.

Para evaluar la producción oral, asigne un punto por cada indicador observado en la interacción:

- fluidez
- claridad del mensaje
- aplicación de los contenidos
- pronunciación
- uso de preguntas para mantener la interacción.

CIERRE (15 min.)

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: *Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.*

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: *Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?* Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: *That is not correct. Keep trying!* Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: *Now check your score and level of achievement in the rating scale.*

Como alternativa a esta Evaluación Sumativa o Final, puede aplicar los instrumentos de las páginas 61, 64, 67 y 70 de esta guía. Cada una de estas evaluaciones, debiera ser realizada en un tiempo de 90 minutos.

CLASE 20 • 45 minutos

OBJETIVO • Practicar y ampliar conocimientos de la unidad

MATERIALES Fotocopia de WebQuests

Para complementar las actividades realizadas, se sugiere involucrar a los estudiantes en procesos de investigación online. Para ello, dígalos: *Form pairs or groups and carry out a web quest. There, you're supposed to visit the different websites given and do the activities suggested in each step.*



VOCABULARY IN CONTEXT

1 Look at the pictures and fill in the blanks with the words below.

upright

modern

loose

live

overused

electric



The African band members wear loose outfits.



Kylie is composing music with her electric piano and her laptop.



The musician practices long hours with his upright bass.



I like watching live concerts on my smartphone.



My uncle Joe is a DJ. He has a modern home studio.



These music sheets are overused.

2 Why are these words in two columns? Analyze and match the halves. Then select two words and write sentences.

- a. acoustic

b. easy

c. deep

d. hard

e. slow
- i. soft

ii. shallow

iii. fast

iv. difficult

v. electric

Respuestas posibles: I bought an acoustic guitar.
I love slow music.

To learn more vocabulary, visit: <https://bit.ly/2Kmn0nN>

4

four

UNIT 1 • Music and leisure • LESSON 1

1 Para reforzar y expandir el vocabulario de los estudiantes adquirido en el TE, dígalos: Please, read the words in the bubbles; they're adjectives to describe the pictures below. Then look at the pictures carefully, and fill in the blanks of the sentences with those adjectives. Aproveche esta instancia para explicar el uso de cognados en inglés.

2 Como expansión del léxico en esta unidad, indique a los estudiantes: Now, read the adjectives in both columns. Why are they organized like that? Match the opposites. Then choose two and use them in examples of your own. We'll check these exercises as a class.

READING

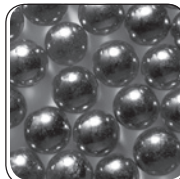
1 Identify the objects in the pictures. Discuss how they may be connected to the text in activity 2.

kick drum

steel marbles

bass guitar

cymbal



a. kick drum

b. bass guitar

c. cymbal

d. steel marbles

2 Read the text carefully and check your predictions in activity 1.

The amazing Marble Machine

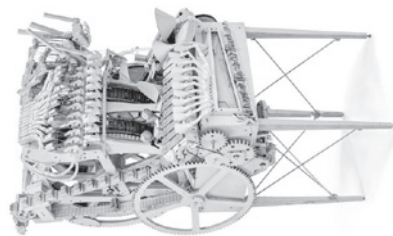
The Marble Machine is an enormous music box. It uses 2 000 cascading steel marbles to make music. A manual lever gives it power. The machine is approximately 2 meters tall and can play twenty-two different songs.

The marbles move around a circuit through the machine. They begin to roll down funnels, pulleys, and tubes into different keys on a vibraphone. But there are other musical instruments in the machine: a kick drum, a cymbal, and a bass guitar.

Between 2014 and 2015, Martin Molin invented and constructed this work of art by hand. He is the leader of the new Swedish "folktronica" rock band Wintergatan.

"Marble machines always make music. But I wanted to make a programmable marble machine to control the sounds", Molin says.

Don't expect Molin to tour with this amazing musical instrument. It is disassembled at the moment. But he is planning to build similar machines that are easy to transport.



Adapted from: Lewis, D. (2016, March 7). This machine makes music with marbles. Retrieved from <https://bit.ly/3kg1b0o>

To make your own instrument, visit: <https://bit.ly/2Kmn0nN>

UNIT 1 • Music and leisure • LESSON 1

five

5

1 A modo de preparar a los estudiantes para el texto que leerán en la próxima actividad, indiqueles: Look at the pictures carefully and identify each object. Label them with the words in the bubbles. How are they connected to the text in activity 2?

2 Diga a los estudiantes: Please, read the title of the text, what is a Marble Machine? Now, raise your hands those students who volunteer to read the text. The rest of the class will read it in silence. After reading the text, underline the main ideas in it.

3. Read the article again and check (✓) the incorrect information. In pairs, justify your answers.

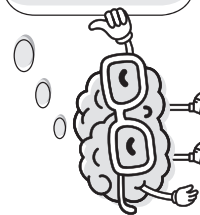
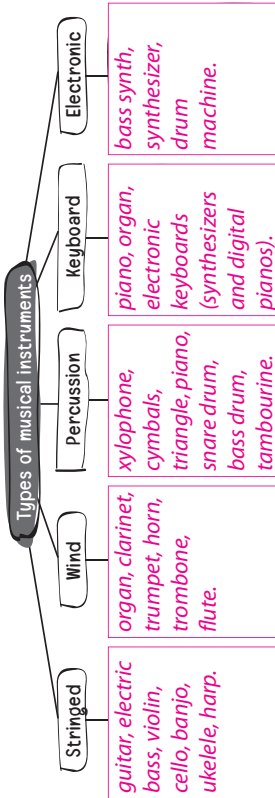
- ✓ The Marble Machine uses marbles made of glass. *It uses marbles made of steel.*
- ✓ The machine can play twelve songs. *It can play twenty-two different songs.*
- ✓ It doesn't contain other musical instruments. *There is a kick drum, a cymbal, and a bass guitar inside.*
- Its creator is Martin Molin, the leader of a band.
- ✓ He built this musical instrument in two months. *He built it in around twenty months.*

4. Read the article once more and complete the chart.

Name of instrument	<i>The marble machine.</i>
Use	<i>To make music with marbles (music box).</i>
Characteristics	<i>There are 2,000 cascading steel marbles, and it is 2 meters tall. It can play twenty-two different songs.</i>
Pieces	<i>There are funnels, pulleys, and tubes and there is a vibraphone. There are other musical instruments inside: a kick drum, a cymbal, and a bass guitar.</i>
Creator	<i>Martin Molin.</i>

5. Do you like this instrument? Why? Why not? Discuss. *Yes, I do. / No, I don't because...*

6. Research various sources and complete the diagram.



LET'S REFLECT

- What helped you understand the text when you didn't know a word? *Familiar words and the context helped me understand the text.*
- Can you connect this text to your own life? Why? *Yes, I can because I... / No, I can't because I...*

3. Digales: Read the text again to identify correct and incorrect information. Check the incorrect ideas.

4. Read the text to complete the chart with specific information.

5. With your group, talk about what you think of this instrument. Remember to allot enough time so everyone speaks.

6. Again work with your group. This time research different types of musical instruments and complete the diagram with them.

LET'S REFLECT. At this point, please take some minutes to reflect upon the two questions in the bubble. Then share your ideas with the class.

LANGUAGE IN USE 12 Activity c.

88 Circle the correct option. Then create a new sentence following the same pattern of adjectives.

- Our music teacher has a *Our music teacher has a big modern German piano.* piano.
i. modern big German ii. big modern German iii. German big modern
I have a small old Italian car.
- That is a/an *That is an old brown wooden flute.* flute.
i. wooden brown old ii. brown old wooden iii. old brown wooden
My new pink plastic sunglasses are very cheap.
- My brother is playing his *My brother is playing his beautiful new blue drums.* drums.
i. new blue beautiful ii. beautiful new blue iii. blue beautiful new
There is an ugly modern green bike outside.

READING 12 Activity 3.

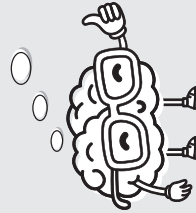
888 Design an unusual musical instrument. Write three sentences to describe it in detail, using the correct order of adjectives.

El propio diseño de un instrumento musical por parte de los estudiantes.

a. *La propia descripción de los estudiantes.*

b. *La propia descripción de los estudiantes.*

c. *La propia descripción de los estudiantes.*



LET'S REFLECT

- Have you understood how to describe objects? *Yes, I have. / No, I haven't. To describe objects, we need to use the order of adjectives before a noun.*
- Is there anything difficult in these tasks? What? *Yes, there is. / No, there isn't. I considered... difficult.*

12 c. Diga a los estudiantes: This activity is connected with the Student's Book. You have to choose the correct option. Remember the order of adjectives. A modo de recordatorio y apoyo, muestre y deje sobre la pizarra la lámina de la unidad con el diagrama del orden de los adjetivos.

12 3. Invítelos diciendo: In this activity, leave your imagination free and create an unusual musical instrument. Then write three sentences describing it in detail.

LET'S REFLECT. Again, take some minutes to reflect upon the questions in the bubble. Then share your ideas with the class.

Modeling

- 1 You are going to write a description of your favorite instrument. Before writing it, read this description of the guitar and discuss the questions with your partner.



The guitar

The guitar is a stringed instrument. It makes music from the vibrations of strings. These vibrations happen when the hands, fingers, or a pick pull at the strings. It also has metal wires on the fingerboard. They help play the notes. The guitar is one of the most popular instruments in the world.

- a. How many ideas are mentioned in the description? What are they about?
 b. How are the objects described?
Three: the guitar's description, how it is played, and its popularity.
The objects are described in detail.

Organizing Ideas

- 2 Choose your favorite musical instrument and complete the chart. *Respuestas posibles:*

Name of instrument	Piano (pianoforte)
Type of instrument	Percussion and keyboard
How the pieces interconnect	A key is pressed and moves a hammer. It strikes a steel string. It vibrates to produce a sound.
Characteristics	- 2 types: grand pianos and upright pianos - 88 keys (black and white) - 2 or 3 pedals. - Versatile instrument.

Drafting

- 3 Use the information in the table and the **USEFUL EXPRESSIONS** in the box to write your own description. You should write around eight sentences.

USEFUL EXPRESSIONS

- The... is a... instrument.
- It makes music from...
- Also, it has...
- For example,...
- Then...

The word piano is short for pianoforte.
There are two types: grandpianos and upright pianos.
Pianos have 88 keys, black and white.
They have two or three pedals.
A key moves a hammer. It strikes a string. It vibrates and produces a sound.
The piano is versatile.

Revising and Editing

- 4 In pairs, revise your description. You can use the following questions as a guide.
- Do our descriptions follow the same structure of the text in activity 1?
 - Have we used the expressions suggested on page 8?
 - Have we written the adjectives and nouns in the correct order (see section Language in Use on page 12 in the Student's Book)?
 - Is our spelling correct?

- 5 Go back to your first draft on page 8. Edit it using the symbols in the **EDITOR'S MARKS** box.

EDITOR'S MARKS

- Capital letter / Lowercase
- Punctuation
- Check spelling
- Add a word
- Change place

To check vocabulary and spelling, visit: <https://bit.ly/3mxyF7i>

Writing

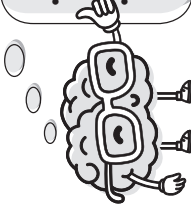
- 6 Write the final version of your description. Draw the musical instrument if possible.

The word piano is short for pianoforte. There are two types: grand pianos and upright pianos. Pianos have eighty-eight keys. These keys are black and white. Some pianos have two pedals; others have three. When a key is pressed, it moves a hammer. This hammer strikes a string. This string vibrates to produce a sound. The piano is versatile. It plays all types of music.

- 7 Share your work in small groups.

Publishing

- 8 Publish your work in a class magazine or display it on a visible place in your classroom. If possible, also post it on a blog, or email it to your teacher and classmates.



LET'S REFLECT

- How have the drafting and revision tasks helped you in the writing process?
They helped me get a polished final version of my description.
- What was challenging in this writing task?
I consider... difficult in this writing task.

Permita a los estudiantes trabajar y planificar la escritura. Para ello, indiqueles: *In this section, you're going to write a description of your favorite musical instrument. In order to do that, first, read the model given in activity 1, analyze it and answer the questions. Then organize your ideas into the chart, and use them to write a paragraph.*

Otórqueles tiempo suficiente para trabajar mientras monitorea su trabajo personal.

Asista a los estudiantes en las etapas de revisión y edición de su párrafo. Dígales: *Before writing the final version of your description, please revise your paragraph and edit it with the help of your partner. In the end, you should show your writing to your group.*

Otórqueles tiempo suficiente para completar los pasos finales del proceso, e invítelos a compartir su trabajo.

LET'S REFLECT. *In the end, please take some minutes to reflect upon the two questions in the bubble. Then share your ideas with the class.*

LISTENING

1. Discuss these questions.
 - What type of music do you like the most? *I like... the most.*
 - Who are its iconic artists? *... are its artists.*
2. Listen to an interview with a music artist.
 - Henry Smiles is more than twenty years old and is English. *T*
 - He likes cooking and dancing. *F*
 - He doesn't like to be unpunctual. *T*
 - Megan says he is famous for his great outfits. *F*
 - He never gets nervous before a concert. *F*

b. Talk about what you **admire** and don't like in a music artist. *(He is famous for his great hair. (He always gets nervous before a concert). (He likes eating and sleeping).)*

LISTENING 15 Activity 3.

Listen to the song again and identify the rhyming couplets. Write them in the space provided.

- | | | | |
|-----------------|-------|--------------------|-------|
| a. <i>sport</i> | court | d. <i>any more</i> | score |
| b. <i>toes</i> | nose | e. <i>fun</i> | won |
| c. <i>stare</i> | swear | | |

To compose your own music, visit: <https://bit.ly/3pkwvTX>

LANGUAGE IN USE 16 Activity c.

Fill in the blanks to express possession.



My sister is two years old. *Her* name is Hannah.



The new elementary-school student *s* acoustic guitar is old.



Henry Smiles lives in London, England. *His* house is big and modern.



Henry *s* parents live near him. *Their* house is big and old.

To continue practicing how to express possession, visit: <https://bit.ly/3nD7eJm>

1. Indique: What type of music do you usually listen to? Discuss the questions in activity 1 with your partner.

2. Listen to an interview with a music artist carefully and do the activities below. Reproduzca el archivo de audio hasta tres veces.

3. Now, listen to the song in the

Student's Book and write the rhyming couplets. Reproduzca el archivo de audio hasta tres veces.

- c. En la pizarra, escriba los adjetivos posesivos a modo de recordatorio, y diga: This activity is connected with the Student's Book. Please, fill in the blanks to express possession.

SPEAKING

Preparing to speak

1. Listen and repeat the questions. Explain when you would use them.
 - Where do you live?
 - Who do you admire in the music world?
 - What do you do when you are not touring?
 - What are you doing at the moment?

Modeling

2. Listen and read this interview. Check your answers in activity 1.

Interviewer: Where do you live?

Musician: I live in Sydney.

Interviewer: What do you do when you are not touring?

Musician: I usually stay at home with my family.

Interviewer: Who do you admire in the music world?

Musician: I look up to Tyler Shift. I like her voice and her lyrics.

Interviewer: What are you doing at the moment?

Musician: I'm writing the songs for a new album.

Practicing

3. Choose your favorite music artist. Follow the model in activity 2 and create an interview. Then act it out.

Cultural Spot

1. Read the text. What other important reasons can you add to the list? Discuss.

The importance of music to world cultures

People from different cultures have enjoyed music throughout history. There are a few essential facts to understand why music is important to world cultures.

1 Music helps us celebrate.

People play music in every type of celebration. It is a way to have fun and express joy or excitement.

2 Music is a form of expression and communication.

Through music, many people express how they are feeling without fear. Also, listeners can relate and find comfort in music.

3 Music is an art form and allows us to dance.

Those who are creative put art into the world and share it with others. This form of art invites people in every culture to dance and express themselves with movement. Although most people like different types of music, each culture can agree that music makes it easy to unite and relate to others who are different.

Adapted from: Weakley, L. (2017, January 11). 7 reasons why music is important to world cultures. Retrieved from <https://bit.ly/392Xapq>

To learn about composers and their countries, visit: <https://bit.ly/392Xapq>

1. Indique a los estudiantes: Now let's practice speaking. In order to do that, listen to some questions and repeat them every time I pause. Reproduzca el archivo de audio un par de veces haciendo pausas.

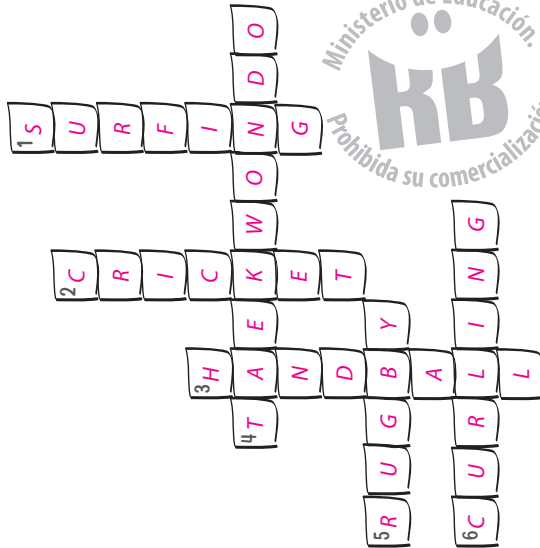
2. This time, listen to an extract of the interview and then read it on your own.

3. Digales: Select a significant artist and create an interview. Then rehearse it to act it out in front of the class.

CS 1. Ahora, indíqueles: In this section, you're going to read a text about the importance of music in cultures. Read it on your own, and then discuss it with your partner.

VOCABULARY IN CONTEXT

- 1 Research various sources to solve the crossword puzzle about traditional sports. Then talk about the traditional sport of Chile.



Down

- In Hawaii, this sport is a way of life.
- It is the most popular sport in India.
- It is one of the most popular team sports in Germany, France, and Spain.

Across

- It is the national sport of South Korea.
- In South Africa, it is a very popular team sport.
- It originated in Scotland in the early 16th century.

To know more about national sports, visit: <https://bit.ly/3fMYUo>

- 2 Write examples for each category. Then choose two activities and give your opinion, explaining your ideas.

- Four ball sports: soccer, basketball, volleyball, and tennis
- Two water sports: swimming, and water polo
- Three extreme sports: hang-gliding, bungee-jumping, and climbing
- Three activities at the park: running, cycling, and rollerblading
- Two martial arts: karate, and judo

- 1 Como estrategia de profundización del vocabulario visto en la lección 2 del TE, diga a los estudiantes: *Please, solve the crossword puzzle with the sports you studied in the Student's Book. You may work on your own and then check ideas with your partner.*
- 2 Para expandir el vocabulario sobre los deportes, indique a los estudiantes lo siguiente: *Now, get in groups and research on sports. Fill in the blanks of each category with different sports. Then choose two examples and give your opinion about them.*

READING

- 1 Read the title of the text in activity 2. Complete the K and W columns of the chart.

K (what I know about the topic)	W (what I want to know about the topic)	L (what I learned about the topic)
<i>e-Sports are video games considered sports.</i>	<i>Why are they so popular these days?</i>	• They mean <i>electronic sports or computer games</i>. • There are <i>world tournaments</i>. • Players are <i>skilled and popular</i>.

- 2 Read a blog post carefully and check your ideas in activity 1.

e-Sports

There is a new type of sport that is extremely popular

For big tournaments with well-known players, thousands of fans from all over the world watch the action online. Competitors are professionals and earn a lot of money for doing it. An average player can make around US\$74,300 in one year. They also play in teams rather than on their own.

Now, the players are very skilled and popular. As a result, computer gaming is today an organized, competitive, and professional sport. However, some people think that sports should involve being more physically active. Others think that the skill involved means it can be considered a sport.

What does the future look like?

There is no doubt that exciting changes are happening. Technology will improve, and e-Sports will keep on growing.

Could it be bigger than football one day? Only time will tell.

Adapted from: What are e-Sports? (2017, April 6). Retrieved from <https://bbc.in/3knkqz>

- 1 Diga a los estudiantes: *Please, read the title of the text in activity 2, and complete the first two columns of the chart in activity 1. The first column refers to what you already know about e-Sports, and the second column refers to what you want to know about this topic through the text.*
- 2 A modo de preparar a los estudiantes para el texto que leerán, indíqueles: *Do you play video games? How often? Which is your favorite one? Do you think you could enter a world competition of video games?... Now, read a blog post about e-Sports, and check your ideas in activity 1.*

- 3 Complete the L column of the chart in activity 1. Share your ideas with your partner.
- 4 Reread the blog post and discuss these questions. Write the answers.
- a. What does "e-Sports" mean?
"e-Sports" means electronic sports.

b. How do e-Sports players compete? *They compete with their computer games against each other in huge tournaments worldwide.*

c. What are they like?
They are very skilled, popular, professionals and cooperative.

d. Why do some people disagree with e-Sports? *Because they think that sports should involve being more physically active.*

e. How will e-Sports continue growing?
Technology will improve, and so e-Sports will keep on growing.

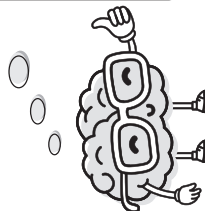
- 5 Use various sources and do some research about the pros and cons of e-Sports. Then complete the T-chart.

E-SPORTS	
Pros	Cons
- Improvement of hand-eye coordination, attention, and basic visual processing. - Development of problem solving and strategy skills. - Boost of self-confidence and player socialization.	- Health risks: injuries and addiction. - Increase of violence. - Possibility of gambling.

- 6 Talk about what you think of e-Sports. *I think e-Sports are a lot of fun/ dangerous to your health.*

LET'S REFLECT

- How has your previous knowledge about the topic helped you understand the text?
My previous knowledge about the topic helped me a great deal / a little.
- Do you think that what you wanted to know about the topic helped you with comprehension when reading the text?
Yes, I do because I... / No, I don't because I...



14 fourteen

UNIT 1 • Music and leisure • LESSON 2

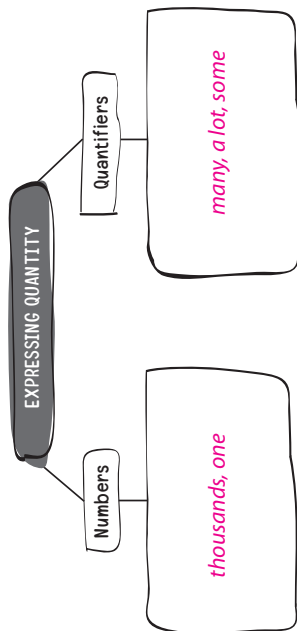
- 3 Diga: As soon as you finish reading the text, complete the third column of the chart in activity 1.

- 4 In pairs, read the text once more and pay attention to specific information to answer the questions.

- 5 Dibuje la misma tabla en la pizarra, y dígalos: Now, in groups, research the advantages and disadvantages of e-Sports and complete the chart.

- 6 In the same groups, give your opinion about e-Sports. Can they be considered sports?

- 7 Go over the text on page 13 again and underline the expressions of quantity. Classify them into the correct category. Then add more examples of your own.



LANGUAGE IN USE 22 Activity b.

Fill in the blanks with the correct quantifier. Use *a lot of*, *many*, *several*, *some*, and *a few* only once.

- a. There are several requirements to enter the volleyball team.
- b. Our coach has a few football helmets to lend us. As a result, we have to take our own equipment.
- c. Every day, I spend a lot of hours training for the finals. It is so much effort!
- d. Only some tennis players become really famous around the world.
- e. How many winter sports do you know?

- 8 Look at the pictures and write sentences expressing quantity.



There are a lot of tennis balls, many soccer balls, several golf balls, a few tennis rackets, and one club.



There are four children playing at the pool.



There are three bike riders in the park.



There are a few boys and some girls in the soccer team.

To continue practicing quantifiers, visit: <https://bit.ly/2TTRaw>

fifteen 15

UNIT 1 • Music and leisure • LESSON 2

LET'S REFLECT. In the end, take some minutes to reflect upon the questions in the bubble. Then share your ideas with the class.

- 7 Indique a los estudiantes: Please, underline all the expressions of quantity in the text and then classify them into the diagram.

- 22 b. Ahora, dígalos: This activity is connected with the one in the

Student's Book. You have to fill in the blanks with only one quantifier.

- 8 Como síntesis del tema gramatical, indíqueles: Now, look at the pictures and the quantity of people or things. Then express that in complete sentences using numbers and quantifiers.

Modeling

- 1 You are going to write a short personal experience about a sporting activity. Before you do it, read this personal experience.



Playing soccer is one of the best things in my life. It makes me feel happy and healthy. I practice it twice a week at school. I sometimes play soccer at the sports center with my friends, and I usually watch soccer games on TV. My favorite team is Manchester City. I love playing as an attacking midfielder and shooting penalties. When I am in the field, I always feel free. I have a lot of fun with it!

- 2 Analyze the experience in activity 1. Use the following questions as a guide.
 - a. What ideas are mentioned in the paragraph? *Soccer as a sport, the frequency of practicing and watching it, and favorite soccer team.*
 - b. How are these ideas organized? *These ideas are organized in short sentences.*

Organizing ideas

- 3 Choose an experience in your life and complete the diagram. You may use some of the **USEFUL EXPRESSIONS** in the box.

USEFUL EXPRESSIONS

- Playing ... is one of the best things in my life.
- I practice it ...
- I sometimes ...
- I always feel ...

Dance is my art. It helps me express myself.
(Catchy 1st sentence to capture the reader's attention)

Not have an excellent technique, but I work on it.
(Detail #1)

Rehearse two times a week. Have a show in a year.
(Detail #2)

Started ballroom dancing in 5th grade. Fell in love with dance.
(Detail #3)

Dancing: the best thing in my life.
(Conclusion)

Para esta segunda actividad de escritura, recuerde a los estudiantes la importancia de los distintos pasos, preguntándoles: *What steps do we need to follow in order to write a paragraph or paragraphs in English?* Conforme vayan expresándose, anote sus ideas en la pizarra.

A continuación, dígalos: *To write a personal experience about a sporting activity, read the model given first and analyze it answering the questions. After that, organize your ideas into the diagram to write a paragraph.* Otórgueles tiempo suficiente y monitorea su trabajo.

Drafting

- 4 Use the information in the previous step to write a paragraph (around 10 sentences).
Dance is my art. It helps me express myself. I do not have an excellent technique. I rehearse twice a week. I started ballroom dancing in 5th grade. Dancing is the best thing in my life.

Revising and editing

- 5 Revise your paragraph with your partner and answer the questions.
 - a. Do our paragraphs follow a similar structure as the text in activity 1?
 - b. Have we included all the ideas in the diagram in activity 2?

- 6 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box.

EDITOR'S MARKS

- ≡ Capital letter / Lowercase
- Punctuation
- ✓ Add a word
- § Check spelling
- ↻ Change place

Writing

- 7 Write the final version of your personal experience. Then share it in small groups.
Dance is my art. My dancing comes from deep inside. It helps me express myself. I do not have an excellent technique, but I work on it. I rehearse twice a week, and I have a performance once a year. In 5th grade, I started ballroom dancing. There I fell in love with this art. Later, I continued practicing and auditioned to enter the National Academy of Ballet. Dancing is the best thing in my life.

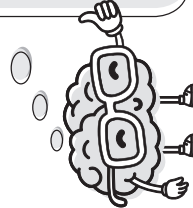
Publishing

- 8 If possible, upload your work in the school online magazine or on a class blog. If not, print it or copy it on a separate sheet of paper and share it with your class.

For more writing practice, visit: <https://bit.ly/2KsPmmo>

LET'S REFLECT

- How has the diagram helped you organize your ideas?
The diagram helped organize the ideas in my mind.
- In what ways has your partner helped you revise your work?
My partner helped me by showing me mistakes I didn't notice before.
- How has your final version improved?
My final version improved a great deal / a little.



Posteriormente, indíqueles lo siguiente: *First, write your draft and then revise and edit it with the help of your partner. Then write the final version of your paragraph and publish it. This time you're going to upload it in the school online magazine.* Asista a los estudiantes principalmente en las etapas de revisión y edición.

LISTENING

- 1 You are going to listen to Paul giving some advice. Look at the pictures and anticipate what he will say. *The recording is about instructions to run a marathon.*



- 2 Write questions you want the recording to answer.
- What is the equipment needed to run marathons? ?
 - How can you learn to run races? ?
 - When can you start training? ?

- 3 Listen to the recording carefully.

- Check your ideas in activity 1.
- Number the steps in order.
 - Run short distances for a few weeks.
 - Have a week of rest, good food, and short, slow-paced runs before the main event.
 - Get the outfit, a lot of training, enthusiasm, and a willingness to try really hard.
 - Keep your target in your head: the finish line.
 - Increase the distance over several weeks until you reach 21.1 km.
- Answer the questions in activity 2.

- 4 Select a sport and provide a few tips to practice it.

The objective of soccer is to score more goals than the other team. To score, the ball must pass completely over the goal-line. The game is played on a soccer pitch.

For more listening practice, visit: <https://bit.ly/3kXRdH>

LANGUAGE IN USE

Activity b.

- Fill in the blanks with the correct sequence connector. Then use them to describe what you did yesterday.

First, I woke up and had breakfast. Second, I went to school by bus. Next, I arrived at school and studied. Then, I went back home and did my homework. Finally, I took a shower and went to bed.

18 eighteen

UNIT 1 • Music and leisure • LESSON 2

- 1 Diga: Pay close attention to the pictures. What will Paul, the speaker, talk about?
- 2 Please, now ask questions you would like the recording to answer.

- 3 Indique: Listen to the recording and do the activities that follow. First, check if your ideas in activity 1 are correct;

then number the steps in order, and finally, answer the questions in activity 2. Reproduzca el archivo de audio hasta tres veces.

- 4 In groups, write a few tips to practice a sport of your choice.

- 28 Ahora, dígame: This activity is connected with the Student's Book. Fill in the blanks with the correct connector.

SPEAKING

Preparing to speak

- 1 Listen and pay attention to the pronunciation of the underlined letters. Then listen again and repeat the words. Is the letter "s" pronounced in the same way in your language?

helmets

weeks

caps

shorts

bikes

steps

Modeling

- 2 Listen and read the steps to start playing chess.

There are simple basic steps to play chess. First, set up the chessboard. Second, learn to move the pieces. Then discover the special rules. Next, learn who makes the first move and how to win. After that, study the basic strategies. Finally, practice playing a lot of games and have fun!

Practicing

- 3 Choose a leisure activity and describe its basic rules. Then create a multimedia presentation and show it to the class.

Subject Connection

Literature

- 1 Listen and read the poem. Discuss the meaning of the title.
- Always try your best at everything you do, and be proud whether you win or lose.*

Taking one for the team

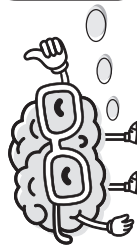
By Sara Holbrook

We practiced together,
sweat and stained.
We pummeled each other
and laughed off pain.
Teams may disagree,
may tease,
may blame.
Teams may bicker and whine,
but get down for the game.

You had my back.
We fought the fight.
And though our score
was less last night,
we're walking tall.
Our team came through
and stuck together like Crazy Glue.
I'm proud to say
I lost with you.

Taken from: Holbrook, S. (2010). Weirð! (Me, Too!): Let's Be Friends. Retrieved from <https://bit.ly/2Hzs1.6A>

Crazy Glue (n.): the brand of an instant glue that is fast-acting.



LET'S REFLECT

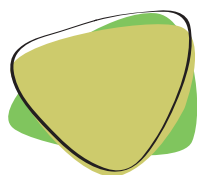
- What does "I'm proud to say I lost with you" mean?
It means that the narrator is proud of her team. In the game, they scored less than the opponents but they are not angry with each other.
- How can you connect this text to your own life?
In my own life, I can connect it when...

19 nineteen

UNIT 1 • Music and leisure • LESSON 2

then prepare a PPP to show in class.

- 1 Diga: Listen to the recording and repeat the words after I pause. Pay attention to the final sound/s/. Reproduzca el archivo de audio una vez.
- 2 Now, as you listen to the recording, read the steps to play chess. Reproduzca el audio un par de veces.
- 3 In pairs, write the basic rules of a leisure activity, and then prepare a PPP to show in class.
- SC 1 Indique a los estudiantes: What do you think this poem is about? What does its title mean? Listen to the poem as you read in silence. Then answer the questions in the Let's Reflect bubble and share your ideas. Reproduzca el archivo de audio hasta tres veces.



APRENDIZAJE POR PROYECTOS

La exhibición pública o la aplicación de los resultados del proyecto es un motivador tremendamente poderoso tanto para los estudiantes como para los docentes.

Los proyectos encienden una pasión compartida por el aprendizaje en los estudiantes y fomentan una amplia gama de habilidades (como la gestión del tiempo, la colaboración y la resolución de problemas) que los estudiantes necesitarán en todos los aspectos de la vida.

Adaptado de: Stein, S. G. (1995). *Equipped for the future: A customer-driven vision for adult literacy and lifelong learning*. DIANE Publishing.

LOS BENEFICIOS DE IMPLEMENTAR ACTIVIDADES LÚDICAS (GAMIFICATION)

- Los estudiantes se sienten responsables de su propio aprendizaje.
- Crea un ambiente más relajado con respecto al fracaso, ya que los estudiantes simplemente pueden intentarlo de nuevo.
- Fomenta la diversión en el aula.
- El aprendizaje se hace visible a través de indicadores de progreso.
- Los estudiantes pueden descubrir motivación intrínseca para aprender.
- Los estudiantes pueden explorar diferentes identidades a través de diferentes roles / personajes.
- Los estudiantes a menudo se sienten más cómodos en entornos de juego.

Adaptado de: David L. (2016). *Gamification in Education*. Recuperado de <https://bit.ly/2yFyrHf>

TAREAS COMUNICATIVAS

El hecho que los estudiantes se involucren en las tareas de conversación da origen a características de interacción que pueden ser esquematizadas e incorporadas. Estas características incluyen el cambio de turnos (o roles), intercambios, negociación de significado, aplicación de estrategias de comunicación, etc.

Se asume que las características de todas estas tareas comunicativas son archivadas (como fórmulas o como rutinas o esquemas) tanto cognitivamente como también conductualmente. En el área de la comunicación oral, éstas son procesadas con rangos de control y automaticidad.

Adaptado de: Bygate, M. (2009). 23 Teaching and Testing Speaking. *The handbook of language teaching*, 412.

ESTRATEGIA DE USO DE CONOCIMIENTOS PREVIOS

En esta estrategia, se usa el conocimiento que los estudiantes ya tienen sobre un tema determinado para construir un esquema que apoyará la comprensión de un texto oral como escrito. Los estudiantes relacionan, por medio de predicciones, lo que ya conocen con lo que van a escuchar o leer.

Adaptado de: Marzano, R. J., Pickering, D., Pollock, J. (2011). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

USO DE CANCIONES EN EL AULA

Las canciones son un buen recurso didáctico en la enseñanza de segundas lenguas porque:

1. Ayudan a disminuir la ansiedad.
2. Son una técnica para adquirir y memorizar vocabulario.
3. Mejoran la expresión oral y la pronunciación.
4. Mejoran la comprensión lectora.
5. Contienen gramática y sintaxis.
6. Son un lazo de conexión con la cultura de la segunda lengua.

Adaptado de: Edwards, J. C. (1997). *Using music for second language purposes*. Proquest Dissertation and Theses. California States University-Dominguez Hills.

ESTRATEGIAS DE LECTURA EN ECO Y LECTURA EN CORO

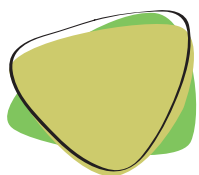
Ambas dan la oportunidad de lectura a todos los estudiantes, no importando su nivel de comprensión lectora (fluidez y comprensión). En la lectura eco, el profesor(a) lee el texto y los estudiantes repiten. La lectura en coro ocurre después de la lectura eco, y es cuando todos leen juntos con el profesor(a).

Adaptado de: Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2011). *Echo or Choral Reading. 50 instructional routines to develop content literacy (2nd ed.)*. Boston, MA: Pearson, 25-26.

INTEGRACIÓN DE CONTENIDOS CON OTRAS ASIGNATURAS EN LA CLASE DE INGLÉS

Las investigaciones sugieren que la integración de contenido de otras asignaturas mejora el desempeño en la clase de inglés. También han demostrado que los estudiantes se muestran más seguros al usar el idioma inglés, y que adquieren un vocabulario más variado y rico, alcanzando un mayor nivel de lenguaje.

Adaptado de: Coyle, D., Hood, P., & Marsh, D. (2010). *Content and language integrated learning*. Ernst Klett Sprachen.



Material Complementario Fotocopiable

Orientaciones generales para la utilización del material fotocopiable

El presente material fotocopiable tiene como objetivo complementar las actividades realizadas a lo largo de la unidad, aplicando las habilidades y conocimientos aprendidos, mediante el uso de las tecnologías de la información. Puede utilizarlas al finalizar la unidad a modo de conclusión o cierre de la misma.

El material complementario para cada unidad consiste en:

- Actividades complementarias (*WebQuests*)
- Evaluación diagnóstica (*Diagnostic test*)
- Evaluación de proceso (*Process evaluation – Mini project*)
- Evaluación formativa (*Formative test*)
- Evaluaciones alternativas (*Alternative tests*)
- Modelo de texto escrito (*Writing template*)
- Modelo de intercambio oral (*Speaking template*)



Orientaciones para la utilización de actividades complementarias (WebQuests)

Son actividades orientadas a la investigación donde toda o casi toda la información que se utiliza procede de recursos de la Web. Son tareas llevadas a cabo por el estudiante; tienen una estructura jerárquica bien definida, van desde las más simples hasta las más complejas; pero no se trata de actividades tradicionales, tienen que ver con el trabajo colaborativo y de indagación.

Las partes fundamentales de una *WebQuest* son:

- a. Introducción:** establece el marco y aporta alguna información antecedente.
- b. Tarea:** aquella que debe llevar a cabo el estudiante.
- c. Proceso:** descripción de los pasos a seguir para llevar a cabo las tareas.
- d. Recursos:** selección de enlaces a los sitios de interés para encontrar la información relevante.
- e. Evaluación:** explicación de cómo será evaluada la realización de las tareas.
- f. Conclusión:** recuerda lo que se ha aprendido y anima a continuar con el aprendizaje

Las orientaciones básicas para utilizar una *WebQuest* en clase son:

1. Motive a los estudiantes a formar grupos pequeños de alrededor de tres o cuatro miembros, y consecutivamente, explíqueles el objetivo de la clase.
2. Lea cada una de las instrucciones en voz alta para todo el curso, y asegúrese de que todos los estudiantes comprendan qué deben hacer y qué tipo de información deben buscar. Escriba palabras clave en la pizarra para ayudarlos a recordar lo que necesitan tener en cuenta al momento de la indagación.
3. Invite a los estudiantes a hacer todas las preguntas para resolver las dudas de la tarea.
4. Otórgueles suficiente tiempo para que realicen las tareas requeridas plasmadas en la hoja fotocopiable. Si existe conexión a Internet, los estudiantes pueden completar la *WebQuest* durante la hora de clase. En caso contrario, puede asignarlo como tarea para el hogar.
5. Monitoree el trabajo en grupos mientras camina por la sala de clases y los asiste cada vez que sea necesario.



Orientaciones para trabajar distintos instrumentos de evaluación

DIAGNOSTIC TEST

Esta actividad evaluativa puede realizarla antes de comenzar la lección 1, luego de la sección sobre conocimientos previos. Prepare las condiciones necesarias y explique a los estudiantes que esta evaluación los preparará para enfrentar los contenidos de la unidad. A continuación, lea las instrucciones en voz alta para todo el curso.

FORMATIVE TEST

Esta evaluación tiene como objetivo de comprender el funcionamiento cognitivo del estudiante ante los aprendizajes que se le han presentado durante la unidad hasta un determinado momento. Con este instrumento será posible entonces llegar a entender por qué un estudiante no entiende un concepto o no sabe realizar una determinada tarea. Al aplicar esta evaluación, resalte la importancia de la reflexión sobre el desempeño y entregue siempre retroalimentación a los estudiantes con comentarios enriquecedores, pero también incidiendo en los aciertos.

PROCESS EVALUATION (MINI PROJECT)

La evaluación de tipo procesual se realiza cuando la valoración se desarrolla sobre la base de un proceso continuo y sistemático de evaluación de los aprendizajes con el objetivo de mejorar los resultados de los estudiantes. Esta evaluación es de gran importancia dentro de una concepción enfocada en el proceso más que en los resultados finales porque permite tomar decisiones de mejora sobre la marcha.

ALTERNATIVE TESTS

El objetivo de estas evaluaciones alternativas consiste en recoger y valorar datos al finalizar un período de tiempo previsto para la realización de un aprendizaje o para la consecución de los aprendizajes esperados. Los test cuentan con distintos niveles de dificultad, de manera que, como docente, pueda elegir el indicado respecto del nivel de sus estudiantes.

Orientaciones para trabajar con los modelos de textos escritos y orales

Un modelo de texto es básicamente una plantilla que guiará a los estudiantes a completar sus tareas de escritura y producción oral. Sirve como modelo para copiar o crear un texto, con el propósito de ayudarlos a escribir o hablar fluidamente.

Los modelos proporcionan la estructura de cada uno de los tipos de textos, al mismo tiempo que tienden a reducir errores, a incrementar la velocidad en la producción de textos, proporcionando a los estudiantes una sensación de logro y buen desempeño.

WebQuest 1

RECORDING STUDIOS, WHERE MANY WORLD-FAMOUS ARTISTS MAKE MUSIC



Name: _____ Date: _____

A Introduction

Making good music is not easy. It is a process that takes skills, time and hard work. There are great musicians at the top of charts every year. Around the world, music is recorded in studios. A well-known recording studio in London is called The Premises, where many world-famous artists have made music before it is played in radio stations and music festivals. We will find out more about this studio and others.

B Task

In this project, you will prepare a PowerPoint presentation about recording studios (around 5 slides). You will include information about types of music, activities, musicians and facilities in The Premises. In order to do so, you will work in groups of four students, and each of you will be in charge of an aspect of the presentation.

C Process

1. What is a recording studio? Find specific information at https://en.wikipedia.org/wiki/Recording_studio and describe its function and equipment.
2. Watch the video at <https://learnenglish.britishcouncil.org/general-english/video-series/britain-is-great/music-is-great-part-1> and describe the place the presenter visits.
3. Watch the video again and read the transcript to identify words related to music. Transcribe them on a separate sheet of paper and make a word web.
4. Go to this website <https://www.musicgateway.com/blog/music-news/recording-studio-the-worlds-7-best-music-studios> and identify information about them. Include the names of famous recording studios, their location, and famous music artists who recorded there.

5. Prepare your PowerPoint presentation with the following information on each slide:

- A recording studio is...
- In a recording studio there are...
- Some well-known recording studios are...
- Here are three famous singers and musicians and the studios where they recorded their music
- Our favorite musicians are... They recorded their albums in...

D Resources

- https://en.wikipedia.org/wiki/Recording_studio
- <https://learnenglish.britishcouncil.org/general-english/britain-is-great/music-is-great-part-1>
- <https://www.musicgateway.com/blog/music-news/recording-studio-the-worlds-7-best-music-studios>

E Evaluation

The presentation will be evaluated with a common grade for group work creativity and good conclusions, and presentation will be highly valued. Rubric is as follows:

- Quality of information: 40%
- Quality of exposition and presentation: 40%
- Level of English: 20%

F Conclusion

The task you have just completed has allowed you to acquire some insights into the process of recording music in a studio. You have also been able to expand your vocabulary related to music. Reflect on the following questions:

- a. What types of music do you listen to?
- b. Why do musicians record music in a recording studio?
- c. In your opinion, what Chilean musicians have recorded in a studio?

WEBQUEST 1

- C** 1. A recording studio is a specialized facility for sound recording, mixing and audio production of instrumental or vocal musical performances, spoken words and other sounds.

Recording studios are used to record singers, instrumental musicians, voice-over artists or musical soundtracks.

In recording studios, there is equipment such as microphones, mic stands, professional audio mixing controls, effects units, computers, monitor speakers, headphones, isolation booths, amplifiers.

2. The presenter visits a music recording studio.

3. **Respuestas posibles:** Hip hop / Jazz / Dance / Blues / Topping the charts / Studios / Rehearsing / Recording / Mixing / Best music / Studio boss / Complex of recording studios / Artists / Musical talent / Amazing bands / Recording and writing talent / The world's greatest music festivals / Listen and watch / The greatest music acts

4.

1. Abbey Road Studios
2. Capitol Studios
3. Air Studios
4. Metropolis Studios
5. Platinum Studios
6. Question De Son
7. HANSA

1. London
2. Los Angeles
3. London
4. London
5. New York
6. Paris
7. Berlin

1. The Beatles, Lady Gaga...
2. Michael Jackson, Miley Cyrus...
3. Adele, Coldplay...
4. Queen, Adele, The Verve...
5. Shakira, Justin Bieber, Lady Gaga...
6. Pete Doherty, The Aikui...
7. U2, Iggy Pop, David Bowie...



5. Respuestas esperadas:

- A recording studio is a specialized facility for sound recording, mixing and audio production of instrumental or vocal musical performances, spoken words and other sounds.
- In a recording studio there are microphones, mic stands, professional audio mixing controls, effects units, computers, monitor speakers, headphones, isolation booths and amplifiers.
- Some well-known recording Abbey Road Studios, Capitol Studios, Air Studios, Metropolis Studios, Platinum Studios, Question De Son and HANSA.
- Las propias elecciones de los estudiantes.
- Las propias elecciones de los estudiantes.

F Respuestas esperadas:

- a. I listen to...
- b. They are not always appropriate for teenagers because...
- c. Chilean musicians who have recorded in a studio are...

WebQuest 2 FUN AND HEALTHY FREE TIME!

Name: _____ Date: _____

A Introduction

Many teenagers around the world do different leisure activities. In some countries, teenagers socialize or do outdoor activities more than in others. Some teenagers spend more time at home playing computer games or studying while others may even work for money. Let's find out more about young people like you.

B Task

In this project, you will find out about teenagers' free time activities around the world. Then you will plan and carry out a survey in your social network community. You will draw conclusions about the most common type of free time activities, healthy habits and sports in your community. To do so, work in pairs.

C Process

1. Analyze the information about how teenagers spend their time in the USA. Look at the graphs in the article at <https://www.pewresearch.org/fact-tank/2019/02/20/the-way-u-s-teens-spend-their-time-is-changing-but-differences-between-boys-and-girls-persist/> and write **T** (true) or **F** (false).
 - a. ___ American teenagers do their homework most of the time.
 - b. ___ On an average day, they have 3h 32min of homework.
 - c. ___ On an average day, they meet their friends for 5h 44min.
 - d. ___ American teenagers do housework for 30min only.
2. Visit <https://www.suburbansimplicity.com/100-activities-bored-teen/> and select four leisure activities new to you, and four you usually do.

3.  In your notebook, plan a survey with all the leisure activities in point 2 and draw a chart on a separate sheet of paper.
4. Interview five teenagers from your social network contact list. Then mark the answers in the chart with 1 (Yes, I do.) or 0 (No, I don't.).
5. Add up the total number of teenagers who do each activity on the list and compare your results with your partner's. Draw a bar graph with your results.
6. Which new habit do you want to adopt in your life? Watch the video Healthy Habits you Need in Your Life at <https://www.orthodonticslimited.com/your-health/healthy-habits-for-teens/> and then comment with the class.

D Resources

- <https://www.pewresearch.org/fact-tank/2019/02/20/the-way-u-s-teens-spend-their-time-is-changing-but-differences-between-boys-and-girls-persist>
- <https://www.suburbansimplicity.com/100-activities-bored-teen/>
- <https://www.orthodonticslimited.com/your-health/healthy-habits-for-teens/>

E Evaluation

The presentation will be evaluated with a common grade for group work creativity and good conclusions, and presentation will be highly valued.

F Conclusion

The task you have just completed has allowed you to acquire some insights into people's leisure activities. Reflect on the following questions:

- a. What leisure activities are unhealthy?
- b. Why is socializing important?
- c. In your opinion, what healthy habits do Chilean teenagers need to adopt?



WEBQUEST 2

- C** 1. a. True / b. False / c. False / d. True
2. Se espera que los estudiantes expresen respuestas tales como:
- These four leisure activities ... are new to me.
 - These four leisure activities ... I usually do.
3. Se espera que los estudiantes planeen una encuesta con preguntas tales como:
- Do you usually listen to music?
 - Do you sometimes read for pleasure?
4. Las propias preguntas y respuestas de los estudiantes.
5. La propia versión del gráfico de los estudiantes.
6. Se espera que los estudiantes expresen sus deseos de la siguiente manera:
- I want to adopt a healthy diet in my life.
 - I want to sleep 9 to 10 hours a day.
 - I want to find my passion in life.

- F** **Respuestas esperadas:**
- a. Some unhealthy leisure activities are...
- b. Socializing is important because...
- c. Chilean teenagers need to adopt some healthy habits such as...



WebQuest 3

THE IMPACT OF SPORTS

Name: _____ Date: _____

A Introduction

Playing sports is many people's favorite activity. It is a habit that requires a lot of discipline, time and hard work. There are great athletes who inspire younger generations around the world even in times of isolation such as a pandemic. Some sports in particular are at the top of charts year after year. Let's explore the web to find more about how sports influence people!

B Task

In this project, you will prepare an interview with an athlete where they will share some healthy habits and routines to improve our wellbeing. You will include information about types of activities, healthy routines and eating habits. Work in groups of four students. Each of you will be in charge of an aspect of the interview.

C Process

1. List the top ten sports around the world at <https://www.educationworld.in/10-most-played-sports-around-the-world/>.
2. 👤 Continue reading the main ideas about each sport and talk about:
 - a. A sport that originated in England.
 - b. A group sport women and men play.
 - c. A major sport in Australia, South Africa, France and the UK.
 - d. One of the most expensive sports.
3. Visit this website <https://www.thecompleteuniversityguide.co.uk/student-advice/what-to-study/top-ten-greatest-sportspeople> and identify the sportspeople and their past actions.

4. Watch the first 3 minutes of the interview with Nadia Comaneci at <https://www.euronews.com/2016/08/08/nadia-comaneci-gymnast-of-perfection-defectorand-mother-on-the-global-> . Write **T** (true) or **F** (false).

- a. ___ Nadia Comaneci was born in Rome.
- b. ___ She was 15 years old when she participated in the Olympics.
- c. ___ She competed in 1976.
- d. ___ She feels more American than Romanian.

5. Plan an interview with one of the athletes in point 4. Include questions and answers about past healthy habits and routines, and eating habits. Role-play the interview for your classmates. You may wear clothes, make-up and have a hairdo to look like the athlete.

D Resources

- <https://www.educationworld.in/10-most-played-sports-around-the-world/>
- <https://www.thecompleteuniversityguide.co.uk/student-advice/what-to-study/top-ten-greatest-sportspeople>
- <https://www.euronews.com/2016/08/08/nadia-comaneci-gymnast-of-perfection-defectorand-mother-on-the-global->

E Evaluation

The presentation will be evaluated with a common grade for group work creativity and good conclusions, and presentation will be highly valued.

F Conclusion

The task you have just completed has allowed you to expand your vocabulary related to sports and past actions. Reflect on the following questions:

- a. What types of sports do you play?
- b. Why do many people admire sportspeople?
- c. In your opinion, what Chilean athletes are most influential nowadays?



WEBQUEST 3

C 1 .

1. Volleyball
2. Basketball
3. Table tennis
4. Soccer
5. Badminton
6. Field hockey
7. Cricket
8. Tennis
9. Golf
10. Rugby



2.
 - a. Table tennis
 - b. Basketball (evidence in the article, but students may also add soccer, hockey, etc.)
 - c. Rugby.
 - d. Golf.
3. **Nadia Comaneci** was the first gymnast to obtain a perfect score of 10 and the youngest Olympic champion.
Usain Bolt set world records in running at the Beijing and London's Olympics.
Michael Jordan was identified as the greatest athlete of the 20th century by ESPN.
Serena Williams revolutionized women's tennis and faced a lot of obstacles during her sports career.
Pelé scored 1283 goals in 1363 matches.
Muhammad Ali said that he wasn't the greatest but the double greatest.
4.
 - a. False. She was born in Romania.
 - b. False. She was 14.
 - c. True
 - d. False. She feels more Romanian than American.
5. Las propias ideas y entrevista de los estudiantes.

F Respuestas esperadas:

- a. I play...
- b. Many people admire sportspeople because...
- c. The most influential Chilean athletes nowadays are...

Name: _____

Date: _____

A Introduction

Every four years, the best athletes from around the world gather in a huge celebration. Millions of people around the world watch this event. The host country spends a lot of money on infrastructure and advertising. Thousands of people visit the host cities and go to the places where each competition takes place. Let's find out more about this amazing event!

B Task

In this project, you will analyze visual and written information from different sources in order to draw a timeline about the Olympic Games in history. You will then present a sport from ancient times and prepare an infographic with the instructions on how people played it. To that end, you will work in pairs.

C Process

How the Olympic Games started

1. Look at the pictures on the main page at <https://www.olympic.org/ancient-olympic-games/history> and describe the city, its people, and the athletes.
2. Watch the video Olympic origins at <https://www.britannica.com/sports/Olympic-Games> and take notes of the most relevant details.
3. Read the articles at <https://www.britannica.com/sports/Olympic-Games> and at https://www.history.com/topics/sports/olympic-games#section_3 Then draw a chart with information about: city and country of origin, year of origin, duration, sequence of years, god honored, and first champion.
4. Look at the orange infographic at <https://www.britannica.com/sports/Olympic-Games> and the games icons at <https://www.olympic.org/ancient-olympic-games> showing the events in which athletes competed. Then comment on the competitions.

The Olympic Games along the years

5. Go to <https://www.olympic.org/olympic-games> and look at the cities where the Olympic Games have been held since 1896 by clicking on the menu Olympic Games.
6. Draw a timeline with the year the first Olympic Games were held and then include ten more of your choice. Add the city and year in which the games took place. Start like this:
7. Choose one of the ancient competitions held at the Olympic Games in Olympia, Greece. Prepare an infographic with essential information about the ancient Olympic Games and instructions on how to play that sport. Present and share your infographic.

D Resources

- <https://www.britannica.com/sports/Olympic-Games>
- https://www.history.com/topics/sports/olympic-games#section_3
- <https://www.olympic.org/-olympic-games>

E Evaluation

The presentation will be evaluated with a common grade for group work creativity and good conclusions and presentation will be highly valued.

F Conclusion

The task you have just completed has allowed you to acquire some insights into the importance of sports in history and how the sporting activities at the Olympic Games have evolved and changed along the centuries. Reflect on the following questions:

- a. What Olympic sports can teenagers practice?
- b. Why weight-lifting is not recommended for them?
- c. Which Olympic sports would you like to be included in the school curriculum? Why?

WEBQUEST 4



- C** 1. a. houses, rivers.
b. tunics, trousers or T-shirts. /
c. male/men, female/women.
2. Olympia, Greece around 2,800 years ago male athletes prepared for weeks the world's largest competition some 300 disciplines 2004 Olympics in Greece
- 3.

City and country of origin	Olympia, Greece
Year of origin	776 BC
Duration	between August 6 and September 19
Sequence of years	Every 4 years
God honored	Zeus
First champion	Coroebus of Elis, a cook
Founded by	Heracles, son of Zeus and Alcmene

4. Se espera que los estudiantes expresen sus opiniones de la siguiente manera: I think that pankration, the combination of boxing and wrestling, was an interesting competition.
6. La propia línea de tiempo de los estudiantes.
7. La propia infografía de los estudiantes.

- F** **Respuestas esperadas:**
- a. Teenagers can practice...
- b. Weight-lifting routines are only appropriate for teenagers because they don't usually build muscle until hormones make it possible.
- c. I'd like to have ... included in the school curriculum.

Diagnostic Test

Name: _____ Date: _____ Score: _____ /28

- 1 Identify the free time activities. Which are relaxing? Select three and talk about them.

5 p.



- 2 Describe your routine by asking and answering questions. Use activities in point 1.



5 p.

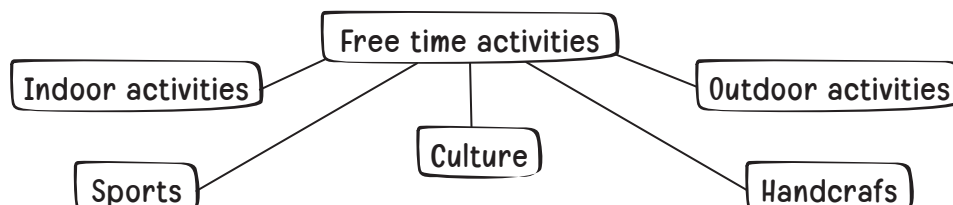
- 3 Describe those activities in your routine. Complete the sentences below.

4 p.

- a. _____ is exciting. c. _____ is relaxing.
b. _____ is boring. d. _____ is stressful.

- 4 Classify the free time activities below into each category.

5 p.



5 Read Juan's email to his friend Megan. Underline the answers to these questions.

3 p.

- What does Juan enjoy about school?
- What are boring activities for Juan?
- What are exciting activities for Juan?

New Message _ ↗ ✕

To: meganbarnes@claptonschool.uk

From: jbecerra@liceo47.cl

Subject: My favorite free time activities

Hi Megan,

Thanks for your email! It's fall here in Chile. It's the beginning of the school year!

I enjoy meeting my friends online and at school.

But my favorite month is February because I go camping with my family by the beach. We play volleyball in the day and domino at night. It's great!

I don't like going to museums or playing computer games because they are not exciting activities.

What free time activities do you usually do?

What activities are boring? What exciting activities do you like?

Best,

Juan.

▼ | 🗑
😊 📎 Send

6 Listen to Megan and Juan's audio messages.

Circle the six free time activities they mention.

6 p.

go camping make pizza walk the dog play soccer go to a museum watch TV

do origami go shopping play volleyball draw and paint

Outstanding! (28 - 25)	Very good (24 - 21)	Needs improvement (20 - 17)	Not good enough (less than 16)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

DIAGNOSTIC TEST

Inicio

Para iniciar la clase, explique el objetivo a los estudiantes y escríbalo en la pizarra: **Today you are going to take a diagnostic test, to review your previous knowledge.**

Entregue las copias a los estudiantes y asígneles un tiempo determinado para desarrollar la evaluación. Dígales: **You have 40 minutes to take the test.** Si es necesario, escríbalo en la pizarra con letra grande y en un recuadro. Pregunte: **Any comments or questions?** Luego diga: **Let's start.**

Desarrollo

1. En esta actividad, indique a los estudiantes que deben mirar las fotos e identificar las actividades que ahí se presentan. Dígales: **Look at the pictures. Which free time activities are presented?** Luego indique que deben seleccionar tres y hablar sobre ellas, utilizando el vocabulario que conocen. Dígales: **You have to select three activities and talk about them.**

Respuesta:

Se espera que los estudiantes expresen sus ideas de la siguiente manera:

I think some relaxing free time activities are ...

2. En esta actividad, indique a los estudiantes que, en parejas, deberán describir su rutina diaria, haciendo y respondiendo preguntas. Dígales: **In this activity, you have to describe your routine to your partner. You can use the pictures in activity 1 as help.**

Respuesta:

Se espera que los estudiantes expresen sus rutinas de la siguiente manera: I usually...

I don't normally...

3. Para esta actividad, indique a los estudiantes que deberán completar las oraciones que se presentan con alguna actividad que ellos conozcan o practiquen. Dígales: **Now, you have to complete the sentences with the names of some activities you know. Make sure you write the activity clearly.**

Respuestas posibles:

- a. Making slime is exciting.
- b. Going to a museum is boring.
- c. Doing origami is relaxing.
- d. Walking the dog is stressful.

4. En esta actividad, explique a los estudiantes que deben clasificar las actividades que ven en los óvalos en el diagrama de abajo. Indíqueles que deben copiar el diagrama en una hoja aparte para completarlo. Dígales: **Now, you have to classify the activities presented according to the categories in the diagram below. Make sure you copy the diagram on a separate sheet of paper.**

Respuestas posibles:

Indoor activities: make some slime, play computer games.

Outdoor activities: go camping, walk the dog.

Sports: go swimming, play handball.

Handcrafts: draw and paint, do origami.

Culture: go to a museum, visit an exhibit.

5. Para esta actividad, explique a los estudiantes que deben leer el email que se presenta y subrayar en este las respuestas a las preguntas. Dígales: **Read the questions and then underline the answers to the questions in the email.**

Respuestas:

- a. He enjoys meeting friends online and at school.
- b. Going to museums and playing computer games./
He doesn't go to museums or play domino.
- c. Playing volleyball and domino. /
He plays volleyball and domino.

6. Para finalizar el test, indique que, en esta actividad, escucharán algunos mensajes de audio y que deben encerrar en un círculo seis actividades de tiempo libre que escuchen. Dígales: **Now, you will listen to some audio messages and you will have to circle six free time activities that you hear.**

Respuestas:

walk the dog, play soccer, go to a museum, watch TV, go shopping, play volleyball.

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: **Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.**

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: **Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?** Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: **That is not correct. Keep trying!** Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: **Now check your score and level of achievement in the rating scale.**



Formative Test

Name: _____ Date: _____ Score: _____ /35

1 Unscramble the words about music and sports to identify the pictures.

8 p.



volini



urpight panoi



eclectir gatiur



misuc sthese



tame



yerpla



epiquement



trinaing

2 Complete the chart with more words about music.

6 p.

Instruments	People	Genre
• _____	• _____	• _____
• _____	• _____	• _____

3 Listen to a conversation between Matt and Steve. What are they talking about?

2 p.

4 Listen again and circle the correct alternative.

4 p.

- The event is at a soccer **stadium** / **field**.
- It is in **April** / **August**.
- It will be so **amazing** / **exciting**!
- These matches are never **boring** / **calm**.



- 5 👤 Read Nathan's comments and feelings about music.
Circle T (true) or F (false) and justify the false statements.

5 p.

A. I started playing the piano when I was seven years old.

C. Absolutely not. I felt relaxed when I was alone because my family was a little too noisy... hahaha. I played the piano for hours!

B. Playing the piano was amazing! I started to create many melodies when I was a teenager. When I was sad, I created sad melodies. When I was happy, I created happy melodies.

D. I usually have a big breakfast before I meet my music producer in the recording studio. We stay there around four or five hours a day. We have lunch in the studio and I continue playing.

- Nathan is seven years old.
- He created melodies in his piano about his feelings.
- He played the piano for an hour when he stayed at home.
- He meets his music producer in a studio.
- He plays the piano for hours in the recording studio.

T	F
T	F
T	F
T	F
T	F



- 6 👤 Provide the questions for Nathan's comments. Then act out the conversation.

5 p.

- ☐ What do you do before you go to the recording studio?
- ☐ What type of melodies did you make?
- ☐ How old were you when you played music for the first time?
- ☐ Did you feel stressed and anxious when you played music at home?

- 7 Write your experience and feelings about music. Use Nathan's comments as a model.

5 p.

Outstanding! (35 – 31)	Very good (30 – 26)	Needs improvement (25 – 21)	Not good enough (less than 20)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

FORMATIVE TEST

Inicio

Se sugiere usar este instrumento una vez que los estudiantes hayan concluido la primera lección. Para esto, dígales: ***Now that you have completed the first lesson of this unit, it's time to evaluate how much you've learned up to this point. To do this, you will take this test in 90 minutes and then read the checklist to assess your performance. You can discuss your reflection with a partner.***

Desarrollo

1. En la primera actividad, indique a los estudiantes que deberán reorganizar las palabras sobre música y deportes para identificar las actividades de las fotos. Dígales: ***Look at the pictures and unscramble the words below them to identify the activities. Write them on the lines provided.*** Recuérdeles que las fotos son apoyo esencial para la comprensión de las palabras.

Respuestas:

violin, upright piano, electric guitar, music sheet, team, player, equipment, training.

2. En esta actividad, indique a los estudiantes que deberán completar la tabla que se provee con más palabras que ellos conozcan sobre el tópico de la música. Dígales: ***Now, you have to complete the chart provided with more words about music that you know.*** Insté a los estudiantes a recordar aspectos de su vida relacionados con música, instrumentos, gente relacionada con la música, géneros, etc.

Respuestas posibles:

Instruments	People	Genre
• flute • drums	• singer • guitar player	• rock & roll • hip-hop

3. Para esta actividad, indique a los estudiantes que escucharán una conversación entre dos niños, y que deben demostrar comprensión de lo que están hablando. Dígales: ***Now, you are going to listen to two kids, Matt and Steve, talking. What are they saying? Make sure you pay attention to the topic they are talking about.***

Respuesta:

They are talking about a concert.

4. En esta actividad, indique a los estudiantes que deben escuchar el audio nuevamente y encerrar la respuesta correcta en un círculo. Dígales: ***Now, you will listen to the same conversation again and you will show comprehension by circling the correct alternative below.***

Respuestas:

- a. stadium
- b. April
- c. exciting
- d. boring

5. Para esta actividad, indique a los estudiantes que deben leer algunos comentarios de un niño sobre música, y luego decidir si las afirmaciones que se presentan son verdaderas o falsas. Dígales: ***In this activity, you will have to read Nathan's comments and feelings about music and then decide if the statements below are true or false. Make sure you identify the exact part of the texts that support your answers.***

Respuestas:

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

6. En esta actividad, indique a los estudiantes que deberán leer las preguntas que se proveen y unir las con los comentarios de Nathan en la actividad 5, escribiendo la letra que corresponde. Dígales: ***Which questions belong to which answer? Read the questions carefully and match them to Nathan's answers in activity 6.***

Respuestas:

D., B., A., C.

7. Para la última actividad, indique a los estudiantes que deberán escribir sus experiencias y sentimientos sobre la música en un párrafo corto, usando los comentarios de Nathan como modelo. Dígales: ***For this activity, you will have to write a short paragraph about your feelings about music. Make sure you use Nathan's comments in activity 5 as a model.***

Respuesta:

Se espera que los estudiantes expresen sus ideas escritas de la siguiente forma:

I like... music and my favorite... bands are... I usually listen to that type of music and go to live concerts... I started playing the... when I was... years old.

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: ***Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.***

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: ***Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?*** Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: ***That is not correct. Keep trying!*** Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: ***Now check your score and level of achievement in the rating scale.***



Process Evaluation

(MINI PROJECT)

Name: _____

Date: _____

In this mini project, you will discover words about musical instruments in native cultures.

Native musical instruments

- 1 Work in groups of three or four.
- 2 Search for five native musical instruments on the Internet or in an encyclopedia.
- 3 Draw those instruments in a poster.
- 4 Add the approximate year when the instruments were created.
- 5 Name some parts of these instruments (i.e. three strings, a drumstick, etc.).
- 6 Mention what native culture they belong or belonged to.



I can...	Outstanding!	Very good	Needs improvement	Not good enough
read and identify general and specific information.				
describe a musical instrument in detail.				
write a simple description.				

PROCESS EVALUATION

En esta actividad en particular, los estudiantes deben descubrir nuevas palabras sobre instrumentos musicales en culturas nativas o indígenas.

La idea es que los estudiantes trabajen en grupos, busquen información sobre instrumentos de culturas indígenas en internet o enciclopedias, los dibujen, agreguen información sobre ellos (como año, sus partes, etcétera) y mencionen a que cultura pertenecen. Lea las instrucciones de forma clara y pausada y responda a las dudas de los estudiantes. Esta actividad evaluativa puede utilizarla al finalizar la lección 1 de la unidad, o cuando lo estime necesario. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: ***To assess your performance so far, complete the activities in this test in 40 minutes. Then let's check answers together.*** Revise la lista de cotejo con todo el curso.



Alternative Test 1

Name: _____ Date: _____ Score: _____ /40

- 1  Listen to the recording and write the type of conversation you hear.

3 p.

- 2  Listen again and number the dialogue in order.

9 p.

- a. ____ After the disco, what type of music do you listen to feel relaxed?
- b. ____ Hi, Joselyn, nice to see you tonight at the MTV Music Awards Ceremony!
- c. ____ Joss, what do you like doing after the ceremony?
- d. ____ Thank you, Joselyn! Have a great night and good luck with the Awards!
- e. ____ Why do you go to a disco?
- f. ____ I listen to jazz or rhythm and blues. They are relaxing.
- g. ____ Because it's so exciting to dance with other people and the laser lights are amazing!
- h. ____ We usually dance at a disco.
- i. ____ Good evening Jack, and to the audience!

- 3 Read the article and select a suitable title for it.

- **How to see your favorite music band.**
- **How to form a music band.**
- **How to play music.**



2 p.

1. Find musicians

Musicians are usually stressed when they need a new member for the band. They use special websites to see guitar players, drummers, bass guitar players or singers. They analyze their demo songs and music online.

2. Write some songs

When band members feel motivated and excited about their roles in the writing process, they create good songs.

3. Rehearse

Rehearsals in the recording studio are exhausting and stressful. Musicians usually stop in the middle of a song and discuss the lyrics and the melody.

4. Book some gigs

When a band has a list of songs and an identity, they can book small concerts (gigs) in pubs and parks. They promote the gigs on social media and among friends.

5. Get a GOOD manager

Managers usually get 20% of everything the band does.

6. Enjoy it and don't give up

There is usually a change of band members because of differences of opinion. But it is exciting, and the journey is always more interesting than the destination!

Adapted from: Ford-Young, N. (2015, June 15).
How to form a band. Retrieved from <https://bit.ly/3n0BZvs>

4 Complete the chart with three words from the article in each category.

12 p.

People	Objects	Places/Events	Feelings

5  Talk about how listening to music makes you feel.

5 p.

6 Rewrite these sentences to express possession using 's.

4 p.

a. The musical instrument of Rodney is the electric guitar.

b. The musical instrument of Alexa is the piano.

c. The band of Rodney and Alexa is "Love & Peace".

d. The studio of my band is "Abbey Road".

7 Imagine you are the drummer of a music band. Write a personal blog about your routine and your feelings about music (around 50 words).

5 p.

Outstanding! (40 - 35)	Very good (34 - 30)	Needs improvement (29 - 24)	Not good enough (less than 23)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes.Keep on working!	You need to review the contents and practice more. You can do it!

ALTERNATIVE TEST 1

Inicio

Estas actividades evaluativas puede realizarlas solo al finalizar la unidad. Para su utilización siga las mismas instrucciones que para cualquier otro tipo de instrumento evaluativo. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: ***In order to sum up the unit, take this test in 90 minutes. Then let's check answers together.*** Revise la pauta de evaluación junto a todo el curso.

Desarrollo

1. En la primera actividad, indique a los estudiantes que deberán escuchar una grabación y escribir el tipo de conversación que escuchan. Dígales: ***In this first activity, you will listen to a recording and identify the type of conversation it is. Try to focus on specific vocabulary that you are familiar with.***

Respuesta:

It is an interview at a ceremony.

2. En esta actividad, los estudiantes deberán escuchar el diálogo otra vez y ponerlo en el orden correcto, enumerando los extractos. Dígales: ***Now, you will listen to the dialogue again and number the extracts provided in the correct order, according to what you hear.***

Respuestas:

7, 1, 3, 9, 5, 8, 6, 4, 2.

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar un título que se ajuste al contenido. Dígales: ***Now, you have to read the article and choose a suitable title for it, from the list provided.***

Respuesta:

"How to form a music band."

4. En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con tres palabras extraídas del artículo de la actividad 3. Dígales: ***In this activity, you will have to complete the chart with three words from the article in each category.***

Respuestas posibles:

People	Objects	Places/Events	Feelings
Musicians	Band		
Member	Demo	Recording studio	Stressed
Guitar players	songs	Rehearsals	Motivated
Drummers	Guitar	Concerts	Excited
Bass guitar players	Bass guitar	Gigs	Exhausting
Singers	Songs	Pubs	Stressful
Managers	Lyrics	Parks	Exciting
Band members	Melody		Interesting

5. En esta actividad, los estudiantes deben hablar en parejas, expresando sus sentimientos al escuchar música. La idea es que usted monitoree su desempeño con cada pareja. Dígales: ***Now, with your partner, talk about how music makes you feel. Make sure you use vocabulary you studied throughout the unit.*** Utilice la rubrica para evaluación oral de los Alternative Tests que se provee en la página xxvi de esta guía.

Respuesta:

Se espera que los estudiantes expresen sus ideas de la siguiente manera:

Listening to music makes me feel happy/sad/angry...

6. En esta actividad, indique a los estudiantes que deberán escribir nuevamente las oraciones que se proveen, pero expresando posesión utilizando el genitivo "s". Dígales: ***In this activity, you will have to rewrite the sentences provided, but now, to express possession using the genitive case. Make sure you don't change the meaning of the sentence.***

Respuestas:

- a. Rodney's musical instrument is the electric guitar.
- b. Alexa's musical instrument is the piano.
- c. Rodney and Alexa's band is "Love & Peace".
- d. My band's studio is "Abbey Road".

7. En esta última actividad del test, indique a los estudiantes que deberán imaginar que son el baterista de una banda, y escribir un posteo tipo "blog personal" sobre su rutina y sus sentimientos sobre la música, en no más de 50 palabras. Dígales: ***In this activity, you will have to imagine you are a drummer in a band. Write a blog post about your routine and your feelings about music. Make sure you write full sentences and pay attention to punctuation.*** Utilice la rubrica para evaluación escrita de los Alternative Tests que se provee en la página xxv de esta guía.

Respuesta:

Se espera que los estudiantes expresen sus ideas escritas de la siguiente manera:

Every day, I get up late and have breakfast. Then I compose songs and play the drums. I love making music. Later, I go to the music studio...

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: ***Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.***

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: ***Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?*** Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: ***That is not correct. Keep trying!*** Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: ***Now check your score and level of achievement in the rating scale.***



Alternative Test 2

Name: _____ Date: _____ Score: _____ /32

1  Listen to the recording and circle the topic of the conversation you hear.

2 p.

- a. Musical instruments. b. A ceremony for musicians. c. A concert.

2  Listen again and fill in the blanks with one word.

6 p.

Interviewer: Hi, Joselyn! Nice to see you tonight at the Music Awards Ceremony!

Joselyn: Good evening, Jack and to the _____ and my fans!

Interviewer: Joss, what do you like doing after the _____?

Joselyn: We usually dance at a disco.

Interviewer: Why do you go to a disco?

Joselyn: Because it is so _____ to dance with other people and the laser lights are _____!

Interviewer: After the disco, what type of music do you listen to in order to feel _____?

Joselyn: I listen to jazz or rhythm and blues. They are _____.

Interviewer: Thank you, Joselyn! Have a great night and good luck with the Awards!

3 Read the article and select a suitable title for it.

2 p.

- **His favorite music band.**
- **Forming a music band.**
- **At a concert.**



1. Find musicians

Musicians are usually stressed when they need a new member for the band. They use special websites to see guitar players, drummers, bass guitar players or singers. They analyze their demo songs and music online.

2. Write some songs

When band members feel motivated and excited about their roles in the writing process, they create good songs.

3. Rehearse

Rehearsals in the recording studio are exhausting and stressful. Musicians usually stop in the middle of a song and discuss the lyrics and the melody.

4. Book some gigs

When a band has a list of songs and an identity, they can book small concerts (gigs) in pubs and parks. They promote the gigs on social media and among friends.

5. Get a GOOD manager

Managers usually get 20% of everything the band does.

6. Enjoy it and don't give up

There is usually a change of band members because of differences of opinion. But it is exciting, and the journey is always more interesting than the destination!

Adapted from: Ford-Young, N. (2015, June 15).
How to form a band. Retrieved from <https://bit.ly/3nOBZvs>

4 Complete the chart with two words from the article in each category.

8 p.

People	Objects	Places/Events	Feelings

5  Talk about your favorite music and music artist/band.

5 p.

6 Rewrite these sentences to express possession using 's.

4 p.

a. The instrument of Rodney is the guitar.

b. The instrument of Alexa is the piano.

c. The favorite song of Rodney and Alexa is "My Old Car".

d. The studio of the band is "Paradise Center".

7 Imagine you are the drummer of a music band. Write a personal blog about your routine and your feelings about music (around 30 words).

5 p.

Outstanding! (32 - 28)	Very good (27 - 24)	Needs improvement (23 - 19)	Not good enough (less than 18)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

ALTERNATIVE TEST 2

Inicio

Estas actividades evaluativas puede realizarlas solo al finalizar la unidad. Para su utilización siga las mismas instrucciones que para cualquier otro tipo de instrumento evaluativo. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: ***In order to sum up the unit, take this test in 90 minutes. Then let's check answers together.*** Revise la pauta de evaluación junto a todo el curso.

Desarrollo

- En esta actividad, los estudiantes deberán escuchar la grabación y encerrar en un círculo el tema de la conversación. Dígaes: ***You are going to listen to some people talking. What are they talking about? Circle the correct topic below.***

Respuesta: b.

- En esta actividad, los estudiantes deberán escuchar la grabación nuevamente y completar los espacios con una sola palabra de las que escuchan. Dígaes: ***Now, you are going to listen to the recording once more and will have to fill in the blanks with just one word, according to what you hear.***

Respuestas:

audience, ceremony, exciting, amazing, relaxed, relaxing.

- En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar un título que se ajuste al contenido. Dígaes: ***Now, you have to read the article and choose a suitable title for it, from the list provided.***

Respuesta:

"Forming a music band."

- En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con dos palabras extraídas del artículo de la actividad 3. Dígaes: ***In this activity, you will have to complete the chart with two words from the article in each category.***

Respuestas posibles:

People	Objects	Places/Events	Feelings
Musicians	Band		Stressed
Member	Demo songs	Recording studio	Motivated
Guitar players	Guitar	Rehearsals	Excited
Drummers	Bass guitar	Concerts	Exhausting
Bass guitar players	Songs	Gigs	Stressful
Singers	Lyrics	Pubs	Exciting
Managers	Melody	Parks	Interesting
Band members			

- En esta actividad, los estudiantes deben hablar en parejas, expresando sus preferencias musicales. La idea es que usted monitoree su desempeño con cada pareja. Dígaes: ***Now, with your partner, talk about your music preferences, indicating favorite artists, styles, etc, and explaining why you like them. Make sure you use vocabulary you studied throughout the unit.*** Utilice la rubrica para evaluación oral de los Alternative Tests que se provee en la página xxvi de esta guía.

Respuesta:

Se espera que los estudiantes expresen sus ideas de la siguiente manera:

My favorite music is... and my favorite music artist/band is...

- En esta actividad, indique a los estudiantes que deberán escribir nuevamente las oraciones que se proveen, pero expresando posesión utilizando el genitivo "'s". Dígaes: ***In this activity, you will have to rewrite the sentences provided, but now, to express possession using the genitive case. Make sure you don't change the meaning of the sentence.***

Respuestas:

a. Rodney's instrument is the guitar.

b. Alexa's instrument is the piano.

c. Rodney and Alexa's favorite song is "My Old Car".

d. The band's studio is "Paradise Center".

- En esta última actividad del test, indique a los estudiantes que deberán imaginar que son el baterista de una banda, y escribir un posteo tipo "blog personal" sobre su rutina y sus sentimientos sobre la música, en no más de 30 palabras. Dígaes: ***In this activity, you will have to imagine you are a drummer in a band. Write a blog post about your routine and your feelings about music. Make sure you write full sentences and pay attention to punctuation.*** Utilice la rubrica para evaluación escrita de los Alternative Tests que se provee en la página xxv de esta guía.

Respuesta:

Se espera que los estudiantes expresen sus ideas escritas de la siguiente manera:

Every day, I get up late and have breakfast. Then I compose songs and play the drums. I love making music. Later, I go to the music studio...

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: ***Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.***

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: ***Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?*** Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: ***That is not correct. Keep trying!*** Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: ***Now check your score and level of achievement in the rating scale.***



Alternative Test 3

Name: _____ Date: _____ Score: _____ /32

- 1  Listen to the recording and write the topic of the conversation you hear.

3 p.

- 2  Read the ideas below. Then listen and number them in order.

5 p.

- a. ____ Competitions to play video games.
- b. ____ e-Sports are competitive video gaming.
- c. ____ e-Sports generated U\$130 billion.
- d. ____ The players are professional.
- e. ____ Welcome to Tech Club.

- 3 Read the article and select a suitable title for it.

2 p.

- **At a soccer stadium.**
- **How to play soccer.**
- **A famous soccer player's daily routine.**



One of the world's best soccer players, Cristiano Ronaldo, focuses on preparing physically and mentally to win a lot of football matches. From reggae to pizza, here is Ronaldo's daily routine!

BEFORE THE GAME

Rest

Sleeping many hours is crucial for everybody. Ronaldo knows that a good sleep is very important for training. "I go to bed early and get up early, especially before exciting matches. Sleep helps my muscles to recover". Ronaldo sleeps a minimum of eight hours a night. Like most athletes, he feels anxious and excited so he has many difficulties falling asleep the night before a match.

Do exercise in the morning

Ronaldo recommends doing several abs in your bedroom when you wake up in the morning or before you go to bed. He says, "if you get into a routine, it will become a habit and you will feel a lot more energized."

Eat small, balanced meals

Ronaldo says, "Good exercise needs to be combined with a good diet". He prefers meals that contain a lot of protein, some wholegrain carbohydrates, some fruit and some vegetables. "If you train regularly it's important to keep energy levels high," Cristiano adds. "I sometimes eat many smaller meals a day to make sure I have a lot of energy."

AFTER THE GAME

Eat snacks

Ronaldo eats while he is still at the stadium. He rehydrates, has some pieces of fruit, a few slices of pizza and other carbohydrate-based snacks.

Take hot and cold baths

Ronaldo goes home to take a relaxing 30-minute bath, changing between hot and cold water to stimulate the flow of blood and get only a few bruises from the match.

Adapted from: Mejia, Z. (2018, June 20). How Cristiano Ronaldo's game day routine sets him up to win. Retrieved from <https://cnb.cx/3a0a7Ed>

4 Complete the chart with two examples from the article for each quantifier.

8 p.

A lot of	Many	Some	A few

5  Talk about your favorite free time activities.
Describe them and give reasons for your answers.



5 p.

6 Rewrite these sentences to express possession using 's.

4 p.

a. The favorite food of Cristiano Ronaldo and Lionel Messi is pizza.

b. The favorite pets of Alexis Sanchez are dogs.

c. The position of Christiane Endler is goalkeeper.

d. The football club of Suarez and Messi is in Spain.

7 Imagine you are an athlete. Write a blog about your last experience at the Olympic Games using the expressions in the box.

Mention your feelings about sports (around 50 words).

5 p.

First,... Then,... Finally,...

Outstanding! (32 – 28)	Very good (27 – 24)	Needs improvement (23 – 19)	Not good enough (less than 18)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

ALTERNATIVE TEST 3

Inicio

Estas actividades evaluativas puede realizarlas solo al finalizar la unidad. Para su utilización siga las mismas instrucciones que para cualquier otro tipo de instrumento evaluativo. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: ***In order to sum up the unit, take this test in 90 minutes. Then let's check answers together.*** Revise la pauta de evaluación junto a todo el curso.

Desarrollo

1. En la primera actividad, indique a los estudiantes que deberán escuchar una grabación y escribir el tema de la conversación que escuchan. Dígales: ***In this first activity, you will listen to a recording and identify its topic, or what it is about. Try to focus on specific vocabulary that you are familiar with.***

Respuesta: Videogames as a sport.

2. En esta actividad, los estudiantes deberán escuchar el diálogo otra vez y ponerlo en el orden correcto, enumerando las ideas que se proveen. Dígales: ***Now, you will listen to the dialogue again and number the ideas provided in the correct order, according to what you hear.***

Respuestas: 3, 2, 5, 4, 1.

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar un título que se ajuste al contenido. Dígales: ***Now, you have to read the article and choose a suitable title for it, from the list provided.***

Respuesta: "A famous soccer player's daily routine."

4. En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con dos ejemplos extraídos del artículo de la actividad 3. Dígales: ***In this activity, you will have to complete the chart with two examples from the article in each category.***

Respuestas posibles:

A lot of	Many	Some	A few
Football matches	Hours	Wholegrain carbohydrates	Slices of pizza Bruises
Protein	Difficulties	Fruit	
Energy	Smaller meals	Vegetables Pieces of fruit	

5. En esta actividad, los estudiantes deben hablar, en parejas, sobre sus actividades de tiempo libre favoritas. La idea es que usted monitoree su desempeño con cada pareja. Dígales: ***Now, with your partner, talk about your favorite free time activities. Make sure you describe them and give reasons for your answers. Remember to use vocabulary you studied throughout the unit.*** Utilice la rubrica para evaluación oral de los Alternative Tests que se provee en la página xxvi de esta guía.

Respuesta:

Se espera que los estudiantes expresen sus ideas de la siguiente manera:

My favorite free time activities are... I like them because...

6. En esta actividad, indique a los estudiantes que deberán escribir nuevamente las oraciones que se proveen, pero expresando posesión utilizando el genitivo "'s". Dígales: ***In this activity, you will have to rewrite the sentences provided, but now, to express possession using the genitive case. Make sure you don't change the meaning of the sentence.***

Respuestas:

- a. Cristiano Ronaldo and Lionel Messi's favorite food is pizza.
- b. Alexis Sanchez's favorite pets are dogs.
- c. Christiane Endler's position is goalkeeper.
- d. Suárez and Messi's football club is in Spain.

7. En esta última actividad del test, indique a los estudiantes que deberán imaginar que son atletas, y escribir un posteo tipo "blog personal" sobre su última experiencia deportiva, en no más de 50 palabras, y utilizando las expresiones en la caja. Dígales: ***In this activity, you will have to imagine you are an athlete. Write a blog post about your last experience, using the expressions in the box below. Make sure you write full sentences and pay attention to punctuation.*** Utilice la rubrica para evaluación escrita de los Alternative Tests que se provee en la página xxv de esta guía.

Respuesta:

Se espera que los estudiantes expresen sus ideas escritas de la siguiente manera:

Last Olympic Games, I flew with my team. First, we arrived in... and went to the hotel. Then we trained in the stadium... Finally, we won the...

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: ***Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.***

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: ***Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?*** Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: ***That is not correct. Keep trying!*** Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: ***Now check your score and level of achievement in the rating scale.***



Alternative Test 4

Name: _____ Date: _____ Score: _____ /26

1  Listen to the recording and circle the topic of the conversation you hear.

1 p.

- a. Cell phones. b. Movies. c. Competitions.

2  Read the ideas below. Then listen to the recording again and number them in order.

5 p.

- a. ____ Competitions.
b. ____ Competitive video gaming.
c. ____ U\$130 billion.
d. ____ Huge salaries.
e. ____ Welcome to Tech Club.



3 Read the article and select a suitable title for it.

2 p.

- **Eating pizza.**
- **Playing soccer.**
- **A soccer player's routine.**

One of the world's best soccer players, Cristiano Ronaldo, focuses on preparing physically and mentally to win a lot of football matches. From reggae to pizza, here is Ronaldo's daily routine!

BEFORE THE GAME

Rest

Sleeping many hours is crucial for everybody. Ronaldo knows that a good sleep is very important for training. "I go to bed early and get up early, especially before exciting matches. Sleep helps my muscles to recover". Ronaldo sleeps a minimum of eight hours a night. Like most athletes, he feels anxious and excited so he has many difficulties falling asleep the night before a match.

Do exercise in the morning

Ronaldo recommends doing several abs in your bedroom when you wake up in the morning or before you go to bed. He says, "if you get into a routine, it will become a habit and you will feel a lot more energized."

Eat small, balanced meals

Ronaldo says, "Good exercise needs to be combined with a good diet". He prefers meals that contain a lot of protein, some wholegrain carbohydrates, some fruit and some vegetables. "If you train regularly it's important to keep energy levels high," Cristiano adds. "I sometimes eat many smaller meals a day to make sure I have a lot of energy".

AFTER THE GAME

Eat snacks

Ronaldo eats while he is still at the stadium. He rehydrates, has some pieces of fruit, a few slices of pizza and other carbohydrate-based snacks.

Take hot and cold baths

Ronaldo goes home to take a relaxing 30-minute bath, changing between hot and cold water to stimulate the flow of blood and get only a few bruises from the match.

Adapted from: Mejia, Z. (2018, June 20). How Cristiano Ronaldo's game day routine sets him up to win. Retrieved from <https://cnb.cx/3a0a7Ed>

- 4 Complete the chart with one example from the article for each quantifier.

4 p.

A lot of	Many	Some	A few

- 5  Talk about your favorite free time activities.

5 p.

- 6 Rewrite these sentences to express possession using 's.

4 p.

a. The favorite food of Ronaldo and Messi is barbecue.

b. The favorite animals of Alexis are dogs.

c. The team of Christiane Endles is in France.

d. The club of Suarez and Messi in in Spain.

- 7 Imagine you are an athlete. Write a blog about your last experience at the Olympic Games using the following expressions in the template.

Mention your feelings about sports. (around 30 words).

5 p.

My name is _____.
Every day, _____.
On a typical day, first, _____.
Then _____.
Finally, _____.
I feel _____ when I _____.



Outstanding! (26 – 23)	Very good (22 – 19)	Needs improvement (18 – 16)	Not good enough (less than 15)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

ALTERNATIVE TEST 4

Inicio

Estas actividades evaluativas puede realizarlas solo al finalizar la unidad. Para su utilización siga las mismas instrucciones que para cualquier otro tipo de instrumento evaluativo. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: *In order to sum up the unit, take this test in 90 minutes. Then let's check answers together.* Revise la pauta de evaluación junto a todo el curso.

Desarrollo

1. En esta actividad, los estudiantes deberán escuchar la grabación y encerrar en un círculo el tema de la conversación. Dígales: *You are going to listen to a recording. What is it about? Circle the correct topic below.*

Respuesta: c.

2. En esta actividad, los estudiantes deberán escuchar la grabación nuevamente y enumerar las ideas que se presentan en el orden correcto, respecto del audio. Dígales: *Now, you are going to listen to the recording once more and number the ideas in the correct order, according to what you hear.*

Respuestas:

3, 2, 5, 4, 1.

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar un título que se ajuste al contenido. Dígales: *Now, you have to read the article and choose a suitable title for it, from the list provided.*

Respuesta:

"A soccer player's routine."

4. En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con un ejemplo extraído del artículo de la actividad 3. Dígales: *In this activity, you will have to complete the chart with one example from the article in each category.*

Respuestas posibles:

A lot of	Many	Some	A few
Football matches	Hours	Wholegrain carbohydrates	Slices of pizza Bruises
Protein	Difficulties	Fruit	
Energy	Smaller meals	Vegetables	
		Pieces of fruit	

5. En esta actividad, los estudiantes deben hablar, en parejas, sobre sus actividades de tiempo libre favoritas. La idea es que usted monitoree su desempeño con cada pareja. Dígales: *Now, with your partner, talk about your favorite free time activities. Make sure you describe them and give reasons for your answers. Remember to use vocabulary you studied throughout the unit.* Utilice la rubrica para evaluación oral de los Alternative Tests que se provee en la página xxvi de esta guía.

Respuesta:

Se espera que los estudiantes expresen sus ideas de la siguiente manera:
My favorite free time activities are... I like them because...

6. En esta actividad, indique a los estudiantes que deberán escribir nuevamente las oraciones que se proveen, pero expresando posesión utilizando el genitivo "'s". Dígales: *In this activity, you will have to rewrite the sentences provided, but now, to express possession using the genitive case. Make sure you don't change the meaning of the sentence.*

Respuestas:

a. Cristiano Ronaldo and Lionel Messi's favorite food is barbecue.

b. Alexis's favorite animals are dogs.

c. Christiane Endler's team is in France.

d. Suárez and Messi's club is in Spain.

7. En esta última actividad del test, indique a los estudiantes que deberán imaginar que son atletas, y escribir un posteo tipo "blog personal" sobre su última experiencia deportiva, en no más de 30 palabras, y utilizando el "template". Dígales: *In this activity, you will have to imagine you are an athlete. Write a blog post about your last experience, using the template provided below. Pay attention to punctuation.* Utilice la rubrica para evaluación escrita de los Alternative Tests que se provee en la página xxv de esta guía

Respuesta:

Se espera que los estudiantes expresen sus ideas escritas de la siguiente manera:

My name is... Every day, I train... Last Olympic Games, on a typical day, first, I got up early and had breakfast. Then I went to the... and trained a lot or had competitions. Finally, I got back to the... and had a shower. I feel happy when I...

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: *Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.*

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: *Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?* Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: *That is not correct. Keep trying!* Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: *Now check your score and level of achievement in the rating scale.*



Writing Template

Name: _____ Date: _____

Steps to writing an infographic:

1. Write a short and snappy headline

As with most blogs and articles, your headline needs to be short, snappy, and relevant to your infographic. Use numbers to draw interest because the reader will see exactly how much content there is. Use catchy adjectives and call-to-action words. An effective headline could be: "Try These 8 Simple Exercises to Be Fit".

2. Structure your infographic

You need a strong, well-planned structure to help the reader follow the flow of ideas. Create a beginning, middle, and end.

Every infographic can have a structure like this:

- **Title:** strong and catchy.
- **Introduction:** sums up what your infographic is about.
- **Section subheadings:** identify different topics within the infographic. Guide the reader from one topic to the next.
- **Picture/graph labels:** use a few words to explain visual information.
- **Sources and footnotes:** write the websites or books you took the information from.

3. Proofread everything you write.

Because many people will see your work, even one error can be embarrassing. At worst, an error may actually change the meaning of all the text. Finally, take the time to sit and proofread all your infographic. Go through the copy several times, checking for a different types of error every time.



Speaking Template

Name: _____ Date: _____

Talking about past activities

1 Choose actions in the boxes to talk about your weekend routine. Add a check (✓) to five activities you DO, and add a cross (X) to five activities you DON'T DO.

- | | |
|----------------------------|--------------------------------------|
| • Wake up | • Take pictures |
| • Get up | • Play the guitar/piano/ flute/drums |
| • Go to bed | • Water the plants |
| • Get dressed | • Go for a walk |
| • Do the laundry | • Walk/Feed your dog |
| • Have breakfast | • Do homework |
| • Hang the clothes | • Have lunch |
| • Iron the clothes | • Have dinner |
| • Make the bed | • Make breakfast/lunch/dinner |
| • Brush your teeth | • Wait for the bus |
| • Leave/Get home | • Take a break |
| • Take a shower | • Sweep the floor |
| • Brush your hair | • Clean the bedroom |
| • Surf the Internet | • Do the dishes |
| • Play with friends | • Do exercise |
| • Go to school | • Go running/jogging/ swimming |
| • Go shopping with someone | • Play volleyball/basketball/ |
| • Go out with a friend | handball/soccer |

2 Now use these words to plan to talk about your last weekend activities with a sequence connector.

First

Then

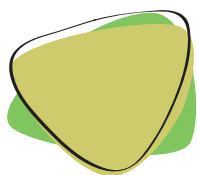
After that

Finally

3 Use this model to talk about your last weekend activities.

Last Saturday, I got up at eleven o'clock. First, I took a shower, got dressed and had breakfast with my sister Lucy and my dad. Then I took my dog Rocky for a walk. After that, I went shopping for groceries and vegetables with my grandma. We went to the street market. Then we had lunch in the garden and played Monopoly. Finally, we went to bed at around midnight. It was a beautiful day!

Ministerio de Educación.
KB
Prohibida su comercialización.



1 TEACHER'S BOOK Classroom Language – Page xxii

GREETINGS

Good morning.
Good afternoon.
Hello.
Hi.
Good bye.
See you tomorrow.
See you later.
Have a nice weekend.
Enjoy your holiday.

MOODS AND FEELINGS

A: How are you today?
B: I'm fine. / I'm great. / OK. / Very well, thank you. I'm not very well. / I have a problem. / I'm feeling down. / I'm sad.

ASKING FOR CLARIFICATION (STUDENT'S)

Can you repeat that, please?
Can you say that again, please?
Sorry? I'm afraid I didn't understand.
Can you help me with this exercise, please?

ENCOURAGEMENT (TEACHER'S)

Well done!
Good!
Excellent!
Good work!
Congratulations!
Do it more carefully.
Say it again.
Try to correct that, please.
Not too bad.
You'll do better next time.
Keep trying!

THE DATE

A: What day is it today?
B: It's Monday. / It's Tuesday. / It's Wednesday. / It's Thursday. / It's Friday. / It's Saturday. / It's Sunday.
A: What's the date today?
B: It's (Monday) March 9th.

SOME COMMANDS AND INSTRUCTIONS

Answer the questions.
Be quiet.
Check your answers.
Check your predictions.
Close the door.
Come to the board.
Compare your answers.
Complete the paragraph.
Copy the instructions.
Discuss the ideas in your group.
Do Exercise 1.
Do not write in your book.
Fill in the blanks.
Find examples in the text.
Find the cognates in the text.
Listen to the recording.
Look at the pictures.
Look up these words in the dictionary.
Make a list.
Make a list of topics.
Take some notes.
Match the pictures.
Name three activities.
Open your books.
Pay attention, please.
Put the pictures in order.
Read the instructions.
Read the sentences.
Select the correct answer.
Silence, please.
Sit down.
Stand up.
Talk to your partner.
That's all for today, thank you.
Work in groups of four.
Work with your partner.
Write the sentences.

TURN TAKING AND PERMISSIONS

Can I talk to you after the class?
Excuse me, can I say something?
Excuse me; can I leave the room for a minute?
May I go to the bathroom?
It's your turn.
Sorry, it's my turn.



STUDENT'S BOOK

Unit 1 – Lesson 1 – Page 8 – What do I know? – Activity 1

Hi! It's me, Alexa! How are you?

I'm so happy with my new school, I have so many friends here! I have a new friend from Russia, her name is Katerina. We go to school together every day.

We like listening to music and dancing in our free time. Right now, we're very excited because we have tickets for our favorite band's next concert. We can't believe it!

Please tell me about all of you there! And send photos too! Kisses!

STUDENT'S BOOK

Unit 1 – Lesson 1 – Page 9 – What do I know? – Activity 5

Kim: What do you like doing in your free time?

Noah: I enjoy playing the guitar and riding my bike.

Kim: Why do you like playing the guitar?

Noah: I think it's relaxing.

STUDENT'S BOOK

Unit 1 – Lesson 1 – Page 10 – Vocabulary in Context – Activity 1

- This is my grandma's old upright piano.
- The violin is a four-stringed instrument.
- My brother has a new electric guitar.
- Most modern pianos have a total of 88 black and white keys.
- I found some yellowish music sheets in my house.
- She took a long deep breath before she started.



STUDENT'S BOOK

Unit 1 – Lesson 1 – Page 15 – Listening – Activity 2

Basketball's my favorite sport
Basketball's my favorite sport
I dribble up and down the court

The ball goes bouncing off my toes
And scores on the teacher's nose

He stumbles back and grabs his nose
And hits the wall and down he goes

The other players stop and stare
They've never heard the teacher swear

With no one playing anymore,
I grab the ball, I shoot, I score.
I love this game! It's so much fun!
The teacher cried, but, hey- we won!

STUDENT'S BOOK

Unit 1 – Lesson 1 – Page 16 – Speaking – Activity 1

Oliver: What do you like doing in your free time?

Madison: I like listening to music, classical and rock music, and I have piano lessons twice a week.

Oliver: Why do you like music?

Madison: Because I can relax and express my feelings.

Oliver: Oh, I love music too! I like singing and I really enjoy dancing.

STUDENT'S BOOK

Unit 1 – Lesson 1 – Page 19 – Cultural Spot – Activity 1

Extracto de Love Me Do (de máximo 8 segundos), de Los Beatles, donde se identifique el coro de la canción.

8))) ACTIVITY BOOK

Unit 1 – Lesson 1 – Page 10 – Listening – Activity 2

- Interviewer:** Hi everyone! Tonight, we're interviewing Good Boyz Band's most popular member. His name is Henry Smiles! Let's get to know our artist, now! Henry, how old are you and where are you from?
- Henry:** Hi Megan! I was born in 1999 and I'm from Winchester in the south of England. Now I live in London.
- Interviewer:** What are your likes and dislikes?
- Henry:** Well, I love music, of course, and sleeping and eating. And my dislikes? I don't like it when I'm late for things.
- Interviewer:** What do you usually do when you are not touring?
- Henry:** I try to stay home as much as possible and do exercise. I also spend a lot of time with my parents. Mom and Dad's house is just around the corner.
- Interviewer:** Good! Is there anything that you'd like to be able to do?
- Henry:** I wish I could play the drums and the piano.
- Interviewer:** You're famous for your great hair. Its color is amazing! Would you cut it or shave it off?
- Henry:** Maybe I'd shave it off for charity if I could raise a lot of money for doing it.
- Interviewer:** Do you like social networking?
- Henry:** Well, I use Chatnet quite often. It's a good way to keep in touch with our fans.
- Interviewer:** Now, the more interesting questions! Have you got a girlfriend, Henry?
- Henry:** No, not at the moment. I'm single!
- Interviewer:** What kind of girls do you like?
- Henry:** I like girls with a good sense of humor, who don't take life too seriously. I also like being able to call someone in the middle of the night for a chat if I need to.
- Interviewer:** Great... Who do you admire in the music world?
- Henry:** Well... There is not a person in particular. I admire Brit-pop bands in general!
- Interviewer:** Tell us a secret, Henry.
- Henry:** I still get really nervous before a concert! Even today, after hundreds of concerts, my hands sweat and my heart beats really fast just before going on stage.
- Interviewer:** What are you doing at the moment?
- Henry:** I'm recording a new album.
- Interviewer:** That's good to hear! Thank you very much for your time!
- Henry:** Thank you!

9))) ACTIVITY BOOK

Unit 1 – Lesson 1 – Page 11 – Speaking – Activity 1

- Where do you live?
- What do you do when you are not touring?
- Who do you admire in the music world?
- What are you doing at the moment?

10))) ACTIVITY BOOK

Unit 1 – Lesson 1 – Page 11 – Speaking – Activity 2

- Interviewer:** Where do you live?
- Musician:** I live in Sydney.
- Interviewer:** What do you do when you are not touring?
- Musician:** I usually stay at home with my family.
- Interviewer:** Who do you admire in the music world?
- Musician:** I look up to Tyler Shift. I like her voice and her lyrics.
- Interviewer:** What are you doing at the moment?
- Musician:** I'm writing the songs for a new album.

11))) TEACHER'S BOOK

Unit 1 – Lesson 1 – Diagnostic Test – Page 54 – Activity 6

- Megan:** Hi Juan! This is Megan from Manchester in England! How are you?
- Juan:** Hello Megan! I'm at home now. What do you do on the weekend?
- Megan:** Well, today is Saturday so I normally go to a museum with my grandmother, walk the dog in the park or watch TV with my brother. What about you?
- Juan:** On Saturdays, I usually play soccer or volleyball with my friends or go shopping with my sister Veronica.
- Megan:** Nice!



12))) TEACHER'S BOOK

Unit 1 – Lesson 1 – Formative Test – Page 56 – Activity 3

Matt: Hey Steve, how are you?

Steve: What's up, Matt? Good, and you?

Matt: When is the match at the Bernabeu stadium?

Steve: It's in April! Are you coming?

Matt: I don't know. Is it in the afternoon or in the evening?

Steve: It starts at 3 o'clock in the afternoon. It will be so exciting!

Matt: I know. Soccer matches are never boring!

Steve: If you can't go, you should watch it on TV!

Matt: Definitely!

13))) STUDENT'S BOOK

Unit 1 – Lesson 2 – Page 20 – Vocabulary in Context – Activity 1

- Cross country skiing is considered the national sport of Norway.
- In Hawaii, surfing is a way of life.
- Cricket is the most popular sport in India.
- Pato combines elements from polo and basketball.
- Handball is one of the most popular team sports in Germany, France and Spain.
- Curling originated in Scotland, in the early 16th century.
- Lacrosse is the oldest organized sport in North America.
- Since colonial times, rayuela has been a traditional Chilean game.
- In South Africa, rugby is a very popular team sport.

14))) STUDENT'S BOOK

Unit 1 – Lesson 2 – Literary Circle – Page 25 – Activity 2

It's Friday night,
I've got a game
We play the Indians,
My best friend's team

My uniform's on
It's only 4 o'clock
Mum says we leave
5:30 on the spot

Tonight's our first game
I'm fast in my new cleats
My glove's broken
Because I've slept on it for weeks

I'm still a little nervous
But not about playing
I wonder which girls will be there
And what they will be saying.

15))) STUDENT'S BOOK

Unit 1 – Lesson 2 – Page 26 – Listening – Activity 1

Playing soccer.
Riding a bike.
Lighting a fire.
Going camping.
Making a barbecue.
Putting up a tent.



16))) STUDENT'S BOOK

Unit 1 – Lesson 2 – Page 27 – Listening – Activity 5

Donna: Hi, Wayne! How are you? You look a bit tired.

Wayne: Oh! I'm just beat! I had a very busy weekend!

Donna: I see. What did you do?

Wayne: Well, on Saturday, I went camping to the mountains with my new school friends. We did a lot of things! First, we put up our tents. Next, we rode our bikes along the river and then we lit a fire.

Donna: Wow! Did you spend the night there?

Wayne: Yes, we did! We sang our favorite songs and slept very late!

Donna: Cool! And you came back yesterday, I guess...

Wayne: Yeah, we came back on Sunday afternoon and then my parents decided to make a barbecue for my new friends. I went to bed late again!

Donna: Ok, you can't complain! You had a lot of fun last weekend!

17))) STUDENT'S BOOK

Unit 1 – Lesson 2 – Page 28 – Speaking – Activity 1

desks
bats
students
groups
cats
hacks
bikes
tents
books
cups
trees
hats



18))) STUDENT'S BOOK

Unit 1 – Lesson 2 – Page 29 – Speaking – Activity 2

What's the matter?

How are you?

What did you do?

Why are you tired?

19))) STUDENT'S BOOK

Unit 1 – Lesson 2 – Page 29 – Speaking – Activity 3

Donna: I see. What did you do?

Wayne: Well, on Saturday, I went camping to the mountains with my new school friends. We did a lot of things! First, we put up our tents. Next, we rode our bikes along the river and then we lit a fire.

20))) STUDENT'S BOOK

Unit 1 – Final Check – Page 35 – Activity 3

Amy: What's the traditional sport in your country?

Bruce: It's rugby Union.

Amy: What is the objective of the game?

Bruce: To kick the ball into the opposite team's area to score.

Amy: How many players are there in each team?

Bruce: Fifteen.

Amy: Do you need a lot of equipment?

Bruce: No, players wear special boots, pads, and a head protection.

Amy: Do you often practice it?

Bruce: Sure! I play for my school team; I train a few hours three days a week.

21))) ACTIVITY BOOK

Unit 1 – Lesson 2 – Page 18 – Listening – Activity 3

If you're planning to run a half marathon, you should follow these tips. First, you'll need to get the right outfit: a pair of running shoes or sneakers, a pair of shorts, a T-shirt, and a lot of training, enthusiasm and a willingness to try really hard. Second, you'll need to start small. That means you should run short distances for a few weeks. Next, you should gradually increase the distances over several weeks. Then, when you reach the 21.1km, you should have a "tapering week" before the main event. A tapering week means rest, good food and short, slow paced runs. This will help you be on top form on the race day. Finally, on the big day, when your legs ache and you're about to give up, keep your target in your head: to reach the finish line.

22))) ACTIVITY BOOK

Unit 1 – Lesson 2 – Page 19 – Speaking – Activity 1

steps bikes shorts caps weeks helmets

23))) ACTIVITY BOOK

Unit 1 – Lesson 2 – Page 19 – Speaking – Activity 2

There are simple basic steps to play chess. First, set up the chessboard. Second, learn to move the pieces. Then discover the special rules. Next, learn who makes the first move and how to win. After that, study the basic strategies. Finally, practice playing a lot of games and have fun.

24))) ACTIVITY BOOK

Unit 1 – Lesson 2 – Subject Connection – Page 19 – Activity 1

Taking one for the team
By Sara Holbrook

We practiced together,
sweat and stained.
We pummeled each other
and laughed off pain.
Teams may disagree,
may tease,
may blame.
Teams may bicker and whine,
but get down for the game.

You had my back.
We fought the fight.
And though our score
was less last night,
we're walking tall.
Our team came through
and stuck together like Crazy Glue.
I'm proud to say
I lost with you.



25))) TEACHER'S BOOK

Unit 1 – Lesson 2 – Alternative Tests 1 and 2 – Pages 61 and 64 – Activity 1

Interviewer: Hi, Joselyn! Nice to see you tonight at the Music Awards Ceremony!

Joselyn: Good evening, Jack and to the audience and my fans!

Interviewer: Joss, what do you like doing after the ceremony?

Joselyn: We usually dance at a disco.

Interviewer: Why do you go to a disco?

Joselyn: Because it's so exciting to dance with other people and the laser lights are amazing!

Interviewer: After the disco, what type of music do you listen to in order to feel relaxed?

Joselyn: I listen to jazz or rhythm and blues. They are relaxing.

Interviewer: Thank you, Joselyn! Have a great night and good luck with the awards!

26))) TEACHER'S BOOK

Unit 1 – Lesson 2 – Alternative Tests 3 and 4 – Pages 67 and 70 – Activity 1

Nick: Hello, and welcome to Tech Club. I'm Nick.

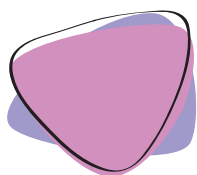
Kylie: And I'm Kylie.

Nick: Now, Kylie, how do you define e-Sports?

Kylie: Well, e-Sports are competitive video gaming. Individuals and teams take part in competitions where they play video games. Tens of thousands of people watch these events. The players are professional and earn huge salaries.

Nick: Well, the business of e-Sports is our topic for this program. Kylie, do you know how much money e-Sports and video games generated last year?

Kylie: A lot of money, such as ... \$130 billion? I think it's that successful at the moment!



Introducción



CLIMATE CHANGE AND NATURAL DISASTERS

Esta segunda unidad introduce a los estudiantes los temas del cambio climático y los desastres naturales. La unidad se presenta entonces como una experiencia en la que ellos usarán el inglés para explorar estas temáticas, tanto en su propia realidad como en la de otras culturas.

El tema de la unidad se ha organizado en dos lecciones. En la primera lección *What are we doing?* preguntas tales como, ¿cuál es la importancia del cambio climático en el planeta y en nuestro futuro como humanidad? y ¿qué consecuencias podría tener este fenómeno? irán adquiriendo valor a través de la variedad de textos orales y escritos que han sido seleccionados especialmente para esta sección. Para responder estas preguntas, leerán un artículo sobre el calentamiento global y el cambio climático, y luego se les presentará el desafío de escribir una descripción de un problema medioambiental que esté afectando el área en donde viven. De igual manera, tendrán la oportunidad de escuchar una variedad de descripciones de distintos problemas medioambientales. Al final de la lección, conversarán sobre un problema ambiental que les preocupe.

En esta lección, además se les presentará la instancia de jugar un juego de dados para poner en práctica lo aprendido de una manera motivante.

También, en la sección *Literary Circle* podrán comprender y apreciar un texto narrativo relacionado con el tema de la lección.

A continuación, en la segunda lección *Being prepared*, los estudiantes podrán plantearse preguntas como ¿cuáles son los desastres naturales que existen? y ¿cómo éstos pueden afectar nuestro territorio y nuestras vidas? ¿cómo podemos prepararnos? a partir del material presente en esta sección. El texto al que serán expuestos consiste en un artículo informativo sobre un terremoto que incluye una lista de instrucciones preventivas. El desafío de escritura que se presenta en esta lección es escribir precisamente un texto similar, en el que detallen acciones seguras a seguir durante un evento de emergencia relacionado con un tsunami.

En la lección podrán también escuchar una entrevista que informa sobre medidas de prevención frente a los desastres naturales, así como crear y representar sus propios diálogos sobre el tema. Se les presentará junto con ello una nueva y motivante oportunidad de descubrir vocabulario relacionado con los artículos básicos para sobrevivir en una emergencia a través del juego *I spy with my little eye...*

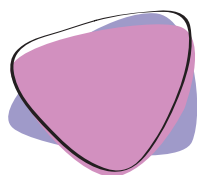
En la sección *Cultural spot* tendrán la oportunidad de aprender sobre un desastre natural ocurrido en la ciudad de Pompeya. Así, se les invitará a reflexionar sobre el impacto que los distintos desastres naturales han tenido en diversas culturas.

En la sección *Subject connection* podrán leer una infografía informativa sobre el calentamiento global que los conectará con la asignatura de ciencias naturales.

Al ir conociendo más acerca de todos estos tópicos que se relacionan tan cercanamente con los desastres naturales, ellos aprenderán a comprender y expresar mensajes relativos a las funciones comunicativas relacionadas (describir experiencias relacionadas con los desastres naturales y acciones preventivas, en forma oral y escrita).

En cuanto a los objetivos de aprendizaje, en esta unidad se busca que los estudiantes puedan tomar consciencia sobre el cambio climático y las consecuencias del calentamiento global sobre el clima de Chile y el mundo. En esta unidad los estudiantes leerán y escucharán sobre causas y efectos de los desastres naturales más comunes que azotan nuestro país, tales como terremotos, tsunamis, inundaciones, aluviones, tormentas eléctricas, etc. En esta unidad los estudiantes también podrán explicar hechos científicos que explican los fenómenos climáticos, tales como calor, temperatura, presión, etc.

Para lograrlo, se espera que puedan explicar causa y efecto; unir ideas usando *first, second, next, finally*; y expresar condiciones. Junto a lo anterior, se espera que demuestren conocimiento del sonido /z/ en plurales.

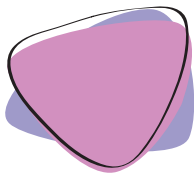


Objetivos de Aprendizaje



OAs	Contenidos	Clase	Tiempo (min)
Conocimientos previos de la unidad EN07 OA 5	→ Did you know that? → What do I know?	1	90
Conocimientos previos de la unidad EN07 OA 5	→ Diagnostic Test	2	45
Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	Lesson 1: What are we doing? → Vocabulary in context <i>Environmental problems.</i> → READING <i>Article</i> → Language in use <i>Expressing causes and effects.</i>	3	90
Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13	→ WRITING <i>Description of an environmental problem.</i>	4	45
Comprensión auditiva EN07 OA 01 EN07 OA 02 EN07 OA 03	→ Let's play <i>Dice game</i> → LISTENING <i>Description of environmental issues.</i>	5	90
EN07 OA 02	→ Language in use <i>Describing how events happen.</i>	6	45
Expresión oral EN07 OA 08 EN07 OA 09 EN07 OA 10 OAs de la lección EN07 OA 1	→ SPEAKING <i>Dialogue about environmental issues.</i> → Checkpoint → Literary circle (opcional) <i>The polar bear's home.</i>	7	90

OAs	Contenidos	Clase	Tiempo (min)
Comprensión de lectura EN07 OA 04 EN07 OA 05 EN07 OA 06 EN07 OA 07	Lesson 2: Being prepared → Vocabulary in context <i>Natural disasters.</i> → READING <i>Description of a natural disaster.</i>	8	45
EN07 OA 04 Expresión escrita EN07 OA 11 EN07 OA 12 EN07 OA 13	→ Language in use <i>Expressing sequence of events.</i> → WRITING <i>Set of instructions.</i>	9	90
EN07 OA 04 EN07 OA 07 Comprensión auditiva EN07 OA 01 EN07 OA 02 EN07 OA 03	→ Let's play <i>I spy with my little eye...</i> → Cultural spot (opcional) <i>Pompeii</i> → LISTENING <i>Set of instructions.</i>	10	45
EN07 OA 02 Expresión oral EN07 OA 08 EN07 OA 09 EN07 OA 10 OAs de la lección	→ Language in use <i>Expressing conditions.</i> → SPEAKING <i>Dialogue about natural disasters.</i> → Checkpoint	11	90
EN07 OA 4 EN07 OA 7	→ Subject connection <i>Science</i>	12	45
OAs de la unidad	→ Formative Test	13	90
OAs de la unidad	→ Extra readings/ activities/ WebQuests, etc.	14	45
EN07 OA 9 EN07 OAA D EN07 OAA E	→ Project <i>An emergency leaflet</i>	15	90
OAs de la unidad	→ Final check	16	45



Sugerencias metodológicas del SB y AB

CLASE 1 • 90 minutos

OBJETIVO Activar motivación y conocimientos previos.

MATERIALES Lápiz, cuaderno y audios.

Las actividades en estas páginas tienen como propósito:

- activar la motivación y el interés hacia el tema de la unidad.
- activar los conocimientos previos y el vocabulario en inglés que los estudiantes recuerden y dominen sobre el tema.
- permitir el reconocimiento de la importancia de los objetivos de aprendizaje para sus propias vidas.



INICIO (15 min.)

Solicite a los estudiantes observar la imagen y dígales: *Have a look at the picture. What can you see in this image?* Tome nota de sus aportes en el pizarrón.

Invítelos a leer la pregunta. Luego, invítelos a formar grupos y deles tiempo suficiente para comentar sus opiniones y respuestas. Una vez que el tiempo se haya cumplido, genere una discusión como clase sobre los temas planteados, diciendo: *Now that you have discussed the question in your groups, it is time to share your ideas. What do you think? Remember that is very important to explain your answers.*

Respuestas:

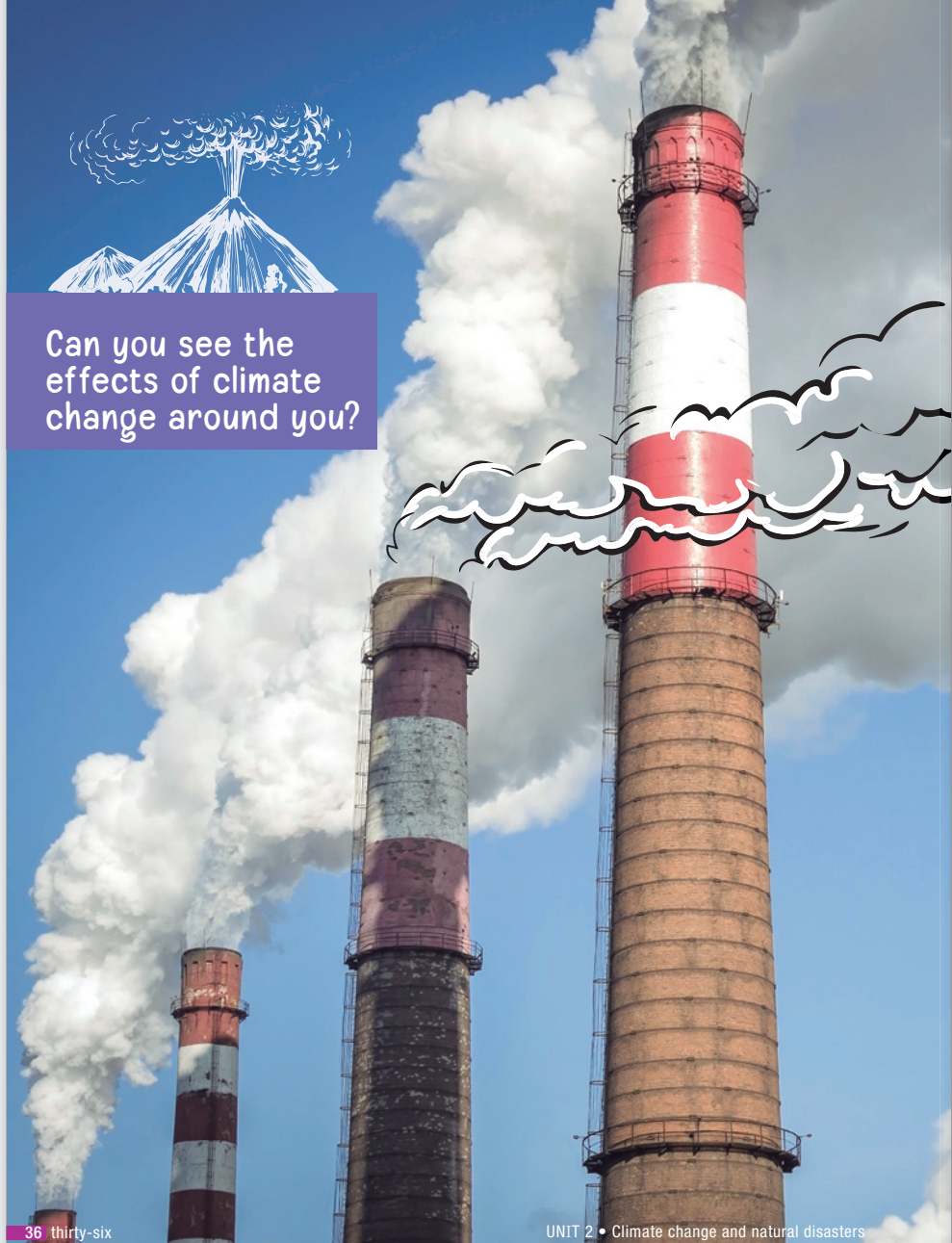
Se espera que los estudiantes expresen respuestas tales como:

I can see the effects of climate change around my town since there is more lack of rain. There are higher temperatures and drier rivers.

Solicite a un voluntario leer los objetivos en la página 37 a toda la clase, diciendo: Can you please read the objectives in this section?

Explique que estos serán las metas y aprendizajes esperados que deberán alcanzar a lo largo de la unidad.

Can you see the effects of climate change around you?



36 thirty-six

UNIT 2 • Climate change and natural disasters

Sugerencia pedagógica

Los estudiantes a quienes les cuesta la producción oral pueden responder la pregunta con palabras o frases simples. Luego transforme sus respuestas en oraciones tales como, "Climate change is affecting the world/earth now. People throw garbage to the ocean."

Desafíe a los estudiantes aventajados a contestar con oraciones completas y más complejas.



UNIT 2

CLIMATE CHANGE AND NATURAL DISASTERS

OBJECTIVES OF THE UNIT

You will...

- Listen to and show comprehension of conversations and instructions related to the topics of climate change and natural disasters.
- Read and identify general and specific information from informative texts, instructions and poems.
- Express opinions about global and cultural topics.
- Write simple informative texts and instructions, following the steps of the writing process.

1 Look at the picture and discuss these questions.

- What is the picture showing?
- Is climate change natural or caused by people?
- How are common people responsible for what is happening?
- Do you know of any examples in your region? What is your opinion about this matter?

2 Find information about different environmental problems. Copy this chart and complete it.

ENVIRONMENTAL PROBLEMS		
Air Problems	Land Problems	Water Problems

UNIT 2 • Climate change and natural disasters

thirty-seven 37

1 Explique la actividad diciendo: *Now you will work in the same groups.*

Lea las preguntas en voz alta y pregunte: *Do you understand these questions?* Suscite y rescate las expresiones y el vocabulario que puedan ser de ayuda o modelo para que elaboren sus respuestas y revise las estructuras y la pronunciación en caso de que sea necesario.

Si los estudiantes necesitan usar el español para realizar esta actividad. Monitoree la discusión grupal y apóyelos con oraciones simples tales como, *"Chimneys are contaminating; smog is coming to the air; gases come from industries,"* etc.

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

- The picture is showing chimneys emitting smoke, polluting the air.
- I think it is both.
- Common people are responsible since they contaminate the land, the water, the air, etc.
- I think that... In my region, there is...

2 Explique: *This is an activity in which you will need to do your own research and consult various sources.*

RECURSOS DIGITALES

Sugiera a los estudiantes visitar los siguientes enlaces para hacer su investigación:

<https://bit.ly/3pxyglW>

<https://bit.ly/2ORFpB9>

Para apoyarlos pregunte: *What are the most important environmental problems nowadays?* Luego, explique claramente las instrucciones a seguir: *Copy this table in your notebook and complete it with the information you collect.*

Respuestas posibles:

Air problems: pollution, smog.

Land problems: deforestation, acid rain.

Water problems: ocean/river pollution, ice cap melting.



Sugerencia pedagógica

Se recomienda recordar a los estudiantes los contenidos que han aprendido en la clase de ciencias acerca de los problemas medioambientales. Para esto, puede decirles: *What have you learned about environmental problems in your science class?*

PROBABLES ERRORES

Pollution / contamination

Este es un ejemplo de transferencia incorrecta de idioma. Los estudiantes podrían usar la palabra *contamination* en lugar de la palabra correcta: *pollution*.

Para una mayor comprensión de parte de los estudiantes, dígalos: *Contamination is the process of making a substance or place dirty, by adding a substance that is dangerous or carries disease. Pollution is the process of making air, water, soil, etc. dirty. Contamination is a general term; while pollution is a specific term; it refers to contaminate an environment.*

Sugerencia pedagógica

En la actividad 2, dé ejemplos para guiar a los estudiantes que tengan más dificultades. Puede decirles lo siguiente: *Please, think of: wetlands, food waste, clothes waste, iceberg melting, water shortage, etc.*

Para trabajar con los estudiantes más aventajados, animelos a encontrar un número determinado de problemas medioambientales.



DESARROLLO (60 min.)

- 1 Comience la actividad con la pregunta: *What did you do yesterday?* Continúe dando ejemplos personales: *I watched TV / listened to music / baked a cake, etc. What about you?*

Indique que deben leer las pistas y completar las oraciones en sus cuadernos con información personal. Recuérdeles usar los verbos en tiempo pasado.

Sugerencia pedagógica

Se sugiere hacer un repaso de los verbos regulares e irregulares en pasado antes que los estudiantes comiencen a realizar esta actividad. Para ello, puede escribir algunos verbos regulares frecuentes en la pizarra.

Revise la actividad invitando a algunos estudiantes a leer sus oraciones en voz alta frente a sus compañeros preguntando: *Can you read your first sentence please? / what did you do before coming to school / this morning/ last month/ etc.*

Respuestas posibles:

- a. I drank water three times yesterday.
- b. I had breakfast before coming to school.
- c. I washed my face right after I got up this morning.
- d. I went to the movies last month.
- e. I travelled last year, and it was great!
- f. I swam in the sea the day before yesterday but I didn't yesterday.
- g. I saw an accident last week and it was horrible.

- 2 Pregunte en voz alta: *What are the boys and girls in these pictures doing? Can you identify the activities?*

Organice una lluvia de ideas y tome nota en el pizarrón. Diga: *Now, imagine this is what you did last week or weekend. Follow the pattern and tell your partner about it.*

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

Last week, I did a lot of things! First, I went shopping / went to the supermarket, then I skated in the park with my friends and walked/did trekking in the mountains. After that, I watched a movie and had a party. Finally, I went to bed /slept early.

You have five minutes. Then we will check the answers as a class.

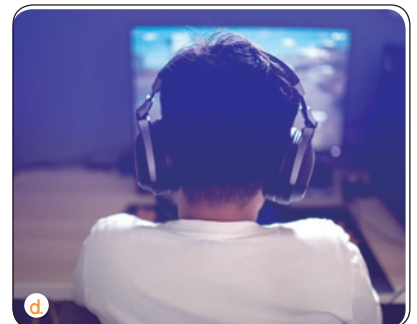
What do I know?

- 1 Create full sentences in the past following the example below. Then share them with your group.

Example: **A: I ate pizza yesterday afternoon.**

- | | |
|------|--|
| a. I | three times yesterday. |
| b. I | before coming to school. |
| c. I | right after I got up this morning. |
| d. I | last month. |
| e. I | last year and it was great! |
| f. I | the day before yesterday but I didn't yesterday. |
| g. I | last week and it was horrible. |

- 2 Imagine this is what you really did last week and tell your partner about it.



38 thirty-eight

UNIT 2 • Climate change and natural disasters

PROBABLES ERRORES

Recuerde a los estudiantes que la mayoría de los verbos son regulares y su pasado se forma agregando la partícula **-ed**. Sin embargo, muchos verbos son irregulares y su pasado adopta formas distintas, por ejemplo: *be= was, were; become= became; buy= bought; shoot= shot; think= thought; keep = kept, etc.*

RECURSOS DIGITALES

Se recomienda que los estudiantes exploren este enlace durante esta unidad: <https://climate.nasa.gov/>
Aquí encontrarán información e interesantes recursos interactivos sobre el cambio climático.



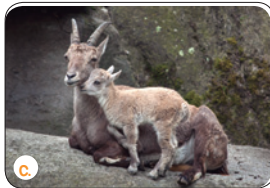
3 [27] In which habitats do these animals live? Discuss. Then listen and check.



Frogs



Penguins



Ibexes



Alligator



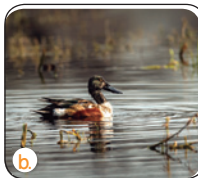
Wildebeests

4 [28] Listen and discuss. Right or wrong?

- Freshwater habitats cover only a little portion of the world's water.
- Freshwater habitats have a poor flora and fauna.
- The largest freshwater habitat is in Florida.
- The Amazon River flows through Peru and Ecuador.

5 Look at the pictures and answer the questions.

- Which of the animals below does not live in a freshwater habitat?
- How many other animals, do you think, live in this kind of habitat?
- Is this habitat common around the world? Where can you find it?



6 What's your favorite Chilean habitat? Discuss. Follow the model below.

I like forests in Chile because you can find different types of animals, such as small foxes.

I like marine habitats because the fauna is very diverse.

3 [27] Pida a los estudiantes: Work in pairs. **Look at these pictures. What do you see? Do you know these animals? Where do they live?**

Deles un tiempo para describir, comentar las imágenes y contestar las preguntas planteadas por usted y por la instrucción de la actividad.

Pasado el tiempo para el trabajo en pares, reproduzca la pista de audio (más de una vez si es necesario) para que revisen sus respuestas. Para concluir, pregunte si sus ideas coincidieron o no con lo escuchado en la grabación.

Sugerencia pedagógica

En la actividad 3, puede comenzar haciendo un repaso de los tipos de hábitats en inglés. Para ello, escriba lo siguiente en la pizarra:

Habitats: aquatic (freshwater and saltwater), desert, forest, grassland, tundra.

Para conocer más sobre cada tipo de hábitats y poder describirlos a los estudiantes, visite el siguiente enlace: <https://bit.ly/3BinhUF>

4 [28] Antes de abordar esta actividad, explique a los estudiantes: *You are going to listen to a recording related to habitats. I am going to play the recording twice, and I want you to take notes of the key words that you hear. Before listening to this audio, I am going to read these statements aloud.*

Lea las oraciones en voz alta y luego continúe: *What do you think are the keywords in these sentences? Please, underline them. Bearing all these words in mind, you are going to listen and check if this information is right or wrong. You must write R (right) or W (wrong) in your notebook and then, when you are ready, we will discuss the answers as a class.*

5 Dé las instrucciones de estas actividades como se indica: *Look at the pictures of these animals in their habitats. What animals are they? Discuss it with your partner and then answer the questions.*

6 Explique que deben discutir y expresar sus opiniones acerca de sus hábitats favoritos en Chile. Antes de comenzar, dígales: *To do this activity, you are going to use this structure. Luego escriba lo siguiente en la pizarra: I like ... because (cause, reason).*

CIERRE (15 min.)

Culmine la clase haciendo un breve resumen de los aprendizajes que revisaron en esta sección.

CLASE 2 • 45 minutos

OBJETIVO • Revisar contenidos previos

MATERIALES Fotocopia del Diagnostic Test

Este es un buen momento para implementar la evaluación diagnóstica de la página 137 de esta guía.

Al momento de hacerlo, diga lo siguiente a los estudiantes: *Now, you're going to take a Diagnostic test. There you're going to show how much English you remember from previous years. Come on, you can do it!*



CLASE 3 • 90 minutos

OBJETIVO

- Explorar nuevo vocabulario.
- Usar estrategias para el desarrollo de la comprensión de lectura.
- Incorporar vocabulario y estructuras que permitan expresar causas y efectos relacionadas con el medioambiente.

MATERIALES

Lápiz, cuaderno, audio y Cuaderno de Actividades.

Las actividades en estas páginas tienen como propósito:

- desarrollar estrategias antes, durante y después de la lectura de un texto.



INICIO (10 min.)

Inicie la clase preguntando: *What do you know about climate change? Do you know what problems it is producing? Is the climate changing in this city/area/country?*



DESARROLLO (70 min.)

- 1 Invite a sus estudiantes a mirar las imágenes y pregúnteles: *Do you identify any of the problems in the pictures below? How are these problems familiar to you? Have you ever lived situations related to them?*

Luego, invítelos a compartir sus descripciones con otras parejas, turnándose para hablar de cada imagen.

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

Droughts and forest fires are familiar to me.

I have experienced...

- 2 Invítelos a descubrir los conceptos expresados en las parejas de palabras (*collocations*).

Motívelos a compartir sus respuestas con el resto del curso. Diga: *Did you identify the first concept? What about the second one? Etc.*

Respuestas:

Acid rain, greenhouse effect, endangered species, ozone layer reduction.

- 3 Pídales: *Now, read the statements carefully. Can you identify what they describe?* Revise la pertinencia de las respuestas.

Respuestas:

- Endangered species
- Ozone layer depletion
- Acid rain
- Greenhouse effect.



LESSON 1

What are we doing?

VOCABULARY IN CONTEXT

- 1 Read, listen and look at the pictures. Are these problems familiar to you? Discuss.



Ice caps are melting as a consequence of climate change.



Some animals are experiencing the **destruction** of their natural habitats.



Extreme **droughts** are affecting many parts of the globe.



Floods can have disastrous consequences in rural and urban areas.



Forest fires can be caused by extreme weather.



Weather-related natural disasters can be connected to global warming.

- 2 Match the words to discover the concepts.

Acid
Greenhouse
Endangered
Ozone layer



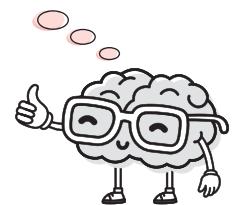
reduction
species
rain
effect

- 3 Identify the meaning of the concepts in activity 2.

- Animals or plants which may soon not exist because there are very few now alive.
- The gradual thinning of earth's ozone layer caused by chemical compounds from industry and other human activities.
- A precipitation that is unusually acidic and can have harmful effects on plants, animals and infrastructure.
- The increase in the amount of carbon dioxide and other gases in the atmosphere.

LET'S REFLECT

- What can you do to prevent these problems?



40 forty

UNIT 2 • Climate change and natural disasters • LESSON 1

- 20 Pida a los estudiantes que sigan aprendiendo vocabulario en la página 20 del Cuaderno de Actividades, diciendo: *You can continue practicing on page 20 of your Activity Book.*

Sugerencia pedagógica

Organice la clase de tal manera que los estudiantes aventajados trabajen con los compañeros a quienes más les cuesta.

Dígalos: *To work with activities 2 and 3, it would be ideal if you can use a dictionary, look up all the words that are unfamiliar to you, and take notes in your notebook.*

Si tienen acceso a Internet, puede pedir a los estudiantes que ingresen al buscador de su preferencia y escriban una a una las palabras de la columna izquierda. De esta forma, conocerán los términos con los resultados que arrojará la búsqueda.

- 1  Discuss these questions and take notes.
 - a. What do you know about *global warming*?
 - b. What are its main causes?
 - c. What are its effects?
- 2  What do you think the purpose of this text is? Have a look at it and answer.
- 3 Read the information from the website and confirm or correct your ideas.

< > C
☆
GLOBAL WARMING AND CLIMATE CHANGE

Today, one of the biggest environmental issues is global warming. Its effects on human population, animals and agriculture will be severe.

I Global warming is the increase in the **average** temperature of earth's atmosphere and oceans.

II The earth's temperature stays almost the same from year to year. If this average temperature is higher, we have global warming.

Some of the factors that cause global warming is **greenhouse** gases.

When we burn wood, coal, or gasoline in our cars, we release a gas called carbon dioxide (CO₂). When carbon dioxide in the air goes up, the earth heats up. That is the start of global warming. There are other greenhouse gases that contribute to this situation: water vapor, methane, ozone. Carbon dioxide is responsible for about half of global warming, while other gases are responsible for the other half.

III There are two major effects of global warming:

- Increase of temperature on the earth by about 3° to 5 °C by the year 2100.
- Rise of sea levels by at least 25 meters by the year 2100.



The increase of global temperatures is causing many effects on the climate. Sea levels are rising and patterns of precipitation are changing. When this happens, it increases the frequency, duration, and intensity of other extreme weather events such as floods, droughts, **heat** waves, and tornadoes.

Other effects of global warming are: deforestation, massive **crop** failures, extinction of species, and disappearance of coral reefs.

Adapted from: Juerg. (2007, January 14). Cause and effect for global warming. Retrieved from <https://bit.ly/3r0kQkF>

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- 1  El objetivo de esta actividad es recoger los conocimientos previos que los estudiantes tienen sobre el tema del calentamiento global.

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

- a. I know that global warming is related to higher temperatures around the world.
- b. The main causes are the greenhouse effect, ozone layer depletion, etc.
- c. The effects are climate change, ice-cap melting, etc.

- 2  Motíuelos a observar el texto que leerán y la imagen, para luego identificar el propósito del mismo. Anímelos a explicar los motivos de sus respuestas: *What do you think the purpose of the text is? Why do you think that?*

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:
The purpose of this text is to inform us about global warming.

- 3 Instruya a los estudiantes a leer rápidamente el texto, de manera de revisar las predicciones y comprender la idea general.

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

My ideas were/weren't correct.

The main idea of the text is to define global warming and describe its effects.

Sugerencia pedagógica

Aquellos estudiantes que presenten más dificultades, apóyelos diciendo: *To communicate your ideas, you may use these phrases: Global warming happens when the planet's temperature goes up. This makes climate change.*

Para desafiar a los más aventajados, solicíteles lo siguiente: *Please, in your own words, explain the vocabulary to your classmate sitting next to you.*

- 21 Los contenidos de esta clase pueden ser reforzados a través del trabajo individual de las y los estudiantes en el Cuaderno de Actividades, páginas 21, 22 y 23. Para ello, dígalos: *Now, go to pages 21 to 23 of your Activity Book to practice more.*

Sugerencia pedagógica

Explique a los estudiantes el significado de las colocaciones en inglés, diciendo: *A collocation is a group of two or more words that often go together to create a specific meaning. There are different types of collocations such as adjective + noun, noun + noun, noun + verb, verb + noun, etc. Some common collocations are: fast food, to make a mistake; and related to the environment are: global warming, greenhouse gases, sea level rise, carbon dioxide, to cause irreversible effects, etc.*



- 4 Explique que deberán leer el texto, esta vez detenidamente, con el objetivo de identificar el lugar correcto para cada subtítulo. Revise preguntando: *Can you tell me the correct place for this title? Why do you think your answer is correct?*

Respuestas:

a. III c. I d. II

- 5 Explique: *Copy this diagram in your notebook and complete it with actions related to global warming that produce results and consequences.*

Respuestas sugeridas:

Actions: CO₂, water vapor.

Result: Heats up the Earth.

Consequence: Greenhouse effect, global warming.

- 6 Enfátice que deben apoyar sus respuestas en el texto leído.

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

- I think sea level will rise more and coastal cities will disappear. Humans and animals will have to move higher.
- We can help by recycling and reusing things, reducing garbage, etc.

LANGUAGE IN USE

Expressing causes and effects (If.../ When..., then...)

- a. Dígalos: *Let's analyze the sentences. What features do you observe?*

- b. Enfátice que las oraciones expresan causas y efectos, que se utiliza la palabra **if** para introducir la causa, y el presente simple.

Respuestas:

i. causes and effects ii. if iii. Present simple

- c. Invite a los estudiantes a escribir dos ejemplos.

- d. Diga: *Exchange examples in your group.* Monitoree el trabajo grupal.

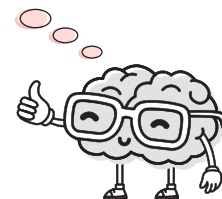
- e. Diga: *Continue practicing on page 23 in your Activity Book.*

- 4 Read the text again and choose a title for each paragraph (I – III).

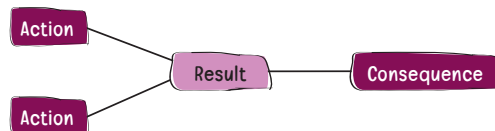
- The effects of Global Warming.
- What is Global Warming?
- Causes of Global Warming

LET'S REFLECT

- Do you think there are better ways to generate energy?



- 5 Copy this graphic organizer and complete it with information about global warming.



- 6 Discuss these questions with your partner and share your ideas with the rest of the class. Support your answers with information from the text.

- What effects do you think global warming will have on humans and animals in the future?
- How can we help as students?

LANGUAGE IN USE

Expressing causes and effects (If.../When..., then...)

- a. Read these sentences from the text.

- If this average temperature is higher, we **have** global warming.*
- When** carbon dioxide goes up in the air, the earth **heats** up.*
- When** this happens, it **increases** the frequency, duration, and intensity of other extreme weather events.*

- b. Answer these questions.

- What do the sentences express?
- What particle(s) is (are) used to express the causes?
- What verb tenses are used?

- c. Follow the pattern and write two more examples of causes and effects (related to the environment).

- d. Exchange examples with your classmates.

- e. In your Activity Book, fill in the blanks with the correct form of the verbs between parentheses.

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UNIT 2 • Climate change and natural disasters • LESSON 1

PROBABLES ERRORES

Es posible que los estudiantes olviden agregar la letra **s** al finalizar los verbos. Para apoyarlos, puede pedirle a un estudiante avanzado que marque la **s** en los verbos de estas oraciones: "My father work in a restaurant. Camila like chocolate!"



CIERRE (10 min.)

Para finalizar la clase, invite a sus estudiantes a crear una cadena de causas y efectos. Ejemplo: *If people don't recycle, pollution increases.*



Model text

- 1 Read an extract of a text about global warming.

Today, one of the biggest environmental problems is global warming. Its effects on human population, animals and agriculture will be severe.

Global warming is the increase in the average temperature of Earth's atmosphere and oceans.

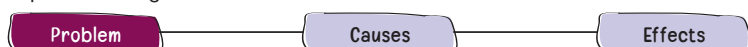
Some of the factors that cause global warming is greenhouse gases.

The increase of global temperatures is causing many effects in the climate. Sea levels are rising and patterns of precipitation are changing. When this happens, it increases the frequency, duration, and intensity of other extreme weather events.

Other effects of global warming are: deforestation, massive crop failures, extinction of species, and disappearance of coral reefs.

Organizing ideas

- 2  Identify a problem that is affecting your town, city or area. Then copy and complete this diagram.



- 3 Write sentences describing the environmental problem you identified, its causes and effects. Use the information you collected and the underlined parts in the model text as an example.

Drafting

- 4 Put the sentences together into a short text about an environmental problem.

Revising and editing

- 5  Check your text. Correct spelling and grammar, if necessary.

Writing

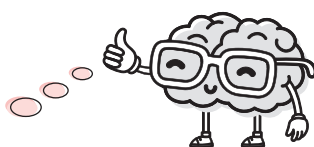
- 6 Write the final version of your text on a separate piece of paper.

Publishing

- 7  Publish your text on a visible place in your classroom.

LET'S REFLECT

- Was it difficult to identify the causes of environmental problems? Why?



CLASE 4 • 45 minutos

OBJETIVO

- Seguir los pasos de escritura para crear un texto propio, utilizando vocabulario y estructuras de la lección.
- Incorporar estructuras relacionadas con expresión de causas y efectos.

MATERIALES

Lápiz, cuaderno y Cuaderno de Actividades.



INICIO (10 min.)

Organice una conversación general acerca de lo que recuerdan acerca del calentamiento global y el cambio climático haciendo una lluvia de ideas.



DESARROLLO (30 min.)

- 1 Indique a los estudiantes: *Read the text. Then identify its organization and the main ideas.*
- 2   Explique: *You will write a description of an environmental problem affecting your city. Before you do it, complete the diagram with the main ideas you will develop in your paragraph.*
- 3 Dígales: *Now, transform your ideas in the diagram into sentences.*
- 4 Indique el tiempo asignado y monitoree su trabajo de cerca. Los estudiantes darán forma al texto, escribiendo un borrador, usando como base sus oraciones.
- 5  Explique: *Let's get together in pairs now. Swap your texts and read each of them aloud. Is the text correct? Do you suggest any corrections?* De este modo los estudiantes revisarán el trabajo de sus compañeros constructivamente. Luego de esto, deberán revisar el texto con usted.
- 6 Una vez que los borradores de cada estudiante hayan sido revisados, anuncie: *It's time for the final version of your text now! Use your notes and the feedback from your partner and my feedback to write your final version of the text.*
Entrégueles una hoja de papel en blanco para que escriban la versión final.
- 7  Los estudiantes socializan su trabajo discutiendo los problemas descritos en los trabajos de sus compañeros.



CIERRE (5 min.)

Finalice la clase invitándolos a compartir con toda la clase las soluciones discutidas en los grupos.

- 24 Los contenidos de esta clase pueden ser reforzados a través del trabajo individual de los estudiantes en el Cuaderno de Actividades, páginas 24 y 25. Para ello, dígales: *Now, to practice more writing, go to pages 24 and 25 of your Activity Book.*



CLASE 5 • 90 minutos

OBJETIVO

- Repasar el vocabulario a través del juego.
- Responder preguntas de comprensión en base a un texto de audición.
- Relacionar ideas sobre el efecto invernadero.

MATERIALES

Lápiz, cuaderno, audios y Cuaderno de Actividades.



INICIO (15 min.)

Comience la clase dibujando en el pizarrón la siguiente tabla:

Environment	
Positive actions	Negative actions

Explique a los estudiantes: *In this lesson, we have learned there are positive and negative actions that produce an effect on the environment. Can you think of some examples? Please come to the board and complete the table.*

Una vez que hayan completado la tabla con suficientes ejemplos, puede preguntarles, a modo de repaso: *What are the consequences of these actions? Remember to use "if" and the Present simple.* A medida que los estudiantes respondan, ayúdelos a construir oraciones y anótelas en la pizarra.



DESARROLLO (60 min.)

- Explique a los estudiantes que jugarán un juego de tablero en grupos en el cual leerán una serie de acciones relacionadas con el medioambiente que pueden ser positivas o negativas. Dígalos que, junto a estas acciones, encontrarán también indicaciones para avanzar o retroceder en el camino hacia la meta final, según su propia experiencia relacionada con las acciones.

Luego, indique: *Let me give you an example; let's read the first action, "You forgot to turn off the lights" Is this positive or negative for the environment? As it's negative, you will miss your next turn if this statement is true for you. If it's not, then you can move a space.*

Es importante que se asegure que todos los estudiantes comprendan las acciones descritas en el tablero antes de que comiencen a jugar. Si hay palabras que no entienden, explique su significado hasta que entiendan todo.

LET'S PLAY

- Roll the dice and play the game.



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UNIT 2 • Climate change and natural disasters • LESSON 1

Sugerencia pedagógica

Para apoyarlos, puede comenzar jugando como clase durante unos minutos para entregar suficiente modelamiento y andamiaje. Luego pueden continuar solos.

Se sugiere organizar a los estudiantes en grupos o en parejas, combinando sus habilidades de tal manera que los estudiantes a quienes más les cuesta trabajen con los más aventajados.

Monitoree el juego de cada equipo desde cerca, moviéndose por la sala de clases y disponiéndose a contestar las preguntas y proporcionar andamiaje cuando sea necesario.



1 30 Relate the pictures to the vocabulary. Then listen and check.

carbon dioxide

acid rain

car fumes

greenhouse gases

ecological disaster

fossil fuels



2 You will listen to some students talking about the environment. Have a look at the pictures in activity 1 again and make predictions about the environmental issue they will talk about.

3 Listen to the conversation and check your predictions.

4 Listen again and answer.

- What specific problems are the students talking about?
- Which are the effects mentioned? Do you agree? Discuss.

1 30 Instruya a los estudiantes a observar detenidamente las imágenes. Pregunte si reconocen alguno de los problemas ecológicos que ellas muestran, permitiendo el uso del español para que expresen sus opiniones.

Luego reproduzca la grabación y permita que confirmen o corrijan sus ideas.

Respuestas:

- | | | |
|-------------------|-----------------|------------------------|
| a. carbon dioxide | c. fossil fuels | e. ecological disaster |
| b. acid rain | d. car fumes | f. greenhouse gases |

2 Explique: *You will listen to a conversation about the environment. Look at the pictures in activity 1 again: What do you think the students will talk about? What environmental problem are they worried about? Take notes of your predictions in your notebook.*

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

I think students will talk about the different environmental issues they are worried about.

Sugerencia pedagógica

A modo de ayudar a los estudiantes a agudizar la audición, indíqueles lo siguiente: *Think about keywords or magic words that you believe will appear in the recording. For example the ones in activity 1 or these ones: pollution, acid rain, etc.*

En caso de que se dificulten las distintas actividades, puede ir reproduciendo y pausando el audio para que todos los estudiantes puedan identificar las respuestas.

3 Reproduzca el audio y permita que los estudiantes escuchen la conversación (dos veces si es necesario) y confirmen sus predicciones.

Respuestas:

They are talking about the greenhouse effect phenomenon.

4 Reproduzca nuevamente el audio, esta vez pausando la grabación para permitir a los estudiantes relacionar la información específica solicitada en las preguntas.

Respuestas:

- They are talking about the types of pollution and some of its effects.
- Some effects mentioned are how pollution gets into the air and irritates people's lungs; how it changes the climate drastically, damages animals, and poisons the water.

CIERRE (15 min.)

Para finalizar la clase, invite a los estudiantes a compartir las opiniones discutidas en la pregunta b de la actividad 4 con el resto de la clase.

26 Sugiera a los estudiantes trabajar en la página 26 del Cuaderno de Actividades para seguir practicando la comprensión auditiva. Para ello, dígaes: **Now, go to page 26 of your Activity Book to practice more.**



CLASE 6 • 45 minutos

OBJETIVO	• Incorporar estructuras del lenguaje para formar adverbios.
MATERIALES	Lápiz, cuaderno y Cuaderno de Actividades.



INICIO (15 min.)

Comience la clase preguntando a algunos estudiantes sobre las características climáticas del área donde viven y si piensan que éstas han cambiado.



DESARROLLO (60 min.)

- 5 Explique: *Discuss these questions and then share your ideas with the rest of the class, explaining them clearly.*

Respuestas sugeridas:

- Yes I do. Last winter was too warm.
- I think they are caused by global warming.
- The world could get a very cold place.

LANGUAGE IN USE Describing how events happen (suffix -ly)

- Los estudiantes analizan los adverbios en negrita, tomando notas.
- Explique: *Based on your notes, answer these questions in pairs.* Luego revise las respuestas y explique que los adverbios terminados en -ly son usados para describir la forma en que se realizan las acciones.

Respuestas:

- The way in which actions are done.
- They both end in -ly.

- Pregunte: *How do you do these actions?* Recuérdeles usar la estructura aprendida (adjetivo+partícula -ly). Comience expresando un ejemplo personal.

Respuestas sugeridas:

Finish: She finished the race very quickly.

Sing: You sing beautifully.

Play the guitar: I want to play the guitar perfectly.

Love: He loves his family intensely.

- 25 Diga: *Now, open your Activity Book on page 25.*



- Discuss these questions in your group. Then exchange ideas with your classmates.
 - Has climate changed in your area? Give examples.
 - Do you think these changes are natural or caused by humans? Why?
 - How could environmental problems impact on future generations? Discuss.

LANGUAGE IN USE

Describing how events happen (suffix -ly)

- Read the sentences and focus on the words in bold.
 - Global warming is affecting our planet **terribly**!*
 - The pollution with greenhouse gases affects the earth **dangerously**.*

- Answer the questions.

- What do the words in **bold** express?
- What do the words in **bold** have in common?

- Follow the examples and tell your partner **how** you do these actions.

finish

sing

play the guitar

love

- 26 Select three words and create sentences of your own in your Activity Book.

SPEAKING

Preparing to speak

- 32 Listen and repeat these words. Pay special attention to the final sounds (plurals).

areas

numbers

instructions

sandbags

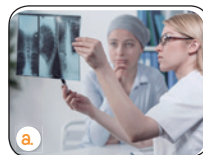
boards

windows

doors

floods

- 31 Ron and Ely are revising the contents for the test. Listen again and identify the concepts in the pictures.



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UNIT 2 • Climate change and natural disasters • LESSON 1

PROBABLES ERRORES

Explique que los adverbios de modo generalmente se ubican después del verbo principal o después del objeto. El adverbio no debería ser colocado entre el verbo y el objeto.

(*He ate greedily the chocolate cake* [incorrecto] / *He ate the chocolate cake greedily* [correcto])

Sin embargo, explique que en ciertos casos el adverbio se ubica antes del verbo+ objeto para enfatizar el significado (*He gently woke the sleeping woman*).



CIERRE (5 min.)

Para finalizar esta clase, invite a los estudiantes a compartir sus respuestas, preguntando: *Who wants to share their answers? Who would like to participate?*

Modeling

- 3 Listen again and practice the dialogue in pairs.

Ely:
Hey, Ron, what do you think is a serious environmental problem?

Ron:
Pollution! It is dangerously changing our life!

Ely:
How many types of pollution do you know?

Ron:
Well... air pollution, ocean pollution, acid rain...

Ely:
Can you tell me some effects of pollution?

Ron:
Nowadays, pollution is everywhere. It gets into the air and irritates people's lungs. It also changes the climate drastically, damages our animals, and poisons the water we drink!

Ely:
Mmm, it's definitely a serious problem!

Let's speak

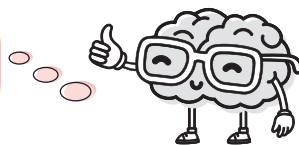
- 4 Discuss and take notes of another environmental problem and its effects. Use the example in activity 3 and the **USEFUL EXPRESSIONS** to create a similar dialogue.
- 5 Role-play the dialogue in front of the class.

USEFUL EXPRESSIONS

- Do you think...?
- How is...?
- What are the effects of...?
- Will the...?

LET'S REFLECT

- Why do you think it is so difficult for society to solve environmental problems? Explain.



CLASE 7 • 90 minutos

OBJETIVO

- Seguir los pasos de modelamiento para crear un diálogo sobre un problema que afecta al medioambiente.
- Revisar los contenidos y habilidades ejercitados en la Lección 1.

MATERIALES

Audios, lápiz, cuaderno y Lámina 2.



INICIO (15 min.)

Para comenzar, muestre a los estudiantes distintos objetos de la sala en plural e indíqueles: *What are these? Say their names aloud.* Anote sus respuestas en la pizarra, distribuyéndolos en categorías de SINGULAR y PLURAL. Luego, pregúnteles: *What do the words in the Plural column have in common?*



DESARROLLO (70 min.)

- 1 Lea la instrucción y diga: *Please, focus on the final sounds of these words.*
- 2 Invite a sus estudiantes a escuchar el diálogo y a observar las imágenes para identificar los conceptos mencionados.
- 3 Reproduzca el audio nuevamente. Solicite a los estudiantes escuchar y luego practicar el diálogo en parejas. Monitoree el trabajo mientras practican, permitiendo que lean los parlamentos si es necesario. Recomiende cambiar de roles diciendo: *Take turns to be Ely and Ron.*
- 4 Los estudiantes realizan una actividad guiada para desarrollar la expresión oral.

Solicite a un estudiante leer la instrucción indicando: *Can you read the instruction of this activity, please?* Explique de manera general la actividad con el fin de que puedan trabajar de forma autónoma indicando: *Work in pairs. Create a dialogue about an environmental problem of your interest. You can take notes in your notebook and then practice the conversation with your partner a few times.* Indique el tiempo asignado para la actividad. Mientras las parejas trabajan, monitoree y asegúrese de que usen las expresiones provistas en el recuadro **USEFUL EXPRESSIONS**.

Sugerencia pedagógica

En la actividad 4, anime a los estudiantes más aventajados a expandir sus respuestas, dando más detalles de los que aparecen en el modelo de la actividad 3. Dígales: *Please, expand the dialogue with your own ideas. For example, you may say: "Pollution! It is dangerously changing our life. It is poisoning our planet!" or "...air pollution, ocean pollution, acid rain, land pollution, noise pollution, and light pollution!"*

En el caso de los estudiantes que tienen mayores dificultades para la expresión oral, recomiende escribir el diálogo, practicarlo varias veces hasta memorizarlo.

- 5 Solicite a algunas parejas actuar sus diálogos frente al resto de la clase. Motíuelos a participar, diciendo: *Can you roleplay the dialogue you created in front of your classmates? Thanks! Good job!*

26 Los contenidos de esta clase pueden ser reforzados y practicados en mayor profundidad en las páginas 26 y 27 del Cuaderno de Actividades. Para ello, dígales: *Now, to practice more, go to pages 26 and 27 of your Activity Book.*

En la segunda mitad de la clase, indíqueles: *Now, it is time to check your progress. Work in pairs or groups to carry out these challenges. This is the opportunity to work independently. However, feel confident to ask if you have any questions.*

Respuestas posibles:

1. a. If people take care of the planet, we will have a good future.
b. If we produce less greenhouse gases, we will help the environment.
2. Acid rain, global warming, pollution.
3. A: How can we solve the problem of global warming?
B: I think if we plant more trees, we will help. What do you think?
A: If we drive less, we will produce less greenhouse gases.
B: Yes, good idea.
A: If we want to save the planet, we will have to change our life.

Una vez que hayan terminado, indique que en base a las actividades realizadas, deberán autoevaluarse según los criterios de avance en la escala de rendimiento.

Acompáñelos a autoevaluar su desempeño y a realizar remediales en función de sus resultados. Diga: *Now you have completed the activities, read each sentence and reflect if you achieved or did not achieve each goal. Answer yes or no. If your answer is "yes", follow the tick and answer other questions. If your answer is "no", follow the cross and the feedback to each goal.*

De esta forma, quienes hayan tenido éxito lo consolidarán con algunas preguntas metacognitivas. En el caso opuesto, tendrán la guía para que revisen nuevamente las actividades y obtengan retroalimentación. De la misma manera podrán volver a realizar la actividad en la que tuvieron dificultades, revisar el indicador, seguir la pista del "yes" y acceder a las preguntas de metacognición.



Checkpoint

Try these challenges.



1
Write two examples of cause and effect.



2
Mention and explain three environmental problems.



3
Create a short dialogue explaining how you can help solve the problem of global warming.

CHECK AND TAKE ACTION



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UNIT 2 • Climate change and natural disasters

CIERRE (5 min.)

Comente con los estudiantes acerca de sus resultados. Vea en donde se encuentra el o los puntajes más bajos y ejercite y/o resuelva dudas si es necesario: *How well did you do it? Is there any particular content you need to reinforce?*

1. Look at the picture in the text. What do you think the story is about? Discuss.

THE POLAR BEARS' HOME

Hello, welcome to the Arctic! This spring, since so much snow and ice had melted, my dad said, "Let's go out for a boat ride." And that's when I saw two furry white balls on a sheet of ice, all alone.

"Those are polar bear cubs," my dad told me. "They look like they were born just this winter." "Where is their mother?" I asked him. "I don't know," said my dad. He was surprised too.

"Maybe we should take the cubs home and take care of them," I said. "I don't think so," my dad told me. "When these bears grow up, they will be enormous, and they will need a lot of food that we just can't give them. Besides, polar bears are happiest living on the ice."

"Unfortunately for polar bears," my dad said, "and many other animals too, the Arctic is warming up more and more every year."

"Why?" I asked.

"The world and its climate are changing," he told me, "And we

humans are making it change faster. We use a lot of energy, to heat our homes and run out factories, and even power this boat, and most of it comes from burning oil and coal. That makes a gas which forms a tent around the earth and traps in extra heat."

Then we saw something white floating towards them in the water. It was their mother!

"Will they be OK?" I asked my dad.

"I think so," he said, "but there are a lot of other polar bears that will need our help from now on."

"We can all help them, some of the things we can do to slow down global warming are recycle aluminum cans, glass bottles, plastic and cardboard, plant trees and turn off things such as computers, TV or lights when we are not using them."

"Let's get to it!" I said, as we watched the bear family go away.

Adapted from: Bergen, L., & Nguyen, V. (2008). The polar bears' home a story about global warming. Little Green Books. New York.

2. Read and listen to the story and check your predictions.
3. What other ideas can you suggest to slow down global warming? Discuss.

MINIPROJECT

1. Think about your own concern related to the environment and create a poster. Make a drawing and write a slogan to express your concern.
2. Display your poster in a visible place of the classroom.

LECTURA OPCIONAL

OBJETIVO

- Usar estrategias de comprensión lectora y auditiva para entender un texto literario acerca de los temas revisados en la lección.

MATERIALES

Audio, lápiz y cuaderno.

Esta sección es optativa, y puede utilizarla si dispone de tiempo en aula para estudiantes más aventajados o para asignarla como tarea. El propósito es fomentar en los estudiantes la lectura de un texto literario relacionado directamente con el tema y contenidos de la lección.

INICIO (5 min.)

Diga: *In this section, we will analyze a literary text related to the lesson's topic. This time, we'll read a short story about an endangered animal. Who can tell the name of animals that are in danger of extinction?*



DESARROLLO (30 min.)

1. Solicite a los estudiantes: *Let's look at the picture in the text. Can you say what animal the story is about?*
2. Indique: *Now, you will listen and read the short story, and then you will answer the questions, providing information from the text.*
- Explique que realicen la lectura de forma individual, pero permita que formen grupos para responder. Verifique las respuestas de manera general.
3. Invite a los estudiantes a pensar en lo siguiente: *What other ways or actions could help endangered species? What would you do to help them?*

Teoría e investigación

Para profundizar sobre el tema del pensamiento crítico, vea la información en la página 122 de esta guía.



CIERRE (10 min.)

MINIPROJECT

Asigne esta actividad como tarea para la casa si no dispone de tiempo suficiente para completarla en clase. Instruya a sus estudiantes a formar grupos de tres o cuatro integrantes y lea las instrucciones detenidamente para asegurarse que todos entiendan la actividad.

Una vez completada, exponga los trabajos de cada grupo en un lugar visible de la sala de clases.

Solicite a algunos grupos que expongan sus propuestas frente al resto de sus compañeros. Continúe preguntando: *What parts of the story were the most significant to you and why? If the story continued, what would happen next?*



CLASE 8 • 45 minutos

OBJETIVO

- Explorar nuevo vocabulario relacionado con desastres naturales.
- Usar estrategias para el desarrollo de la comprensión de lectura.

MATERIALES

Lápiz, cuaderno, audio y Cuaderno de Actividades.

Las actividades en estas páginas tienen como propósito:

- Introducir nuevos conceptos de vocabulario que verán en la lección.
- Permitir que los estudiantes usen estrategias antes, durante y después de la lectura de un texto.



INICIO (10 min.)

Inicie la clase haciendo las siguientes preguntas: *What natural disaster usually happens in this area? Earthquakes? Volcanic eruptions? Floods? What is the most important natural disaster you remember?*



DESARROLLO (30 min.)

- 1 Invite a sus estudiantes a mirar las imágenes. Antes de que lean y escuchen las descripciones, pregúnteles: *Can you describe what is happening?*

Luego, indique que deben leer y escuchar las definiciones para discutir la pregunta. Enfaticé la importancia de explicar sus respuestas.

Respuestas:

- Yes, locations such as a basement and a room without windows are safer during a tornado.
- Yes, if we know the risk zones and safe places in a city, house or building.
- Yes, by avoiding inundation areas.
- Yes, by avoiding areas downwind and river valleys downstream of the volcano.
- Yes, by keeping structures away from flood-prone areas.
- Yes, by understanding the factors which lead to catastrophic landsliding.

- 2 El propósito de esta actividad es presentar a los estudiantes algunas preguntas con el fin de crear las condiciones para que apliquen el vocabulario aprendido al contexto de sus propias vidas.

Pida a algún voluntario que lea la instrucción del ejercicio en voz alta y luego explique: *Here you see three questions. Please read them carefully and make sure you understand. You should talk about the natural disasters that happen in your city/town and your experiences related to them.*

LESSON 2

Being prepared

VOCABULARY IN CONTEXT

- 1 Read, listen and look at the pictures. Are these disasters possible to prevent? Discuss.



A **tornado** is a violent storm with very strong winds.



An **earthquake** is a sudden, violent shaking of the earth's surface.



A **tsunami** is an extremely large wave in the sea.



A **volcanic eruption** happens when a volcano suddenly throws out burning rocks, smoke, etc.



A **flood** is a large amount of water covering an area.



A **landslide** is a mass of earth or rock that falls down the slope of a mountain or a cliff.

- 2 Discuss these questions.

- Which of these natural disasters usually happen in your area?
- Have you ever witnessed one of them? When?
- What do you think are the causes of these disasters?



LET'S REFLECT

- Which of these natural disasters do you think is the easiest to prevent? Why?

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Discuss your answers for five minutes and when you finish, I encourage you to share your ideas with the rest of the class.

Motíuelos y anímelos a compartir sus respuestas con el resto del curso.

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

- Earthquakes, tsunamis, volcanic eruptions, floods, and landslides.
- No, but my family has told me about 2010's earthquake.
- Tornados:** The force of winds in a storm.
Earthquakes: The tectonic plates collide.
Tsunamis: They are often caused by strong earthquakes.
Floods: Too much rain fallen in a short period of time.
Landslides: Heavy rains, earthquakes, or volcanic eruptions.



- 1 Copy this word map and complete it with the names of natural disasters related to each element.



- 2 Which of these statements about earthquakes is a fact and which of them is fiction? Discuss.

Earthquakes usually happen in the morning.

Earthquakes happen both during the day and at night.

- 3 Read the text quickly and check your predictions.

What are earthquakes really?

An earthquake is a trembling or shaking movement of the earth's surface. They cannot be predicted and we cannot prevent them, but you can do a lot of things before, during, and after they take place. These are some of them.

- Firstly, if an earthquake occurs, fall onto the floor and get under something for protection.
- If you are outdoors, stay as far away from buildings as possible.
- Stay away from glass or anything that could fall.
- If you are in a **crowded** area, do not run. This will cause more **injuries**.
- Next, be prepared for **aftershocks** after the initial earthquake. They are usually smaller than the first one, but still very dangerous.
- After an earthquake, stay calm and help people who are trapped.
- Finally, do not try to be a hero; it is better to inform the corresponding emergency services.

Adapted from: Earthquake Safety Tips. (n.d.). Retrieved from <http://environment.nationalgeographic.com/environment/natural-disasters/earthquake-safety-tips/>



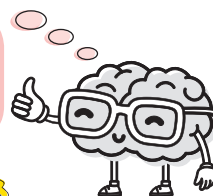
- 4 Read the text again. What type of instructions can you find in it? Discuss.

- How to make an emergency kit.
- How to face an earthquake.
- How to prevent earthquakes.

If you want to learn more about earthquakes, visit <https://bit.ly/3aFnVjU>

LET'S REFLECT

- Do you think the instructions in the text are appropriate? Why?



- 1 Pida que completen el diagrama con sus propios ejemplos en sus cuadernos. Monitoree el trabajo de los grupos caminando alrededor de la sala. Copie el organizador visual en el pizarrón e invite a algunos estudiantes a compartir los ejemplos con el resto. Revise la pertinencia de las respuestas.

Respuestas posibles:

Air: hurricanes, tornadoes, tropical storms

Earth: earthquakes, landslides

Water: floods, tsunamis

Fire: forest fires



Sugerencia pedagógica

Para apoyar a aquellos estudiantes a los que les resulte demasiado desafiante la actividad 1, complete con algunos ejemplos en cada área del diagrama, de manera de orientar las respuestas. Provea el siguiente ejemplo para que comprendan las categorías del diagrama:

Food:

- Fruit < orange, banana, apple

- Vegetables < carrots, potatoes, lettuce

- 2 Recuerde a los estudiantes la diferencia entre "fact" (*a thing that is known or proved to be true*) and "fiction" (*something that is invented or untrue*). Luego explique: *Read these statements. Fact or fiction? You should support your answers.*

Respuestas:

"Earthquakes usually happen in the morning." Fiction.
"Earthquakes happen both during the day and at night." Fact.

- 3 Instruya a los estudiantes a leer rápidamente el texto, de manera de revisar sus predicciones y comprender la idea general. Monitoree y verifique las respuestas de manera general preguntando: *Were your predictions correct? Why not?*

- 4 Explique que deberán leer el texto, esta vez detenidamente, con el objetivo de identificar el contenido general del mismo. Chequee de manera general, preguntando: *Can you tell the answer please?* Luego indique que lean el texto nuevamente si es necesario. Apóyelos usando la estrategia de pensar en voz alta para elegir la alternativa correcta.

Una vez que identifiquen la respuesta, pregunte: *What sentences in the text support your answer?*

- 28 Refuerce los contenidos de esta clase en las páginas 28, 29 y 30 del Cuaderno de Actividades, diciendo: *You can practice more on pages 28 to 30 of your Activity Book.*

- 5 Pida a los estudiantes: *Go to page 51 and read the text quickly. Then get in groups, read these questions, and discuss them. You must take notes of the answers, so you can remember your ideas and comment on them with other groups.*

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

Yes, the school informs us about the emergency plan at the beginning of the school year.

They tell us not to rush to the exit, get under a desk or table and hold on. The safe spot is the backyard.

Indoors: Stay away from glass, windows, and heavy bookcases. **Outdoors:** Stay away from trees, buildings, and power lines.

We should not rush to the exit or, stay close to windows or anything that could fall.



CIERRE (5 min.)

Invite a un par de los estudiantes a leer sus instrucciones que completaron, diciendo: *Who volunteers to share their set of instructions? Come on, let's see what we should do!*

CLASE 9 • 90 minutos

OBJETIVO

- Incorporar estructuras relacionadas con expresión de causas y efectos.
- Seguir los pasos de la escritura para crear un texto propio, utilizando vocabulario y estructuras de la lección.

MATERIALES

Lápiz, cuaderno y Cuaderno de Actividades.



INICIO (10 min.)

Haga una lluvia de ideas acerca de lo que se debe hacer en caso de que suceda un terremoto y tome nota de lo que expresan sus estudiantes en el pizarrón. Para ello pregúnteles: *What should we do if there is an earthquake?*



DESARROLLO (70 min.)

LANGUAGE IN USE

Expressing the sequence of events

- a. Dígalos: *Let's read the following sentences and analyze them. What do they have in common?*

- b. Lea la pregunta en voz alta y pida a un estudiante: *Can you give the answer?*

Respuesta:

Sequence

- c. Invite a los estudiantes a copiar y completar el set de instrucciones con las palabras analizadas en la actividad a. Indique que lo hagan en sus cuadernos.

5

Answer these questions. Take notes and share your comments with other groups.

- Does your school inform you of an earthquake plan? How?
- What are the safety measures and safe spots in your school?
- What do you do if you are indoors/outdoors?
- What actions should NOT be done?

LANGUAGE IN USE

Expressing sequence of events

- a. Read these sentences from the text.

- Firstly**, if an earthquake occurs, the most important thing to do is to fall onto the floor and get under something for protection.
- Next**, be prepared for aftershocks after the initial earthquake.
- After that**, it is very important to stay calm and help people who are trapped.
- Finally**, do not try to be a hero.

- b. What do the words in **bold** express? Discuss.

- Frequency.
- Place.
- Sequence.
- Time.

- c. Read these instructions on how to make an emergency kit. Copy and complete the instructions using the words you learned.



- ..., choose a large bag or box for the kit.
 - ..., collect dry goods such as soup, beans, crackers, and other food that doesn't require refrigeration.
 - ..., buy a first-aid kit with bandages, burn lotion, rubbing alcohol, etc.
 - ..., find a place for the kit in the house and show everyone in the family where it is.
- d. Look at the picture of flood safety tips in your Activity Book and complete the instructions.

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UNIT 2 • Climate change and natural disasters • LESSON 2

Respuestas:

- Firstly
- Next
- After that
- Finally

PROBABLES ERRORES

Los estudiantes podrían incluir un sujeto a las indicaciones. Prevenga este error explicando que las ordenes e instrucciones en inglés no se necesitan un sujeto. Provea el ejemplo: *Stay away from danger. Close your books, don't make noise, etc.*

- d. Diga: *Open your Activity Book on page 31 and follow the instructions. Use the expressions from the Language in Use section.*

Sugerencia pedagógica

Desafíe a quienes terminaron más rápido a describir otra acción en secuencia.

Modeling

- 1 Read and analyze this set of instructions.

- ✓ Firstly, if an earthquake occurs, the most important thing to do first is to fall onto the floor and get under something for protection.
- ✓ If you are outdoors, stay as far away from buildings as possible. If you are in a crowded area, do not run. This will cause more injuries.
- ✓ Next, be prepared for aftershocks after the initial earthquake.
- ✓ After an earthquake, it is very important to stay calm and help people who are trapped.
- ✓ Finally, do not try to be a hero; corresponding emergency services.

Organizing ideas

- 2  Research about how to face a tsunami in encyclopedias, books, scientific magazines, or Internet articles. Take notes and complete this chart.

TSUNAMIS	
Before	After

Drafting

- 3  Use the information you collected to write a set of instructions on what to do if there is a tsunami. Use these prompts.

What to do before and after a tsunami

- ✓ If there is a risk of a tsunami in your area,
- ✓ If there has been an earthquake and you are in a coastal area,
- ✓ If there is a tsunami warning,
- ✓ If you know the huge wave is coming,
- ✓ Never

Revising and editing

- 4  Check your text. Correct spelling and grammar, if necessary.

Writing

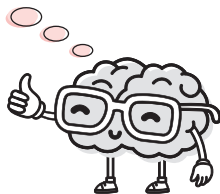
- 5  Write a final version of the instructions.

Publishing

- 6  Take turns to read your instructions aloud.

LET'S REFLECT

- What kind of errors did your draft contain?



- 4  Indique: *Swap your texts and read each of them aloud. Is the text correct? Do you suggest any corrections?* Luego de esto, diga: *While you check each other's texts, I will correct your work. Please make the changes I suggest.*

- 5  Anuncie: *It's time for the final version of your text now!*

Complemente diciendo: *Use your notes and the feedback from your partner and my feedback to write your final version of the text.*

Entrégueles una hoja de papel en blanco para que escriban la versión final. Camine por la sala revisando y asistiendo a quienes demuestren dificultades.

- 6  Invite a los estudiantes a compartir sus trabajos con el resto de la clase.

Se sugiere dar una copia a los estudiantes del material *Writing Template* de la página 157.

 CIERRE (10 min.)

Pida a los estudiantes: *Now, let's analyze briefly the task you did. Was it difficult? Why? Did you find it useful?*

- 32 Los contenidos de esta clase pueden ser reforzados a través del trabajo individual de los estudiantes en el Cuaderno de Actividades, páginas 32 y 33. Para ello, dígales: *Now, to practice more writing, go to pages 32 and 33 of your Activity Book.*



- 1 Motívelos a leer el texto modelo en silencio para priorizar la comprensión. Luego puede solicitar a algún estudiante: *Read the text. Then, identify its organization and the main ideas.*

- 2  A partir de esta sección, los estudiantes realizan una actividad guiada para desarrollar la escritura, en la que organizarán los puntos a desarrollar.

- 3  Explique de manera general: *Read the instructions carefully to carry out the activity.*

Indique el tiempo asignado para la actividad y monitoree el trabajo de los estudiantes.

Los estudiantes darán forma al texto, escribiendo un borrador, usando como base las oraciones que han escrito en la etapa anterior.

CLASE 10 • 45 minutos

OBJETIVO

- Incorporar vocabulario jugando.
- Desarrollar estrategias para comprender un texto de audición.
- Relacionar texto e imágenes.
- Identificar información específica.

MATERIALES

Lápiz, cuaderno, Cuaderno de Actividades y diccionario.



INICIO (10 min.)

Pregunte: *What would you do if there were an earthquake in your city? What tools and devices could help you?*

Finalmente, invítelos: *Let's play and find out more about emergency essentials!*



DESARROLLO (30 min.)

- 1 Lea la instrucción y explíquela con mayor detalle: *Divide your team into two groups. The pictures show emergency essentials. To play the game, explain the use of each object without mentioning its name. Then your partners must guess the item you described. Each group must choose different objects and then take turns to make the descriptions orally.*

Dirija la atención de los estudiantes hacia el ejemplo y pregunte: *What object am I describing?* Suscite la respuesta *flashlight* y luego motívelos a comenzar.

Respuestas:

I spy with my little eye ...

- something to give help to a sick or injured person (first aid kit).
- something to eat that you don't need to cook (canned food).
- something to see in the dark (flashlight).
- something that produces electricity to provide power (batteries).
- something to drink (bottles of water).
- something to communicate (cellphone).
- something to cover your body (blankets).
- something to start a fire (matches).
- something that is a source of light in your home if you don't have power (candles).
- two things you need to watch your teeth (toothbrush and paste).



LET'S PLAY

- 1 I spy with my little eye...emergency essentials. Follow the example and play.

I spy with my little eye... something to see in the dark.



EXIT

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UNIT 2 • Climate change and natural disasters • LESSON 2

Sugerencia pedagógica

Organice la formación de los grupos de manera de combinar distintos niveles dentro de los mismos.

Para apoyar a los grupos, indíqueles que pueden usar su diccionario para preparar las descripciones que harán antes de que comiencen el juego.

Ejemplifique esta sugerencia con un ejemplo en el que le pida a un estudiante buscar una palabra en el diccionario y tome nota en la pizarra. Dígales: *Can (name of student) please look up the word requested in the dictionary? When you find it, please come to the board and write it for the whole class to see.*

1. Discuss these questions.

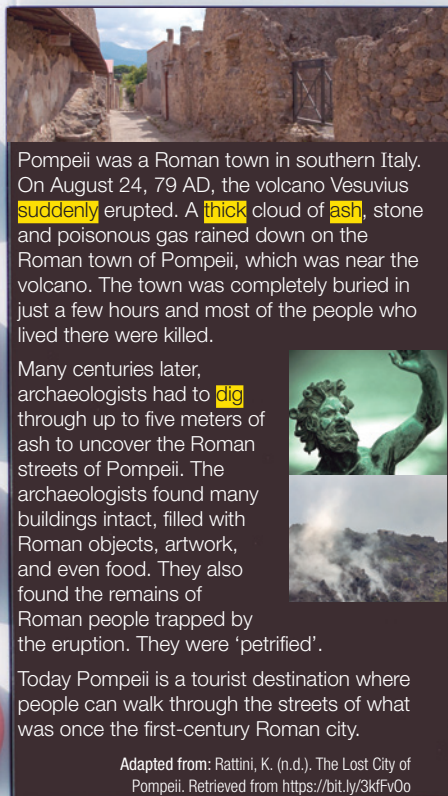
- What are some of the most famous ruins of the world's ancient civilizations?
- Have you heard about the ancient city of Pompeii? Where was it located?
- What natural disaster is related with this city?

2. Read the article and check your ideas.

3. Answer in your group. Then exchange ideas with the rest of the class.

- Could something similar happen in your country? Where?
- How can people get prepared for an event like this?

If you want to learn more about Pompeii, visit <https://bit.ly/39xrojr>



Pompeii was a Roman town in southern Italy. On August 24, 79 AD, the volcano Vesuvius suddenly erupted. A thick cloud of ash, stone and poisonous gas rained down on the Roman town of Pompeii, which was near the volcano. The town was completely buried in just a few hours and most of the people who lived there were killed.

Many centuries later, archaeologists had to dig through up to five meters of ash to uncover the Roman streets of Pompeii. The archaeologists found many buildings intact, filled with Roman objects, artwork, and even food. They also found the remains of Roman people trapped by the eruption. They were 'petrified'.

Today Pompeii is a tourist destination where people can walk through the streets of what was once the first-century Roman city.

Adapted from: Rattini, K. (n.d.). The Lost City of Pompeii. Retrieved from <https://bit.ly/3kfFv0o>

MINIPROJECT

- Get in groups of four. Find out more about the city of Pompeii in Roman times.
- Collect information about the city of Pompeii:
 - Location
 - Activities in the city
 - Main buildings
 - Objects found by archaeologists
- Prepare a short oral presentation and add some visual aids.
- Present your findings to your classmates.

If possible, visit <https://bit.ly/2PLsHnM>. If not, get information in books or encyclopedias about Roman times.

LECTURA OPCIONAL

OBJETIVO

- Usar estrategias de comprensión lectora y auditiva para entender un texto literario acerca de los temas revisados en la lección.

MATERIALES

Audio, lápiz y cuaderno.



INICIO (15 min.)

Esta sección es optativa, y puede utilizarla si dispone de tiempo en aula para estudiantes más aventajados o para asignarla como tarea. El propósito es fomentar en los estudiantes la lectura de un texto informativo relacionado directamente con el tema y contenidos de la lección.



DESARROLLO (30 min.)

- Escriba las palabras Pompeii/Vesuvius/Rome en el pizarrón y haga una lluvia de ideas sobre los conocimientos previos de los estudiantes y alumnas. Luego invítelos a trabajar en grupos respondiendo las preguntas.

Respuestas posibles:

Olympia, Greece; Chichén Itzá, Mexico; Rapa Nui National Park, Easter Island.

Yes, I heard about it in my history class.

A volcano eruption.

- Ahora indique que es el turno de lectura del artículo. Explique que deben leer, confirmar o corregir las ideas previas acerca del tema.

Respuestas posibles:

- Coliseum (Romans), Parthenon (Greeks), Chichen Itza (Mayas), Machu Pichu (Incas)
- It was an ancient Roman town located in Italy, south of Rome, near Napoli.
- The eruption of the Vesuvius.

- Dígalas: *Now discuss the questions in your group, making connections with your own reality and the area where you live.*

Respuestas posibles:

- In the South of Chile because there are many volcanoes.
- People can be prepared for eruptions if volcanoes begin to emanate fumarole before the great eruption. Scientists use a variety of techniques to monitor volcanoes and detect possible eruptions.



CIERRE (10 min.)

MINIPROJECT

Asigne esta actividad como tarea, con calificación formal si estima conveniente.

Invite a los grupos a visitar el link propuesto con el fin de recolectar datos sobre la antigua ciudad de Pompeya.

La clase siguiente, dedique la primera parte a la presentación oral de cada grupo.

Teoría e investigación

Para conocer más sobre la importancia de contenidos culturales en la clase de inglés, vea la teoría en la página 122.

- 1 Diga a los estudiantes: *Observe the pictures. Do you recognize these situations?* Si usan el español, provea el lenguaje clave en inglés que necesiten usar.

Respuestas:

The pictures are related to floods. Some human activities can cause them, such as the bad management of soil, or poor maintenance of sewer systems. These disasters might continue to happen in the future if people keep doing the same things.

- 2 Explique: *As you listen, identify the sentences that express correct, false information, or ideas that are not mentioned in the text.* Reproduzca el audio (dos veces si es necesario).

Respuestas:

- a. True. c. True.
b. Not mentioned. d. False

- 3 Reproduzca nuevamente el audio, pausando la grabación para permitir a los estudiantes identificar la información específica solicitada. Diga: *Let's listen again. Which of these suggestions are mentioned?*

Respuestas:

a, c, e are mentioned.

- 4 Invite a los estudiantes a completar el diagrama en sus cuadernos con información extraída del texto de audición. Monitoree el trabajo y verifique la pertinencia de las respuestas.

Respuestas sugeridas:

Useful things at home: sandbags, flood boards

Phone numbers: emergency numbers (police, hospitals, fire station, etc.)

Emergency kit: flashlight, waterproof clothing.

Preventive actions: make a list of important numbers, prepare a first-aid kit, etc.

Copie el diagrama en el pizarrón e invite a un miembro de cada grupo a completar una de las áreas del diagrama, diciendo: *Please, I need a volunteer from every group to come to the board and complete every point of the diagram in activity 4. You should complete it with the information you commented on in your group.*

Una vez que los voluntarios hayan terminado esta tarea, revise las respuestas de manera general dando retroalimentación y corrigiendo cuando sea necesario.

- 1 Look at the pictures and answer the questions.



- i. What do the pictures illustrate?
ii. What human activities do you think can be the cause of this problem? Discuss.
iii. Do you think these disasters will continue to happen in the future?

- 2 Listen to the recording and discuss if these statements are true, false or not mentioned.

- a. Nearly 50 % of the people living in risk areas are not aware of the danger.
b. Experts believe that the number of floods will decrease in the future.
c. One of the Environment Agency's concerns is that people are not prepared for floods.
d. People can't do many things to prepare for floods.

- 3 Listen again. Identify the suggestions mentioned in the interview.

- a. Always get information from relevant websites.
b. After the flood, immediately get in touch with your relatives and friends.
c. Buy the necessary things and keep them at hand.
d. Write a list of things you must do if there is a flood.

LET'S REFLECT

- Which was the most difficult part to understand? Discuss.



- 4 Copy this diagram and complete it with useful information in case of a flood.



CIERRE (5 min.)

Para finalizar la clase, invite a sus estudiantes a crear una cadena de causas y efectos. Para ello, dígalos: *Now, finish these causes: if people don't recycle,... If global temperatures increase,...*

Copie el diagrama en el pizarrón e invite a un miembro de cada grupo a completar una de las áreas del diagrama, diciendo: *This is activity 4's diagram. I need a volunteer from every group to come to the board and complete every point with the information you commented on in your group.*

Una vez que los voluntarios hayan terminado esta tarea, revise las respuestas de manera general dando retroalimentación y corrigiendo cuando sea necesario.

Expressing conditions

- a. Read the extracts of the interview. Then answer the question.
 If people **don't** realize flooding is a real risk, they **will** never be prepared.
 If people **follow** your advice and keep informed, floods **will** cause less damage.
 What do the sentences refer to?
 i. Things that always happen.
 ii. Things that are possible in the future.
 iii. Things that were possible in the past.

- b. Discuss these questions.
 i. How many parts can you identify in each sentence?
 ii. What verb tenses are used?

- c. Use the visual clues to complete these sentences.



i. ..., you will get wet.



ii. Your dog will be happy ...



iii. If Nancy doesn't hurry, she ...



iv. If there is a tsunami, I...

- d. 34 Finish the sentences in the Activity Book with your own ideas.

CLASE 11 • 90 minutos

OBJETIVO	• Aprender a expresar condiciones.
	• Seguir los pasos de modelamiento para crear un diálogo sobre acciones a tomar ante un terremoto.
MATERIALES	• Revisar los contenidos de la lección 2.
	Audio, lápiz, cuaderno y Cuaderno de Actividades.



INICIO (10 min.)

Comience la clase haciendo un repaso del vocabulario de desastres naturales. Para ello, diga a los estudiantes: *Please, mention some natural disasters you remember.* Y tome nota de sus respuestas en la pizarra.



DESARROLLO (70 min.)

LANGUAGE IN USE Expressing conditions

- a. Explique: *In pairs, read the sentences carefully, analyze them and answer the questions.*

Respuestas: ii

- b. Explique:

- i. *This question refers to the ideas stated in the sentence. How many ideas can you identify? What do they refer to?*

Respuestas: Two parts (cause and effect).

- ii. *Diga: In this activity, the verbs and auxiliaries will help you identify the tenses. Focus on them.*

Respuestas: Present simple and Future simple.

- c. Dígales: *Let's use the clues in the pictures. What can you see in picture 1? What is the cause of getting wet? Now your turn.* Continúe con la misma estrategia con el resto de las actividades.

PROBABLES ERRORES

Los estudiantes podrían omitir *will* al expresar oraciones condicionales. Prevenga este error anotando en la pizarra: *If + Subject + Present simple, Subject + will.*

Respuestas:

- i. If you walk in the rain...
 ii. if you feed him /give him food.
 iii. will miss the train
 iv. will follow the instructions /look for a secure place.

- d. 34 Diga: *In your Activity Book, you will find more activities to continue practicing how to express conditions. Open your Activity Book on page 34 and work with your group.*

Una vez que hayan terminado de realizar estas actividades, revise las respuestas con toda la clase y corrija lo que sea necesario.

Teoría e investigación

Para conocer más sobre la manera de abordar la gramática, vea la teoría en la página 122 de esta guía.



Continúe la clase preguntando por la ocurrencia de ciertos acontecimientos: *Who knows what happens if water reaches 100° Celsius? And if we expose a piece of ice to the sun? If people release greenhouse gases?*

Escriba sus respuestas en la pizarra.

Respuestas:

Se espera que los estudiantes expresen respuestas tales como:

If water reaches 100°C, it boils.

If we expose a piece of ice to the sun, it melts.

- 1   Invite a sus estudiantes a escuchar las expresiones y luego repetirlas. Instrúyalos a prestar especial atención a la pronunciación y entonación.

Sugerencia pedagógica

Si sus estudiantes tienen problemas para pronunciar las frases y preguntas de la actividad 1, puede aconsejarles que desglosen la secuencia en diferentes partes (sílabas). De este modo, poco a poco consolidan la pronunciación de cada segmento hasta que unen todo y logran pronunciar las expresiones correctamente y con fluidez.

Modele con un ejemplo esta estrategia, diciendo: *Let's start with the first phrase. Every word has only one syllable, so let's pronounce one by one. Repeat after me.* Lea cada palabra y animelos a repetir, imitando su pronunciación. Siga así con todas las palabras de la frase hasta que finalmente puedan decir todo completo luego de escuchar por última vez la pista de audio.

- 2  Antes de explicar la instrucción de la actividad, dé tiempo a los estudiantes para leer el diálogo en forma individual. Luego de esto, chequee la comprensión preguntando: *What is the dialogue about? Who are talking on the phone?*

En caso de que los estudiantes no comprendan algunas palabras, explique lo que no entienden y, de ser necesario, tome nota en la pizarra, animándolos a copiar en sus cuadernos lo aprendido.

Una vez que se asegure de que todos comprenden el diálogo, pregunte: *Are there any words in the dialogue that you don't know how to pronounce? Please write them down in your notebook and focus on them when you listen to the recording.*

Continue preguntando: *In a conversation like this, what intonation do you think the speakers will use? What intonation would you use to talk about this? Why?*

Genere una discusión como clase en la que los estudiantes discutan todas sus preguntas para así apoyarlas en su análisis del texto modelo.

SPEAKING

Preparing to speak

- 1   Listen and repeat these expressions.

What will you do...?

If there is...

What will happen if...?

I will...

Modeling

- 2  Listen to this conversation. Pay attention to pronunciation and intonation.

Mom:

What will you do if there is an earthquake?

Brian:

I will fall to the floor and look for cover.

Mom:

And then?

Brian:

I will go to the assembly point in my school.

Ministerio de Educación.
KB
Prohibida su comercialización.



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UNIT 2 • Climate change and natural disasters • LESSON 2

Después de comentar estas predicciones, reproduzca la pista de audio una vez y pregúnteles: *How do you pronounce the words that you wrote in your notebook? Were your predictions about the intonation right?* Reproduzca el audio nuevamente con la finalidad de que los estudiantes sigan observando y analizando la pronunciación y la entonación en el diálogo.

Sugerencia pedagógica

Para guiar el análisis del diálogo, escriba las siguientes preguntas en la pizarra antes de reproducir la pista de audio. Léalas en voz alta y pida que las tengan en mente mientras escuchan:

How do you describe the speakers' intonation?

What words can you pronounce without difficulty?

What words are difficult to pronounce?

Practice

- 3 Practice the dialogue between Brian and his mom.

Let's speak

- 4 Complete the end of the conversation between Brian and his mom. Use the **USEFUL EXPRESSIONS** in the box and what you learned about earthquakes.

Mom:
What will you do if there is an earthquake?

Brian:
I will fall to the floor and look for cover.

Mom:
And then?

Brian:
I will go to the assembly point in my school.

Mom:
... if you are near a window or glass?

Brian:
I will ...

Mom:
... outdoors?

Brian:
I ...

Mom:
What ... if there are any aftershocks?

Brian:
Nothing, they are usually ...

USEFUL EXPRESSIONS

- What will you...?
- Where will you...?
- If there is...
- I will...
- What if...?

- 5 Role-play the dialogue in front of your classmates.

- 3 Indique a los estudiantes: *Work in pairs. Read the dialogue in activity 2 again and take turns to be Lenox and his mom. If possible, memorize the dialogue and then practice it and role-play it. Finally, change roles and role-play the dialogue again.*

- 4 Los estudiantes realizan una actividad guiada para desarrollar la expresión oral.

Solicite a un estudiante leer la instrucción indicando: *(Nombre del estudiante) can you read the statement in section Let's speak, please?* Explique de manera general la actividad con el fin de que ellos puedan trabajar de forma autónoma, indicando: *Organize in pairs and complete the conversation between Doris and Brian.*

Mientras las parejas trabajan, monitoree y asegúrese que usen las expresiones provistas en la ventana **USEFUL EXPRESSIONS**.

Sugerencia pedagógica

A los estudiantes con mayores dificultades para las tareas de conversación, solicíteles que repitan y actúen el principio de la conversación.

En el caso de los estudiantes que presenten mayor fluidez y rapidez en esta tarea, puede desafiarlos a crear un diálogo similar con otro desastre natural y a representarlo frente a la clase.

- 5 Solicite a algunas parejas actuar sus diálogos frente al resto de la clase. Diga: (Nombre de estudiante and Nombre de estudiante), *can you roleplay the dialogue you created in front of your classmates? Thanks! Good job!*

- 34 Los estudiantes pueden seguir practicando con nuevos diálogos en la página 34 del Cuaderno de Actividades, diciendo: *Now, go to page 34 of your Activity Book to practice more.*

Se sugiere dar una copia a los estudiantes del material **Speaking Template** de la página 158.

Pregunte de manera general: *Is this task important to you? Why? Why not? Do you think it is relevant in Chile? In your city/area?*

Teoría e investigación

La buena enseñanza puede ser maximizada cuando los contenidos son relevantes culturalmente. Para conocer más sobre la integración de contenido cultural relevante, vea la teoría en la página 122.



En la segunda mitad de la clase, indíqueles: *Now, it is time to check your progress. Work in pairs or groups to carry out these challenges. This is the opportunity to work independently; however, feel confident to ask if you have any questions.*

Indique el tiempo asignado y monitoree. Recuérdeles que en base a las actividades realizadas en esta sección, deberán autoevaluarse de acuerdo con los criterios de avance en la escala de rendimiento.

Respuestas posibles:

1. Landslide, tornado, volcano eruption, flood.
2. Stay away from windows, take cover under a table or other piece of furniture, stay away from anything that could fall.
3. If there is an earthquake, I will drop to the ground.
If there is a tsunami, listen to the emergency alerts and evacuate.

Diga: *Now, it is the moment to check your progress and take action. Read each sentence and reflect if you achieved or did not achieve each goal.*

Luego prosiga: *Answer yes or no. If your answer is "yes", follow the tick and answer other questions. If your answer is "no", follow the cross and the feedback to each goal.* De esta forma, quienes hayan logrado los objetivos los consolidarán con algunas preguntas metacognitivas y de reflexión. Quienes no hayan logrado las metas, tendrán la guía para que revisen nuevamente las actividades y podrán volver a realizar la actividad en la que tuvieron dificultades, revisar el indicador, seguir la pista del "yes" y acceder a las preguntas de meta cognición.

CIERRE (10 min.)

Comente con los estudiantes sus resultados. Vea en donde se encuentra los puntajes más bajos y ejercite y/o resuelva dudas si es necesario: *How well did you do? Why? Is there any particular content you need to reinforce?*

Try these challenges.

1. Name the natural disasters in the pictures below.



2. Mention three things you must do if there is an earthquake.
3. Write two sentences expressing conditions.

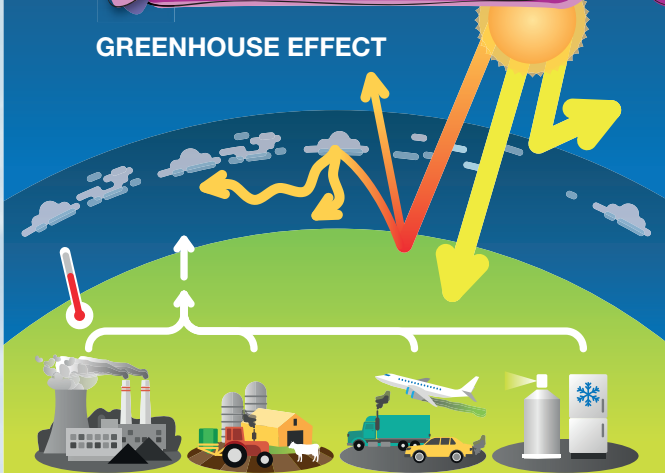
CHECK AND TAKE ACTION



Subject Connection

Science

GREENHOUSE EFFECT



1. Discuss and answer these questions.
 - a. What is the name of the phenomenon that increases the earth's atmospheric temperature?

Seebeck effect.

Greenhouse effect.

Geothermal effect.

Biothermal effect.
 - b. Which layer of the earth's atmosphere protects the earth from the dangerous ultraviolet radiations of the sun?

The stratosphere.

The ozonosphere.

The ionosphere.

The troposphere.
 - c. Which are the gases that get trapped in the atmosphere?

Atomic gases.

Greenhouse gases.

Noble gases.

Pure gases.
2. Analyze the infographic and describe the problem in your own words. Then share your answers with another group.
3. Listen to the recording and check.
4. Now, explain the phenomenon of the greenhouse effect to your group once more. As you speak, show the different stages in the diagram above.

If you want to learn more about the greenhouse effect, visit <https://go.nasa.gov/3cBuAfQ>

MINIPROJECT

1. Think about another natural phenomenon you can explain in a process.
 - a. Write some sentences describing it briefly and using sequence connectors.
 - b. Make a drawing or collect cut-outs to illustrate the process.
 - c. Present your work to the other groups.

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CLASE 12 • 45 minutos

OBJETIVO

- Usar estrategias de comprensión lectora y auditiva para entender un texto relacionado con ciencias.

MATERIALES

Audio, lápiz y cuaderno.



INICIO (10 min.)

Explique: *The purpose of this section is to make connections between English and science. We will also learn about an environmental phenomenon.*

Si es posible, invítelos a visitar el enlace sugerido.



DESARROLLO (30 min.)

1. Solicite a los estudiantes trabajar en grupos y responder las preguntas con sus conocimientos previos.

UNIT 2 • Climate change and natural disasters

Respuestas:

- a. Greenhouse effect,
- b. The ozonosphere,
- c. Greenhouse gases.

2. Indique: *Look at this infographic and describe this environmental problem. Use the clues in the pictures.*

3. Invite a los estudiantes a escuchar la grabación y revisar si la descripción que hicieron en la actividad anterior es correcta.

Respuestas:

People produce greenhouse gases. The gases get trapped in the atmosphere. The Earth gets warmer, the temperature increases, and summers and winters get warmer.

4. Anime a los estudiantes a realizar esta actividad, diciendo: *Now that you comprehend this text, take turns to explain the diagram to your group, showing the images and describing the phenomenon.*

Respuestas posibles:

First, human activities release greenhouse gases. Then, these gases trap the heat from the sun. After that, sunlight is reflected by the surface and absorbed at the surface. Finally, everything is reflected back to space by the atmosphere.



CIERRE (5 min.)

Anime a los estudiantes a sugerir posibles soluciones para el efecto invernadero, preguntándoles: *In your opinion, how can we solve the greenhouse effect?*



MINIPROJECT

Asigne esta actividad como tarea e instruya a sus estudiantes a formar grupos de tres o cuatro, explicando claramente las instrucciones. Exponga los trabajos de cada grupo en un lugar visible de la sala de clases.

CLASE 13 • 90 minutos

OBJETIVO

- Revisar los contenidos de ambas lecciones.

MATERIALES

Fotocopia del Formative Test.

En esta etapa, se sugiere realizar una Evaluación Formativa que puede encontrar en la página 140 de esta guía. Al momento de implementarla, diga a los estudiantes: *At this point, let's stop here and go over some topics. You're going to take a Formative test to apply what you have learned so far in this unit.*

CLASE 14 • 45 minutos

OBJETIVO	• Practicar y ampliar conocimientos de la unidad
MATERIALES	Fotocopia de WebQuests, de mini-project, o de algunas lecturas extra.

Utilice esta clase para desarrollar el material complementario que sea pertinente, respecto del avance de los estudiantes y su nivel alcanzado. Para ello, dígales: *Now, you are going to work on this extra material to complement the activities you worked on throughout the unit.*

CLASE 15 • 90 minutos

OBJETIVO	• Realizar un proyecto que integre los aprendizajes de la unidad.
MATERIALES	Papel lustre de colores, texto impreso, regla, lápiz, tijeras, pegamento, imágenes/ recortes del tema y lápices de colores.



INICIO (10 min.)

Recuerde a los estudiantes que el propósito de los proyectos es que usen el idioma de una manera auténtica y poniendo en juego las estrategias de trabajo colaborativo que requerirán en el mundo real.

Diga: *You are going to make a project that integrates contents from the unit. These are the materials you need.*



DESARROLLO (70 min.)

Considere si es conveniente que sean grupos homogéneos o bien heterogéneos en cuanto a habilidades. Si optara por grupos heterogéneos, reparta papeles con números del 1 al 8 (en caso de tener un grupo clase de treinta y dos estudiantes) y diga: *Pick a piece of paper with a number and find other partners with the same number. That will be your team!*

Tenga presente la cantidad de estudiantes en su clase para que solo se formen grupos de cuatro estudiantes.

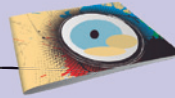
Verifique que los grupos cuenten con los materiales diciendo: *I'm going to check your materials for the Project. Please leave them on the desk.* Camine por la sala tomando nota para verificar quienes han cumplido.

En caso de que a algún grupo le falten materiales, invítelos a compartir. Para evitar este inconveniente, se sugiere solicitar los materiales la clase anterior.

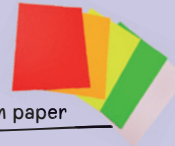
Project: An Emergency Leaflet

MATERIALS

Printed text



Colored construction paper



Images of your topic



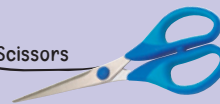
Pencils



Glue



Scissors



In groups, you will make a list of instructions to face an environmental emergency.

PREPARATION

- 1 As a group, follow these steps.
 - a. Choose an environmental emergency that is likely to happen in your town, city, area or country do some Internet research or in your library. Remember to cite your sources.
 - b. Brainstorm and take notes of what to do to prepare for the emergency and what to include in an emergency kit.
 - c. Brainstorm and write down a set of instructions on what to do.
 - d. Organize your notes and divide them into before, during, and after the emergency actions.

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Asegúrese de contar con la atención de toda la clase para dar las instrucciones antes de que comiencen a trabajar en el proyecto. Diga: *Please, pay attention now. This project will be an emergency leaflet in which you are going to write a list of instructions to face an environmental emergency that is likely to happen in your town.*

Luego prosiga con el inicio del proyecto diciendo: *I am going to read all the instructions aloud. Listen.*

A continuación, lea los pasos de todas las etapas del proyecto (*Preparation, Production, and Presentation*), asegurándose de que todas las instrucciones allí presentes sean entendidas por todos los estudiantes. Recuerde utilizar gestos, mímica, dibujos y demostraciones para aclarar el significado de los verbos, frases y palabras en cada actividad. Puede preguntar: *Do you understand what you must do? Any questions? Do you need me to give you some suggestions for your project?*





PRODUCTION

- 2 Choose the format for your leaflet, the organization of the instructions, and the artwork.
- 3 Distribute tasks among the members of your group: someone to be in charge of the artwork, someone to write the instructions, someone to present the leaflet to the class, etc.
- 4 Once the instructions are written, check for punctuation, grammar, and spelling mistakes.
- 5 Re-write the instructions and illustrate your leaflet with photos or drawings.



PRESENTATION

- 6 Show your final work to your teacher and then present it to the class.
- 7 Put the leaflets together to form a manual to face different environmental emergencies.



PEER ASSESSMENT

Read these indicators and check your performance with your group.



Luego, dé una señal para que los estudiantes comiencen. Diga: *Let's start! First you should agree on how you will organize your work. What roles are you going to play in your team? This is the first thing to do. It is very important.*

Supervise que cada estudiante haya seguido los pasos. Monitoree el trabajo de cada equipo caminando por la sala de clases, siempre disponible para proporcionar andamiaje y ayuda cuando sea necesario.

Considere asignar tiempos determinados para cada una de las etapas, de tal manera que sepan cuántos minutos tienen disponibles y cuánto tiempo les falta. Diga: *You have (...) minutes left.* También puede escribir en la pizarra el plazo de tiempo para cada etapa. Por ejemplo: *Preparation 20 minutes.*

Fomente un entorno de cooperación donde la actitud positiva y la tolerancia sean los pilares para la interacción de los estudiantes con sus destrezas y debilidades complementándose unas con otras en equipos y entre equipos.



Sugerencia pedagógica

Pídales que cuando se hayan puesto de acuerdo con todos los detalles de su proyecto, elaboren un reporte escrito en el que den cuenta de la organización de su trabajo durante el proyecto.

Puede escribir en la pizarra el siguiente modelo para el reporte escrito que deben entregar una vez que hayan coordinado su plan de acción.

Group members

Environmental emergency

Sources

Resources

List of images

Se recomienda evaluar la entrega del reporte escrito y considerar esta nota o puntaje en la evaluación del producto final.



CIERRE (10 min.)

Recuerde a los estudiantes que la etapa de evaluación será una autoevaluación grupal en la que todos deben participar y reflexionar. Diga: *Please get together with your group and evaluate your performance in this project.*

Lea los indicadores en voz alta, y luego invite a los estudiantes a que lo hagan ellos. Indique: *Now read the indicators again and check your performance with your group.* Si es necesario, explique aquellas cosas que tengan dificultad en comprender hasta asegurarse de que todos comprenden los criterios para autoevaluarse.

Invite a cada grupo a evaluar su desempeño. Una vez que terminen, anímelos a compartir sus reflexiones con otros grupos, con el fin de que puedan sacar nuevas conclusiones sobre su rendimiento y aprendizaje.

Sugerencia pedagógica

Observe las presentaciones de cada grupo y evalúelas usando la rúbrica para evaluar proyectos que encontrará en la página xxvii de la Guía Didáctica.

Considere la etapa de preparación como parte importante del proyecto final e incluya las observaciones que como docente hizo sobre este paso en la evaluación. Esto es para que sus estudiantes comprendan que el proceso es tan importante como el resultado final. Use la rúbrica de página xxvii para evaluar las presentaciones.

CLASE 16 • 45 minutos

OBJETIVO

- Evaluar los aprendizajes, habilidades y actitudes de la Unidad 2.

MATERIALES

Cuaderno, lápiz y poster.



INICIO (5 min.)

Para iniciar la clase, explique: *Today you are going to review the contents, skills and attitudes from the unit.* Utilice el poster de la unidad para repasar vocabulario y estructuras lingüísticas antes de comenzar la evaluación sumativa.

Recuerde a los estudiantes que utilicen el Texto del Estudiante como guía sin escribir en él, diciendo: *Write your answers on a separate sheet of paper.*

Indique el tiempo que los estudiantes tendrán para realizar esta evaluación: *You have 40 minutes to finish.* Si es necesario, escríbalo en la pizarra con letra grande y en un recuadro.

Pregunte: *Any comments or questions? Luego diga: "Let's start!"*



DESARROLLO (35 min.)

- 1 Indique a los estudiantes: *Before you read the text, read the title and the questions.* También puede leer las preguntas en voz alta para asegurarse de que todos las entiendan perfectamente.

Respuestas:

- a. It means taking care of the planet and not overusing natural resources.
- b. You should follow three principles: Reduce, Reuse, and Recycle.
- c. To use less of everything.
- d. They should transform old things into new ones.
- e. They can take used products like cans, bottles, plastics, and paper and donate them to groups that turn them into new products.



Final Check

Total: 24 points

- 1 Read the text and answer the questions.

10 p.



Green is the new black!

'Green' is a term that many people use to talk about taking care of the planet and not overusing the resources that we all share. If you want to make a difference, you should follow these three principles: Reduce, Reuse, and Recycle.

'Reduce' means to use less of everything: less energy, less paper, less gas, and less water. It means people should ride bikes, walk or use hybrid cars. You should also turn off the water when you are brushing your teeth.

'Reuse' means to find new uses for your old products. You can transform a pair of old jeans into a cool purse, or use broken flower pots to create mosaic for a table or photo frame. You can also use newspapers to make art for a friend.

'Recycle' means to take your used products like cans, bottles, plastics, and paper and donate them to groups that turn them into new products.



Adapted from: Zero waste. (n.d.). Retrieved, from <https://bit.ly/3unRSNe>

- a. What does 'green' mean?
- b. What should you do if you want to make a difference?
- c. What does 'reduce' mean?
- d. What should people do if they want to 'reuse'?
- e. What can people do to 'recycle'?

64 sixty-four

UNIT 2 • Climate change and natural disasters

- 2 Reprodúzca la grabación (dos veces si es necesario). Explique: *Read the questions before you listen to the interview. Then write the answers and check them as you listen to the text again.*

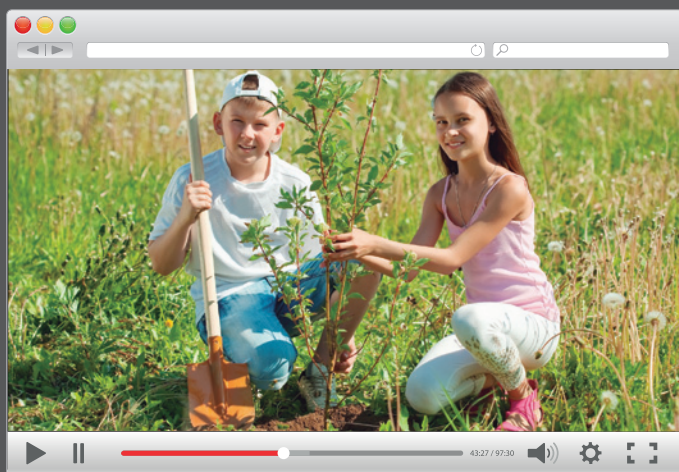
Respuestas:

- a. They were worried about the damage to the environment made by people.
- b. They made some videos about the topic they were worried about.
- c. Because they saw everyone used social media, and thought making videos could work.
- d. Help us protect the environment and save our planet. You can do it! Do small things. Tell people to throw garbage inside of cans. Collect paper; pick up litter, separate garbage and recycle.
- e. The videos went viral.

2 Listen to Sarah and Chris' interview and answer the questions.

5 p.

- What were Sarah and Chris worried about?
- What did Sarah and Chris do?
- Why did the kids come up with the idea?
- What does the video say?
- What happened with the video?



3 Express causes and effects. Write new sentences using the prompts below.

- Temperatures go up.
- Carbon dioxide goes up.
- We burn gasoline in our cars.
- There is more evaporation.

4 p.

4 With your partner, talk about a list of actions you can take to help make your school a cleaner place and help the environment.
Example: *If we want to..., we can...*

5 p.

Outstanding! 6.0 – 7.0 (24 points)	Very good 5.0 – 5.9 (23 –19 points)	Needs improvement 4.0 – 4.9 (18–10 points)	Not good enough 1.0 – 3.9 (Less than 10 points)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

3 Explique: *The sentences are causes that produce different environmental effects. Remember the information, vocabulary, and structures you have learned in this unit and write each cause's effects.*

Respuestas:

- If the temperatures go up, we have global warming.
- If we burn gasoline in our cars, we release carbon dioxide.
- If carbon dioxide goes up, the Earth heats up.
- If there is more evaporation, there will be more clouds and rainfall.

4 Indique: *This is the speaking activity; you must work in pairs.* Pida a un voluntario que lea la instrucción de la actividad en voz alta. Aproveche la oportunidad para asegurarse de que todos comprendan lo que deben hacer preguntando: *Is this clear? Do you have any questions?*

Continúe explicando: *You need to talk about the actions you have to take to make your school a cleaner place. For that, use the example given as a model.*

Para evaluar la producción oral, asigne un punto por cada indicador observado en la interacción:

- fluidez
- claridad del mensaje
- aplicación de los contenidos
- pronunciación
- uso de preguntas para mantener la interacción.

CIERRE (5 min.)

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: *Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.*

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: *Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?* Retroalimente positivamente en caso de que la respuesta sea incorrecta diga: *That is not correct. Keep trying!* Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: *Now check your score and level of achievement in the rating scale.*

Evaluación sumativa

Como alternativa a esta Evaluación Final, puede aplicar los instrumentos de las páginas 145, 148, 151 y 154 de esta Guía Didáctica. Cada una de estas evaluaciones debiera ser realizada en un tiempo de 45 minutos.



What are we doing?

VOCABULARY IN CONTEXT

- Look at the pictures and solve the word search puzzle. All the words go across from left to right or down from top to bottom.



H R R N V M D I A Y U P V X W Z G C
G R E E N H O U S E E F F E C T N A
V D O M G D J E L O X J N G Q A R
D M P K B N X K K D Y R M P Q O J B
C V X R V L H O W O U L I R Q Q E O
N M L T D R W T J T B U J J Y I E N
G L O B A L W A R M I N G I P A V D
C G X D Z T L S G K V G J Z G V B I
C T N P A S Z I F Y J O Q U E A R O
G P R U W Y N S W G J K H N F Q A X
M N T Q A L R O W M Z I T G U D H I
U F I O M U J X O N T I A W X B A D
R S E A L E V E L R I S E E T Z U E

- Match the concepts in activity 1 to their definitions. Write the correct letter.

- c.** A transparent gas that is emitted or absorbed by all living things. It is naturally present in the earth's atmosphere.
- d.** A rise in the earth's temperature caused by an increase in greenhouse gases. It can lead to climate change.
- b.** Without it, life on earth wouldn't exist, but human pollution intensifies it.
- a.** It is an increase in the elevation of the world's oceans. This is because of the rise in its temperature and the melting of glaciers and polar ice.

- Choose one environmental issue connected to your region and talk about it. **In my region, there is some acid rain in the winter because the factories pollute the air.** To learn more about climate change, visit: <https://go.nasa.gov/3o8L5To>

- Como refuerzo del vocabulario adquirido por los estudiantes en el TE, dígalos: **Please, look at the pictures in activity 1 and find the words related to some environmental issues inside the word search puzzle.** Ahora, indíqueles: **Now, read the definitions and match them to the concepts in the previous activity.**
- A modo de acercamiento a la realidad, diga: **In pairs, talk about one environmental issue connected to your region. We'll share ideas with the rest of the class. Remember that you can visit the NASA webpage to learn more about climate change.**

READING

- Look at the text in activity 2 and answer these questions.
 - What type of text is it? **It is a brochure.**
 - Who is it directed to? **It is directed to a young public, maybe teenagers.**
 - What is it about? **It is about different ways to save the earth from climate change.**

- Read the text carefully and check your answers in activity 1.

7 ways to save the earth from CLIMATE CHANGE

1 Used goods are good
Reduce and reuse as much as possible. Factories emit carbon dioxide when they make new products. So instead of buying new stuff, fix your appliances and clothes.

2 Close the door
If you see a store with its door open in the summer, it will let 2.2 tons of carbon dioxide escape over one summer. That's about as much as a car on a 5 000-mile road trip. So, ask an adult to help you email or talk to an employee about closing that open door.

4 Air dried
If you hang up your washed clothes, you save energy by not using the dryer.

5 Eat your veggie
Livestock such as cows produce heat-trapping gas emissions. If you eat more plants, you help reduce the need for so much livestock.

6 Walk it out
Walk or bike as much as you can. If you ride your bike or walk just one mile a day for a year, you'll save 330 pounds of carbon dioxide. That's the same as planting four trees!

7 Calculate your impact
Use an online carbon footprint calculator to see how much carbon dioxide your actions release. If you know how you're impacting the planet, you'll be ready to help.



Adapted from: Just for Kids: 'What's climate change? And what can I do?' (2018, June 7). Retrieved from <https://bit.ly/3sCFX0v>

Visit an online carbon footprint calculator here: <https://bit.ly/3oBCbxs>

- Para preparar a los estudiantes al texto que leerán, indíqueles: **Have a quick look at the text in activity 2, and then answer the three questions. You have to focus your attention on the format of the text.**
- Inmediatamente después, diga a los estudiantes: **Please, read the title of the text and look at its format, what is it? What do you expect to find in it? Raise your hands those students who volunteer to read the text. The rest of the class will do it in silence.**

3. Reread the infographic and write **T** (true) or **F** (false). Justify the false answers.

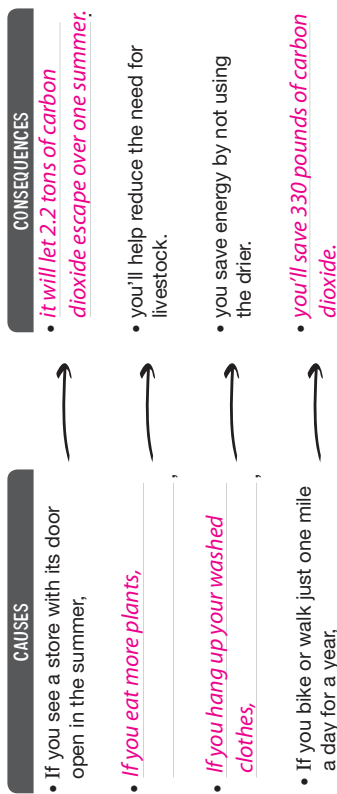
- Factories absorb carbon dioxide when they make new products.
Factories emit carbon dioxide when they make new products.
- A car produces 2.2 tons of carbon dioxide on a 5 000-mile trip.

c. Cows are the cause of some of the earth's gas emissions.

d. Saving 330 pounds of carbon dioxide equals planting fourteen trees.
Saving 330 pounds of carbon dioxide equals planting four trees.

e. There is no way to see how much carbon dioxide people's actions release every day.
There is an online carbon footprint calculator to see how much carbon dioxide people's actions release every day.

4. Read the text once more and complete the diagram.



5. How do you help the earth from climate change? Discuss.

6. Research and write down more ideas to help our environment.

Las propias ideas de los estudiantes.

LET'S REFLECT

- Do you believe we can save the earth by following the advice in the infographic?
Yes, I do. / No, I don't. Because...



22 Twenty-two

UNIT 2 • Climate change and natural disasters • LESSON 1

3. Para reforzar la lectura de la infografía, diga a los estudiantes: *Read the text again but this time to identify true and false information. Correct the false statements.* 4. Read the text again to identify causes and consequences, and then complete the diagram. 5. With your group, talk about what you do to help the

earth from climate change. 6. Ahora, indíqueles: *Again work with your group. This time research more ways to help the environment and write them down.* LET'S REFLECT. At this point, please take some minutes to reflect upon the the question in the bubble. Then share your ideas with the class.

7. Match the halves.

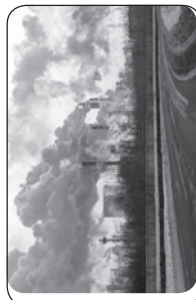
- If greenhouse gases trap heat, climates change.
- If earth's temperature increases, sea levels rise and threaten coastal areas.
- If glaciers and polar ice melt, the planet's temperature increases.

LANGUAGE IN USE Activity e.

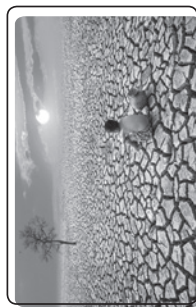
Fill in the blanks with the correct form of the verbs between parentheses. Consider the future consequences.

- If we **don't reduce** (not reduce) carbon emissions, our planet **will become** (become) much warmer.
- We **will help** (help) prevent increases in global warming if we **stop** (stop) cutting down trees.
- If people **use** (use) public transport more often, our cities **won't be** (not be) so polluted.
- Our civilization **won't continue** (not continue) by the year 2050, if people **don't stop** (not stop) climate change now.

8. Look at the pictures and describe the situations. Write causes and consequences.



- If factories reduce their emissions, they will help stop global warming.

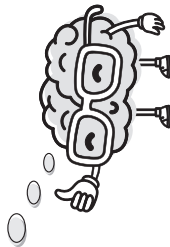


- If global temperature rises, life on earth won't continue.

To learn more about conditional sentences, visit: <https://bit.ly/3qUJaQM>

LET'S REFLECT

- Do you think environmental problems will be solved one day? How?
Yes, I do. / No, I don't. This will happen by...



UNIT 2 • Climate change and natural disasters • LESSON 1

23 twenty-three

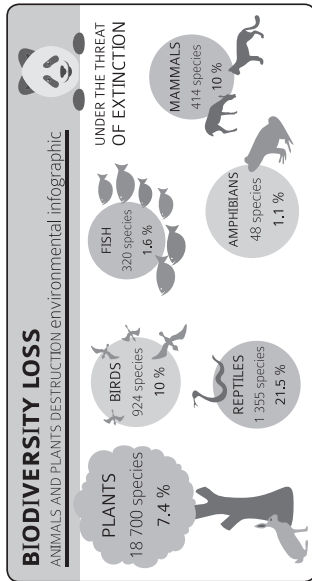
7. Indique a los estudiantes: *In this activity, match the halves of sentences taken from the text you already read.*

42. e. This activity is connected with the Student's Book. You have to fill in the blanks with the correct form of the verbs. A modo de recordatorio y apoyo, muestre y deje sobre la pizarra la lámina de la unidad.

8. Como síntesis del tema gramatical, indíqueles: *Now, look at the pictures and write complete conditional sentences to describe them.*

LET'S REFLECT. Now, take some minutes to reflect upon the question in the bubble. Then share your ideas with the class.

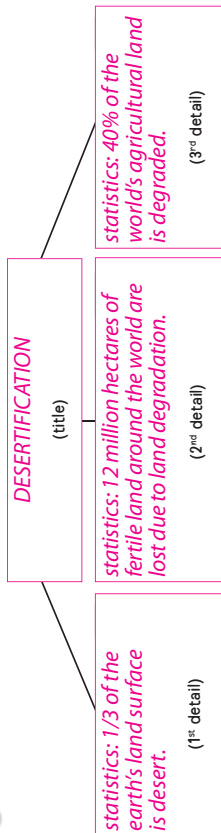
- 1 Read this infographic. Discuss what information it gives and how it is organized.



The infographic provides information about the loss of biodiversity. It is organized in the form of illustrations that provide statistics.

Organizing ideas

- 2 Choose an environmental issue and complete the diagram with your own ideas.



Drafting

- 3 Use the information in the previous step to write the first draft of your infographic.

DESERTIFICATION
40% of the world's agricultural land is degraded.
12 million hectares of fertile land around the world are lost due to land degradation. The same area of seeding in Australia.
1/3 of the earth's land surface is desert.
25 billion tonnes of land washed into the ocean annually.

You can create your infographic with the templates in this website: <https://bit.ly/3aragvq>

Permita a los estudiantes trabajar y planificar su escritura. Para ello, indiqueles: **In this section, you're going to create an infographic. In order to do that, first, read the model given in activity 1, analyze it and answer the question. Then organize your ideas in the chart, and use them to write an infographic. It will be a draft or your first version of the infographic. So don't worry about mistakes.**

Otórqueles tiempo suficiente para trabajar mientras monitorea su trabajo personal.

Revising and editing

- 4 Revise your draft with your partner and answer the questions below.
 - a. Do our drafts have a similar structure as the text in activity 1? *Yes, they do. / No, they don't.*
 - b. Have we included all the ideas in the diagram in activity 2? *Yes, we have. / No, we haven't.*

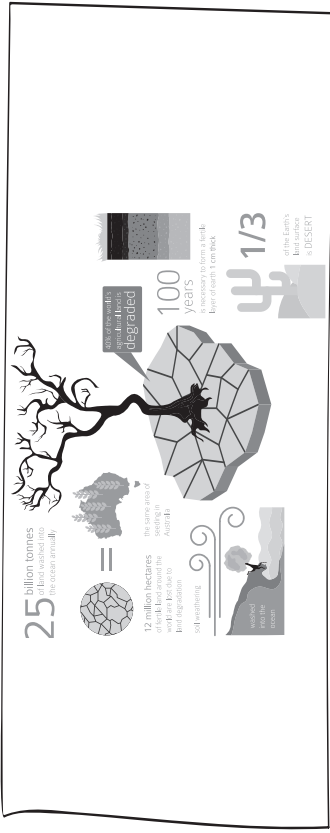
- 5 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box to edit your writing.

EDITOR'S MARKS

- ≡ Capital letter / Lowercase
- Punctuation
- §§ Check spelling
- ✓ Add a word
- ↗ Change place

Writing

- 6 Write the final version of your infographic. Then share it in small groups.



Publishing

- 7 Publish your work in a class magazine or display it on a visible place in your classroom. If possible, also post it on a blog about environmental issues.

LET'S REFLECT

- In what way did the model text in activity 1 help you write your infographic? *It helped me by...*
- What new information did you learn? *I learned that...*
- Is it easier for you to comprehend new information in an infographic? Why? *Yes, it is. / No, it isn't. Because...*

Asista a los estudiantes en las etapas de revisión y edición de su párrafo. Dígales: **Before writing the final version of your infographic, please revise and edit it with the help of your partner. In the end, you should show your infographic to your group.**

Otórqueles tiempo suficiente para los pasos finales del proceso, e invítelos a compartir su trabajo.

LET'S REFLECT. In the end, please take some minutes to reflect upon the three questions in the bubble. Then share your ideas with the class.

1. Look at the picture and anticipate what the recording will be about. Then write down your predictions.
It will be about high temperatures in India.

2. Listen to some radio news.

- a. Check your predictions in activity 1.
b. Answer these questions.
i. What environmental issue is described in the news?
A heat wave is described in the news.
ii. How many people have died in India?
Over 200 people have died in India.
iii. What problem has affected most states?
High temperatures and power cuts have affected most states.
iv. What do meteorologists predict?
Meteorologists predict that the hot and dry weather will continue until the end of June.

Look at the progression of global warming from 1880 to 2020 here: <https://bit.ly/200YlaN>

- c. Check (✓) the words you hear.
- | | | | |
|---|---|---|--|
| ☐ quietly | ☒ dangerously | ☐ happily | ☐ unfortunately |
| ☒ quickly | ☐ beautifully | ☒ clearly | ☒ suddenly |

LANGUAGE IN USE Activity d.

- Select three words from the previous activity and use them to create sentences.

- a. *My sister beautifully dances on stage.*
b. *Unfortunately, I arrived late on my first day of school.*
c. *The little baby quietly sleeps.*

LET'S REFLECT

- Do you think we could have the same problem of heatwaves in Chile? Why?
Yes, I do. / No, I don't. Because...

1. Diga a los estudiantes lo siguiente:
Please, look at the picture. What is it showing? What does it mean? Think what the recording will be about, and then write down your ideas. 2. Listen to a piece of news on the radio and then do the activities below. Reproduzca el archivo de audio hasta tres veces.

46. This activity is connected with the Student's Book and the previous activity. You have to create sentences using the adverbs of manner.
LET'S REFLECT. At this point, please take some minutes to reflect upon the question in the bubble. Then share your ideas with the class.

SPEAKING

Preparing to speak

1. Listen and repeat these words. Pay attention to the final sound (plurals).

chemicals eruptions volcanoes storms fires

Modeling

2. Listen and read the presentation. Pay attention to intonation and pronunciation.

Air pollution is the contamination of the air. Unwanted chemicals, gases, and particles enter the atmosphere, harm animals, and damage the earth. Some air pollution sources come from nature (volcanoes, dust storms, and forest fires). Others come from human activity.

Air pollution has many negative effects on the environment and can make people sick. It can cause lung cancer, respiratory infections, and heart disease. According to the World Health Organization, 2.4 million people die each year from air pollution.

Practicing

3. Select an environmental issue that worries you. Follow the model in activity 2 and create a short presentation. Then tell it to the class.

This environmental problem is affecting Chile in the way temperatures are getting warmer, and droughts are worsening.

Cultural Spot

1. Read the report. How is this environmental problem affecting Chile? Discuss.

Canada warming faster than the rest of the world

In many parts of the country, changes are already evident and permanent. The average temperature has increased by 1.7 °C since 1948. The North, the Prairies, and northern British Columbia are suffering this temperature increase the most. Unfortunately, they will continue to warm fast.

What are the effects?

They include more extreme weather. Hotter temperatures will cause more heatwaves and a higher risk of wildfires and droughts. Oceans will become more acidic and less oxygenated.

What are the causes?

The most important factor is the loss of snow and sea ice. Because of that, the land is absorbing more solar radiation so that the surface is getting warmer. If we reduce carbon emissions drastically to near zero, we will limit the amount of warming.

Adapted from: Canada warming twice as fast as the rest of the world, report says. (2019, April 3). Retrieved from <https://bbc.in/3shnG66>

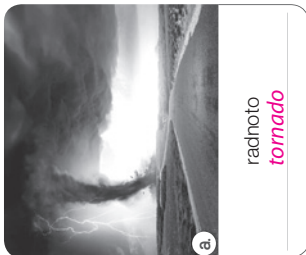
1. Diga a los estudiantes: Listen to the recording and repeat the words after I pause. Pay attention to the final sound /s/. Reproduzca el archivo de audio un par de veces. 2. Now, as you listen to the recording, read the description of an environmental issue. Pay attention to intonation. Reproduzca el archivo de audio hasta tres veces. 3. In small groups, create a short presentation about an environmental issue.

- CS 1. In this section, you're going to read a text about an environmental issue affecting Canada. Read it on your own, and then discuss the question with your group.

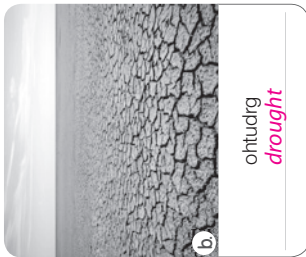
Being prepared

VOCABULARY IN CONTEXT

- 1 Look at the pictures of natural disasters and unscramble the words. Then listen and check your answers.



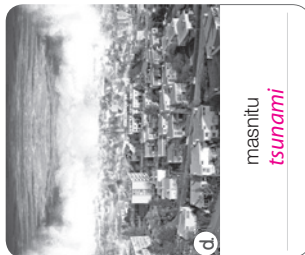
radnoto
tornado



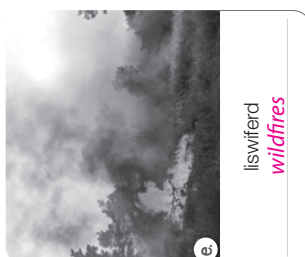
ohtudrg
drought



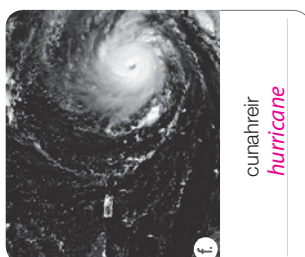
ddanselli
landslide



masnitu
tsunami



liswiferd
wildfires



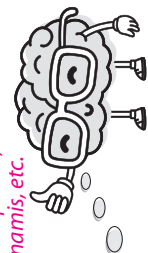
cunahreir
hurricane

- 2 Talk about the natural disasters that are common in your region. Then share a personal experience you remember.

To learn more about natural disasters, visit:
<https://on.natgeo.com/3qppQlv>
In my region, there are earthquakes, volcanic eruptions, landslides, tsunamis, etc.

LET'S REFLECT

- Which of these natural disasters do you think is the most dangerous? Why?
I think the most dangerous natural disaster is the... because...



- 1 A modo de reforzar el vocabulario aprendido por los estudiantes, dígalos: Please, have a close look at the pictures and identify the different natural disasters. Then unscramble the words and listen to check your answers.

- 2 Indíqueles: With your partner, talk about the natural disasters that are common in our region. Then share a personal experience related to them.

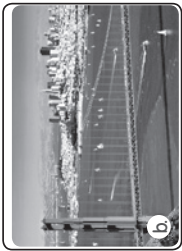
LET'S REFLECT. In the end, please take some minutes to reflect upon the question in the bubble. Then share your ideas with your group.

READING

- 1 Look at the pictures and discuss how they are connected to the text in activity 2.



a



b



c

It is the story of a boy living in the city of San Francisco the moments before and during an earthquake.

- 2 Read the extract of a novel and check your ideas in activity 1.

Jacob picked up his dog. As he opened the outside door, the dog jumped out of his arms, rushed onto the street, and began to howl. Other dogs were barking in the distance.

The sky lightened from black to smoky gray, and the streetlights began to lower. The dog's movement became desperate.

The ground started to move from side to side. The street went up and down and rolled like the ocean during a storm. It was as if a giant sleeping below the cobblestones was getting up. Buildings began moving in and out, and the street ascended like an angry sea.

Jacob took a step forward and fell. He heard a wagon turned over, and boxes fell to the ground. He tried to make sense of what was happening. This is an earthquake, he realized. It'll be over in a few seconds. Jacob remembered several earthquakes and how the ground seemed to roll.

Bricks were raining all over the street, and Jacob's ears filled with a roar as loud as thunder. I've got to get under something!

Jacob thought. First, he rushed toward an open building with his arms over his head. Next, he stumbled but forced himself upright. After that, Jacob got the desperate dog against his legs and saw its mouth moving up and down. Finally, a great cracking noise came from behind him. He saw the front wall of the building collapse in a pile.

All along the street, buildings shook and rolled. Blocks of bricks hit the ground and broke into pieces. Window glass smashed. Carts turned over, destroying the sides of the street, and desperate horses tried to free themselves.

Jacob could feel his heart beating inside his chest. He pressed himself against the side of a heavy wagon for protection. Beside it, Jacob got tight to the dog and watched the cobblestones vibrate, and buildings collapse. The ground shook with such violence that Jacob thought the world was coming to an end.

Adapted from: Karwowski, G. (2004).
Quake! Disaster In San Francisco, 1906.

Brick (n.): a rectangular unit of building material. **Cobblestone (n.):** a rounded stone used in paving a street. **Roar (n.):** a deep cry of a wild animal. **Smoky (adj.):** of a dull or brownish gray; cloudy. **Thunder (n.):** the sound that follows a flash of lightning. **Wagon (n.):** a vehicle drawn by horses for transporting goods.

- 1 A modo de preparar a los estudiantes para el texto que leerán, indíqueles: Look at the pictures carefully. How do you think they are connected to the text in activity 2?
- 2 Ahora, dígalos: Look at the picture of the text, what type is it? Is it an online article?... It's an extract of the novel "Quake!" Now, raise your hands those volunteers who will read the text. The rest of the class will read in silence, trying to visualize the situation.

3. Read the extract again and answer these questions.

a. What is the protagonist's name?

His name is Jacob.

b. Who is the protagonist with?

He is with his dog.

c. What signs of a coming earthquake does he identify?

He identifies the barking of other dogs and their nervousness, the sky getting dark and the streetlights lowering.

d. How does he feel when the earthquake begins?

He is confused.

e. How does he feel after it finishes?

He feels terrified as if it was the end of the world.

4. Read the extract again and circle the correct alternative.

a. The dog was nervous / terrified.

b. The sky looked foggy / clear.

c. The streets rolled like the waves / wind in a storm.

d. Jacob heard a soothing / thundering sound of bricks.

e. His heart was moving quickly / quietly in his chest.

5. Read the extract once more and focus on the description of the earthquake. Visualize it in your mind and then illustrate it below.

Los propios bosques de los estudiantes.

What called my attention the most was when...

6. How do you think the story continued? Discuss and explain your reasons.

7. What do you know about the 27F earthquake? Talk about it using your family's experience and memories.

I remember that on the 27F earthquake my family/parents were... I also know...



LET'S REFLECT

• What connection can you make between the text and your own life? And between the text and the world?

I can connect this text to my own life because...

• How did the text make you feel?

It made me feel...

• What did you do to understand unfamiliar words?

To understand unfamiliar words I...

3. In pairs, read the text once more and pay attention to specific information to answer the questions.

4. Continue working in pairs to read again and choose the correct alternative.

5. Now, on your own, read the text once more and remember the picture of the situation in your mind. Make a picture of

it in the space provided. 6. In small groups, imagine how the story continued and talk about it.

7. Now, in the same groups, talk about the earthquake on February 27th, 2010. You should tell about some family anecdote related to it.

8. Underline all the sequence connectors in the text on page 29. Use them to summarize the events and complete the diagram below.

First, Jacob rushed toward an open building.

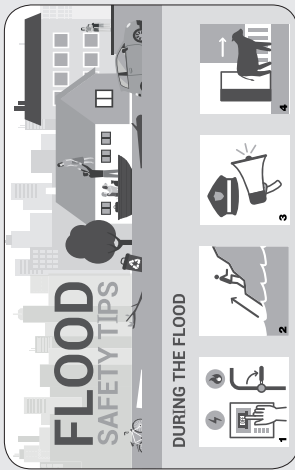
Next, he stumbled but forced himself upright.

After that, he got the dog against his legs and saw its mouth.

Finally, he saw the front wall of the building collapse in a pile.

LANGUAGE IN USE Activity d.

Look at the picture of flood safety tips and complete the instructions.



a. First, disconnect the power and the gas.

b. Then, rush to a higher ground.

c. After that, follow the authorities' instructions.

d. Finally, take your animals to a safer place.

To learn more about sequence connectors, visit: <https://bit.ly/370sDqd>

9. Identify the natural disasters. Then write some safety tips using sequence connectors.



Tornado. First, prepare a safe room and a first aid kit. After that, close windows and doors, and go to the basement.



Tsunami. First, plan an evacuation route. Then get to higher ground and as far inland as possible.



Wildfire. First, have a disaster plan. Next, evacuate immediately and wear protective clothing.

connected with the topic in the Student's Book. You have to pay attention to the infographic and then complete the instructions below.

9. Como síntesis del tema gramatical, indiques: Now, look at the pictures and identify the natural disasters. Then write a couple of safety tips to prevent them.

Modeling

- 1 You are going to design a leaflet with safety tips about a natural disaster. Before creating it, read this one and discuss the questions with your partner.

WHAT TO DO DURING A VOLCANIC ERUPTION?

- First, put your emergency plan into action.
- Second, if indoor, close all the windows and doors. If outdoor, seek shelter: avoiding low lying areas.
- Next, wear long-sleeved shirts and long pants.
- Then use goggles to protect your eyes and dust masks.
- Finally, stay out of volcano areas.

- a. What elements does the leaflet contain? *It contains a big title, a picture, and instructions.*
b. How are the tips organized? *They are organized in a sequence with bullets.*

Organizing ideas

- 2 Choose a natural disaster and complete the chart with your own ideas.

QUAKE SAFETY TIPS	
Catchy title	
Steps before	• <i>Disaster plan.</i> • <i>Supplies kit.</i>
Steps during	• <i>Drop, cover and hold.</i> • <i>Stay indoors.</i>
Steps after	• <i>Check for injuries.</i> • <i>Inspect home.</i>

Permita a los estudiantes trabajar y planificar su escritura. Para ello, indique:

In this section, you're going to design a leaflet. In order to do that, first, read the model given in activity 1, analyze it and answer the questions. Then organize your ideas in the chart, and use them to create your leaflet. It will be a draft or

your first version of it. Then don't worry about mistakes.

Otórqueles tiempo suficiente para desarrollar cada paso, mientras Ud. monitorea su trabajo personal.

Drafting

- 3 Use the information in the previous step to write your first draft.
- Before?*
First, have a disaster plan. First, DROP, COVER and
Then prepare a supplies kit HOLD. Next, stay indoors
with canned food, bottled until it stops.
water, battery-operated
radio, flashlight, etc.
- After?*
First, check for injuries.
Next, inspect home for
damage, eliminate fire
hazards. Finally, expect
aftershocks.

Revising and editing

- 4 Revise your paragraph with your partner and answer the questions below.
- a. Does our list of tips follow a similar structure as the text in activity 1?
b. Have we included all the ideas in the diagram in activity 2?
Yes, we have. / No, we haven't.
Yes, it does. / No, it doesn't.

- 5 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the EDITOR'S MARKS box to edit your writing.

EDITOR'S MARKS

- ≡ Capital letter / Lowercase
- Punctuation
- ✓ Add a word
- ✂ Check spelling
- ↻ Change place

Writing

- 6 Write the final version of your leaflet and add pictures to illustrate your work. Then share it in small groups.

What to do before a quake?

First, have a disaster plan. Then prepare a supplies kit with canned food, bottled water, battery-operated radio, flashlight, etc.

What to do during a quake?

First, DROP, COVER and HOLD. Next, stay indoors until it stops.

What to do after a quake?

First, check for injuries. Next, inspect your home for damage, and eliminate fire hazards. Finally, expect aftershocks.

Publishing

- 7 Display your work in a visible place in your classroom or the schoolyard. If possible, also publish it in an online magazine.



LET'S REFLECT

- What kind of errors did your draft contain?
It contained ... errors.

Asista a los estudiantes en las etapas de revisión y edición de su párrafo. Indíqueles:

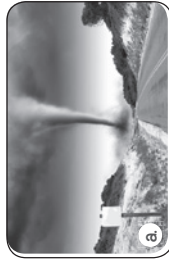
Before writing the final version of your leaflet, please revise and edit it with the help of your partner. In the end, you should show your leaflet in the classroom and publish it in an online magazine.

Otórqueles tiempo suficiente para los pasos finales del proceso, e invítelos a compartir su trabajo.

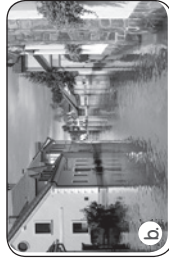
LET'S REFLECT. *In the end, please take some minutes to reflect upon the question in the bubble. Then share your ideas with the class.*

LISTENING

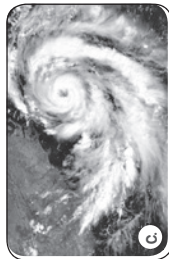
1 Listen to the pictures and write the names of the natural disasters. Write down two ideas you think you will hear about them in the recording.



Tornado



Flood



Hurricane

2 Listen to the recording.

- Check your predictions in activity 1.
- Write the questions for these answers.

- What names do hurricanes have?** ?
'Hurricanes' in the Atlantic Ocean, 'typhoons' in the Pacific Ocean, and 'tropical cyclones' in the Indian Ocean.
- What are they?** ?
They are storms with strong winds and begin over land.
- Why do they happen?** ?
The water evaporates from the warm sea, and it condenses in the atmosphere. Then hot wet air rises.

3 How is climate change connected to hurricanes? Discuss.
Climate change gives the storms more energy and they get more powerful over land. This makes hurricanes more dangerous.

LANGUAGE IN USE

Activity d.

Finish the sentences with your own ideas.

- If drought continues in my town, **we will have to move away.**
- People will lose their homes if **there is a flood in this town.**
- If we are caught in the middle of a wildfire, **we will try to run away.**

SPEAKING

Preparing to speak

1 Listen and repeat these expressions. Pay attention to pronunciation and intonation.

- What was it like? Well... it was absolutely scary! Wow! What will you do if...?

1 Diga: Look at the pictures and identify the natural disasters. What will the recording be about? Write some ideas below the pictures. 2 Listen to the recording and do the activities that follow. Reproduce el archivo de audio hasta tres veces. 3 In groups, discuss and share your ideas based on the recording about how climate change is connected to hurricanes.

57 This activity is connected with the Student's Book. You have to complete the sentences with your own ideas. Remember what you know about conditional sentences.

47 Listen to the recording and repeat the different expressions after I pause. Reproduce el archivo de audio una vez.

Modeling

- 2 Listen and read the dialogue. Then practice saying it with your partner.
- Diego: Have you ever been in a tornado?
Chloe: Yes, I have. Last year, in Texas... I was at school, in an English class. As soon as we heard the sirens, we had to go to the gym for shelter.
Diego: What was it like?
Chloe: Well... it was absolutely scary! I heard a loud sound, and there was lightning, too. After the tornado everything was in ruins.
Diego: Wow! What will you do if you are in a tornado again?
Chloe: I'll try to go to the lowest floor and be calm, of course.

Practicing

3 Select a natural disaster in your country and prepare a conversation. Describe an experience and express some conditions. Then act it out in front of the class.

Subject Connection

Math

- 1 Read the text carefully. Then answer the questions below, and share your ideas.
- What is the average global temperature over the fourteen decades?
The average global temperature over the fourteen decades is 14.02 °C.
 - How much did the global temperature increase from 1880s to 2010s? Express it in per cent.
The global temperature increased 6% from 1880s to 2010s.
 - What do you think will be the average global temperature in the 2020s? Express it in °C.
I think the average global temperature in the 2020s will be around 14.75 °C.

Changes in the earth's temperature

How hot did the world get?

In 1880, scientists began collecting the data from weather stations around the world, on ships, and by satellites. At that time, their records showed that the first decade of the 21st century was the warmest. The average global annual temperature continued to be around 13.7 °C from the 1880s to the 1910s.

However, in 1980, the world began to get hotter, at a rate of about 0.2 °C per decade. The annual global temperature from 2000 to 2009 was 0.61 °C, higher than the average temperature from 1951 to 1980. If this rate continues, the world will warm by 2 °C in the next century.

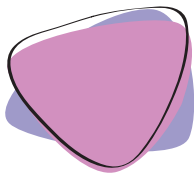
What are the consequences of higher temperatures?

If the global temperature gets to 2 °C, more than 70% of the earth's coastlines will see a sea-level rise of 2 cm. This will cause an increase in coastal flooding, beach erosion, and other impacts on humans and ecological systems. Higher temperatures will intensify most natural disasters such as storms, heatwaves, floods, and droughts.

Decade	1880s	1890s	1900s	1910s	1920s	1930s	1940s	1950s	1960s	1970s	1980s	1990s	2000s	2010s
°C	13.73	13.75	13.74	13.72	13.83	13.96	14.04	13.98	13.99	14	14.18	14.31	14.51	14.63

Adapted from: Osborn, L. (n.d.). History of Changes in the Earth's Temperature. Retrieved from <https://bit.ly/3wZw62t>

- 2 Now, as you listen to the recording, read the dialogue in silence. Then in pairs, practice saying it and switch roles. Reproduce el archivo de audio un par de veces. 3 Continue working in pairs to create a similar dialogue. Talk about a personal experience connected to a natural disaster. Then act it out in front of the class.
- SC 1 Para cerrar la unidad, invite a los estudiantes diciendo: Look at the pictures and the text. What school subject is it connected with? What will the text be about? Please, read it carefully and on your own. Then answer the questions and share your ideas with your group. Otrorgue suficiente tiempo para realizar los cálculos matemáticos de rigor.



Contenidos Pedagógicos



SPEAKING

Puede dar a los estudiantes tres consejos útiles para ayudarlos a controlar sus nervios a la hora de hablar o crear un monólogo en inglés:

- Ser especialistas del tema que están presentando.
- Respirar profundamente antes e incluso durante la presentación oral.
- Practicar en voz alta. La mejor manera de reducir la ansiedad es ensayar.

Adaptado de: 9 Helpful Tips to Calm Your Nerves Before Speaking.
Retrieved from: <https://bit.ly/3nIDAeN>

CONTRIBUCIÓN DE CONTENIDOS CULTURALES EN LA CLASE DE INGLÉS

Los hallazgos de recientes investigaciones sugieren que el uso de contenido cultural en las clases de idioma, hace la comunicación más significativa ya que los estudiantes tienen la posibilidad de desarrollar conocimiento y entendimiento cultural.

Adaptado de: Oviedo Gómez, H. H., & Álvarez Guayara, H. A. (2019). The contribution of customized lessons with cultural content in the learning of EFL among undergraduates. *Colombian Applied Linguistics Journal* 21(1), 15-48.

EXPLICACIÓN DE LA GRAMÁTICA

Para abordar la enseñanza de la gramática, más que detenerse a explicar un punto gramatical en detalle, es recomendable que el docente haga un resumen breve de lo que los estudiantes pudieron observar en un determinado ejemplo. Idealmente, dicho ejemplo debiera ser extraído de un texto previamente leído o escuchado. Tan pronto como los estudiantes demuestren comprensión del contenido gramatical, el docente debe ir a la práctica en su contexto, diciendo: *Now that you have understood these contents, let's put them into practice.* Con respecto a la enseñanza, trate de mantener la explicación básica de menos de cinco a siete minutos (Ur, 2014).

COMPRENSIÓN DESDE EL CONTEXTO

Comprender desde el contexto se refiere a la capacidad de inferir el significado de algo usando pistas contextuales.

- a. Contexto lingüístico: El entorno lingüístico en el que se usa una palabra dentro de un texto.
- b. Contexto situacional: Los elementos extra-lingüísticos que contribuyen a la construcción del significado pueden implicar un conocimiento de fondo del tema.

Lo que esto significa es que los estudiantes deberían poder inferir el significado de una palabra utilizando:

- El significado de los elementos que lo rodean.
- La manera en que se forma la palabra.
- Conocimientos de fondo del tema y de la situación.

Motive a los estudiantes a utilizar estas estrategias en las lecturas con mucho vocabulario nuevo, como las literarias presentes en la unidad y en todo el texto.

Adaptado de: Rhalmi, M. (Marzo 19, 2019). Guessing meaning from context (Guessing). My English Pages. Extraído desde: <https://bit.ly/3C0tdkR>

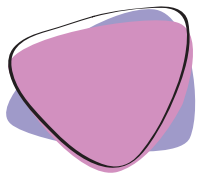
PENSAMIENTO CRÍTICO

Para desarrollar el pensamiento crítico se han definido cinco sub-habilidades que son esenciales a la hora de elaborar una secuencia de actividades para los estudiantes. Éstas se pueden representar como un conjunto de pasos lineales o escaleras que progresan de manera ascendente en orden de dificultad y complejidad. Estas habilidades desde el nivel inferior a superior son: entender, aplicar, analizar, evaluar y crear.

Adaptado de: Hughes, J. (2014) Critical Thinking in the Language Classroom. Recuperado de <https://bit.ly/2y4m3QH>

INTEGRACIÓN DE CONTENIDO CULTURAL RELEVANTE

La buena enseñanza puede ser maximizada cuando los contenidos son relevantes culturalmente. Esto significa que debería considerarse el contexto cultural al incorporar tareas y contenidos. Cuando esto sucede, los estudiantes son capaces de reafirmar su identidad y, al mismo tiempo, comprender la realidad bajo otra perspectiva. Esto mejora el desempeño en el proceso de aprendizaje. (Williams, 2006)



Material Complementario Fotocopiable

Orientaciones generales para la utilización del material fotocopiable

El presente material fotocopiable tiene como objetivo complementar las actividades realizadas a lo largo de la unidad, aplicando las habilidades y conocimientos aprendidos, mediante el uso de las tecnologías de la información. Puede utilizarlas al finalizar la unidad a modo de conclusión o cierre de la misma.

El material complementario para cada unidad consiste en:

- Actividades complementarias (*WebQuests*)
- Evaluación diagnóstica (*Diagnostic test*)
- Evaluación de proceso (*Process evaluation – Mini project*)
- Evaluación formativa (*Formative test*)
- Evaluaciones alternativas (*Alternative tests*)
- Modelo de texto escrito (*Writing template*)
- Modelo de intercambio oral (*Speaking template*)



Orientaciones para la utilización de actividades complementarias (WebQuests)

Son actividades orientadas a la investigación donde toda o casi toda la información que se utiliza procede de recursos de la Web. Son tareas llevadas a cabo por el estudiante; tienen una estructura jerárquica bien definida, van desde las más simples hasta las más complejas; pero no se trata de actividades tradicionales, tienen que ver con el trabajo colaborativo y de indagación.

Las partes fundamentales de una *WebQuest* son:

- Introducción:** establece el marco y aporta alguna información antecedente.
- Tarea:** aquella que debe llevar a cabo el estudiante.
- Proceso:** descripción de los pasos a seguir para llevar a cabo las tareas.
- Recursos:** selección de enlaces a los sitios de interés para encontrar la información relevante.
- Evaluación:** explicación de cómo será evaluada la realización de las tareas.
- Conclusión:** recuerda lo que se ha aprendido y anima a continuar con el aprendizaje.

Las orientaciones básicas para utilizar una *WebQuest* en la clase son:

1. Motive a los estudiantes a formar grupos pequeños de alrededor tres o cuatro miembros, y consecutivamente, explíqueles el objetivo de la clase.
2. Lea cada una de las instrucciones en voz alta para todo el curso, y asegúrese de que todos los estudiantes comprendan qué deben hacer y qué tipo de información deben buscar. Escriba palabras clave en la pizarra para ayudarlos a recordar lo que necesitan tener en cuenta al momento de la indagación.
3. Invite a los estudiantes a hacer todas las preguntas para resolver las dudas de la tarea.
4. Otórgueles suficiente tiempo para que realicen las tareas requeridas plasmadas en la hoja fotocopiable. Si existe conexión a Internet, los estudiantes pueden completarla *WebQuest* durante la hora de clase. En caso contrario, puede asignarlo como tarea para el hogar.
5. Monitoree el trabajo en grupos mientras camina por la sala de clases y los asiste cada vez que sea necesario.

Orientaciones para trabajar distintos instrumentos de evaluación

DIAGNOSTIC TEST

Esta actividad evaluativa puede realizarla antes de comenzar la lección 1, luego de la sección sobre conocimientos previos. Prepare las condiciones necesarias y explique a los estudiantes que esta evaluación los preparará para enfrentar los contenidos de la unidad. A continuación, lea las instrucciones en voz alta para todo el curso.

FORMATIVE TEST

Esta evaluación tiene como objetivo de comprender el funcionamiento cognitivo del estudiante ante los aprendizajes que se le han presentado durante la unidad hasta un determinado momento. Con este instrumento será posible entonces llegar a entender por qué un estudiante no entiende un concepto o no sabe realizar una determinada tarea. Al aplicar esta evaluación, resalte la importancia de la reflexión sobre el desempeño y entregue siempre retroalimentación a los estudiantes con comentarios enriquecedores, pero también incidiendo en los aciertos.

PROCESS EVALUATION (MINI PROJECT)

La evaluación de tipo procesual se realiza cuando la valoración se desarrolla sobre la base de un proceso continuo y sistemático de evaluación de los aprendizajes con el objetivo de mejorar los resultados de los estudiantes. Esta evaluación es de gran importancia dentro de una concepción enfocada en el proceso más que en los resultados finales porque permite tomar decisiones de mejora sobre la marcha.

ALTERNATIVE TESTS

El objetivo de estas evaluaciones alternativas consiste en recoger y valorar datos al finalizar un período de tiempo previsto para la realización de un aprendizaje o para la consecución de los aprendizajes esperados. Los test cuentan con distintos niveles de dificultad, de manera que, como docente, pueda elegir el indicado respecto del nivel de sus estudiantes.

Orientaciones para trabajar con los modelos de textos escritos y orales

Un modelo de texto es básicamente una plantilla que guiará a los estudiantes a completar sus tareas de escritura y producción oral. Sirve como modelo para copiar o crear un texto, con el propósito de ayudarlos a escribir o hablar fluidamente.

Los modelos proporcionan la estructura que sostiene y conjuga los elementos propios de cada tipo de texto, al mismo tiempo que tienden a reducir errores, a incrementar la velocidad en la producción de textos, y proporcionan a los estudiantes una sensación de logro.



Name: _____ Date: _____

A Introduction

Saving the planet is our responsibility. Sometimes we think that big organizations and the government are the only ones responsible for recycling waste and protecting nature. But the truth is that every person's actions matter. Each of us can do a little that will help the environment a lot. Let's find out how we can contribute in the next activities!

B Task

In this Project, you will prepare a short video about how to take action at home to minimize damage on the environment. You will talk about the causes and effects of reusing and recycling. You will include information about daily actions any person can do at home and in their community about waste and natural resources. In order to do so, you will work in pairs and record a video of two actions that help the environment.

C Process

- Look up these words in a print or online dictionary: *temperature, environment, climate, weather, atmosphere, wildfires, droughts*.
- Read the information at <https://www.globalcitizen.org/fr/content/best-and-worst-recyclers-in-the-world/> and group the countries in the table below.

- What will happen if climate changes? Finish the sentences while reading the article at <https://www.nbcnews.com/better/science/6-ways-ordinary-people-can-prevent-climate-change-according-researchers-ncna926311>.

If climate changes, ...

- temperatures will rise _____.
- the warming atmosphere will create _____.
- extreme weather will negatively impact _____.
- wildfires will have a direct impact on _____.
- droughts will result in _____.
- warmer weather will bring _____.

- Read the five actions everyone can do for the environment. Then go to <https://www.nbcnews.com/better/science/6-ways-ordinary-people-can-prevent-climate-change-according-researchers-ncna926311> and label them with the correct title.

1.	Take short showers and use your washing machine full.
2.	Meet with people who are in an organization that helps the environment for free.
3.	Eat less meat because farm animals release gases that affect the air quality.
4.	Don't throw away food because it is not perfect or because you bought too much.
5.	Discuss about the environment with the politicians in your area.

5. Everybody can make ecobricks with plastic bottles and plastic waste. Go over this webpage <https://www.ecotricity.co.uk/our-news/2019/what-is-an-ecobrick> and write T (true) or F (false).

- a. ____ Use bottles from products you regularly use.
- b. ____ Don't clean or dry the plastic you will put inside the bottle.
- c. ____ Use a stick to push the plastic down into the bottle.
- d. ____ Put food waste, glass, metal or paper inside the bottle.
- e. ____ Put plastic bags, photo paper, crisp packets and food containers inside the bottle.
- f. ____ Don't put straws, plastic cutlery, cling film or plastic packaging inside the bottle.

6. Choose two actions from steps 4 and 5 and record yourselves acting them out. Say the actions aloud while recording your video:

- Choose and organize the setting (kitchen, bathroom, garden, etc.).
- Choose the clothes you will wear.
- Rehearse the actions and practice saying the ideas aloud.
- Adjust your recording device (cell phone, camera, etc.) and record yourselves or ask someone to help you.
- Check the video and save it.
- Send the video to your teacher.

D Resources

- <https://www.nbcnews.com/better/science/6-ways-ordinary-people-can-prevent-climate-change-according-researchers-ncna926311>
- <https://www.globalcitizen.org/fr/content/best-and-worst-recyclers-in-the-world/>
- <https://www.ecotricity.co.uk/our-news/2019/what-is-an-ecobrick>

E Evaluation

The video will be evaluated with a grade for preparation and speaking production. Also, sending the video on time will be highly valued. Rubric is as follows:

- Quality of video presentation: 40%
- Level of English: 40%
- Punctuality to submit video: 20%

F Conclusion

The task you have just completed has allowed you to gain some insights into taking action towards helping the environment. You have also been able to expand your vocabulary related to recycling and reusing material. Reflect on the following questions:

- a. What types of items can you recycle at home?
- b. Why do we need to protect the environment?
- c. In your opinion, how can Chile be a better recycler?



WEBQUEST 1

C 1. Respuestas posibles:

Temperature: degree of hotness or coldness measured on a definite scale.

Environment: the complex of physical, chemical, and biotic factors (such as climate, soil, and living things) that act upon an organism or an ecological community and ultimately determine its form and survival.

Climate: the average course or condition of the weather at a place usually over a period of years as exhibited by temperature, wind velocity, and precipitation.

Weather: the state of the atmosphere with respect to heat or cold, wetness or dryness, calm or storm, clearness or cloudiness.

Atmosphere: the whole mass of air surrounding the earth.

Wildfire: a sweeping and destructive conflagration especially in a wilderness or a rural area.

Drought: a period of dryness especially when prolonged.

2. Respuestas:

		
Germany Poland Ireland The UK	The USA Slovenia South Korea Sweden Austria Belgium Switzerland	Chile Turkey

3. Respuestas:

- above 1.5 degrees Celcius.
- hotter summers and less cold winters.
- food crops and wildlife.
- air quality and human health.
- scarce water in some areas.
- illnesses related to mosquito bites.



4. Respuestas:

1. Consume less energy and water.	Take short showers and use your washing machine full.
2. Volunteer.	Meet with people who are in an organization that helps the environment for free.
3. Eat less factory-farmed red meat.	Eat less meat because farm animals release gases that affect the air quality.
4. Waste less food.	Don't throw away food because it is not perfect or because you bought too much.
5. Call and meet with your representatives.	Discuss about the environment with the politicians in your area.

5. Respuestas:

- | | | |
|-------|-------|-------|
| a. T. | c. T. | e. T. |
| b. F. | d. F. | f. F. |

6. Respuestas:

Se espera que los estudiantes dramatizen las acciones elegidas en pasos anteriores, y que expresen oralmente ideas tales como:

Put plastic bags, photo paper, crisp packets, and food container inside a bottle.

Don't throw away food because it is not perfect or because you bought too much.

WebQuest 2

BETTER SAFE THAN SORRY – LET’S SAVE ECOSYSTEMS!

Name: _____ Date: _____

A Introduction

You may be familiar with the terms environment, ecology, recycling and reusing. They are important because they are related to protecting human, animal, and plant life, and other living species on Earth. All living and non-living things on the planet interact in a community. To help that community survive, you will study some online resources to find helpful information.

B Task

Many human activities affect a community of living and non-living things and cause imbalance. In this Project, you will learn about ecosystems, what human activities affect ecosystems and some solutions to human impact. You will work in groups of three to share the work and discuss the information in the activities.

C Process

1. Read the definitions of ecosystem at <https://www.britannica.com/science/ecosystem>, <https://www.nationalgeographic.org/encyclopedia/ecosystem/>, and <https://youmatter.world/en/definition/ecosystem-definition-example/>. Then use these phrases to say what Ecosystems is and is not.

- animals in a laboratory
- community of living and nonliving members
- a geographic area of the planet where plants, animals and other organisms can't live
- a group of living organisms in a specific physical environment and their interrelationships
- a computer because it has an operating system
- the tropical forests, the ocean, the desert, the jungle

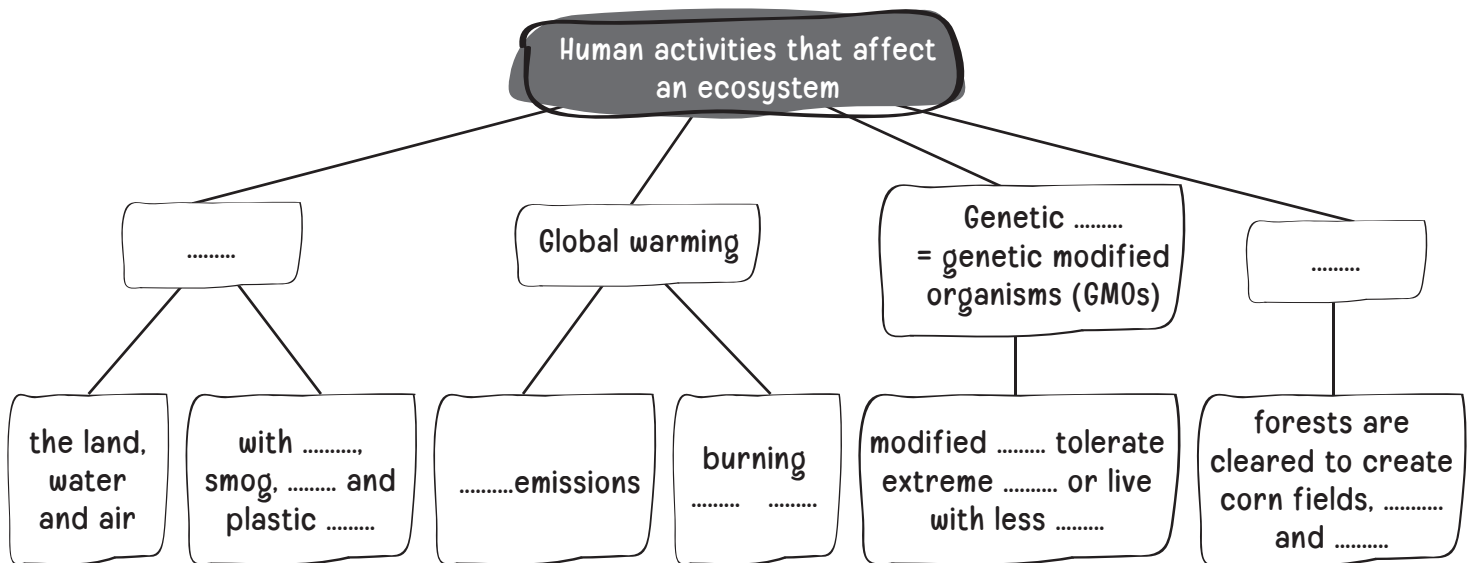
2. Fill in the blanks with these words: **warn**, **clear**, **pollute**, and **resist**.

- a. Humans _____ the land and water.
- b. Environmental scientists _____ people about CO2 emissions.
- c. Genetically modified plants _____ disease and parasites.
- d. People _____ forests to build more houses.

3. Check your answers by reading the article at <https://sciencing.com/human-activities-affect-ecosystem-9189.html>.
4. Human beings use their intelligence to develop technology to exploit natural resources. But that affects ecosystems. Go to <https://sciencing.com/human-activities-affect-ecosystem-9189.html> and complete the diagram with these words.

fossil fuels	pollution	litter
bags	CO2	modification
deforestation	temperatures	plastic
farms	water	houses





5. Watch a video about how environmental problems can be solved at <https://www.edx.org/course/environmental-protection-and-sustainability>. Name some solutions for each category: Biological, Physical, and Human.
6. Go over the diagram in step 4, and identify two human activities that are affecting your area (property, neighborhood, town, city, etc.).
 - a. _____
 - b. _____
7. Suggest one possible solution for each problem you identified in step 6. Use similar ideas to the ones in the video.
8. Make a Power Point Presentation about the problems in your area's ecosystem and possible solutions. Include 4 – 6 slides with pictures and graphs. Share it with your classmates or in the school magazine.

D Resources

- <https://www.britannica.com/science/ecosystem>
- <https://www.nationalgeographic.org/encyclopedia/ecosystem/>
- <https://youmatter.world/en/definition/ecosystem-definition-example/>
- <https://sciencing.com/human-activities-affect-ecosystem-9189.html>
- <https://www.edx.org/course/environmental-protection-and-sustainability>

E Evaluation

The presentation will be evaluated with a common grade for preparation and speaking production. Also, sending the video on time will be highly valued. Rubric is as follows:

- Quality of information: 40%
- Quality of exposition and presentation: 40%
- Level of English: 20%

F Conclusion

The task you have just completed has allowed you to acquire some insights into the current environmental problems caused by humans that affect your community and other ecosystems. You can be part of the solution if you take action with physical, biological or human solutions. Reflect on the following questions:

- a. What ecosystems can you identify in Chile?
- b. What problems are humans causing to the Chilean environment?
- c. Mention 3 possible solutions to help the ecosystem.



WEBQUEST 2

C 1. Respuestas:

Ecosystem is...

- ✓ a community of living and nonliving members.
- ✓ a group of living organisms in a specific physical environment and their interrelationships.
- ✓ the tropical forests, the ocean, the desert, the jungle.

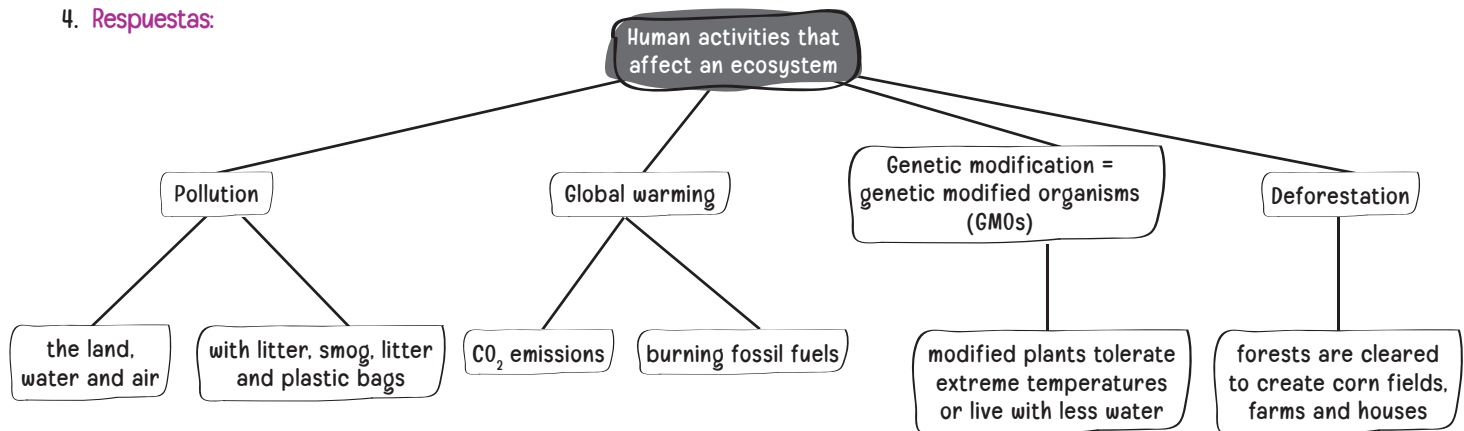
Ecosystem is not...

- ✓ animals in a laboratory.
- ✓ a geographic area of the planet where plants, animals and other organisms can't live.
- ✓ a computer because it has an operating system.

2. Respuestas:

- a. pollute.
- b. warn.
- c. resist.
- d. clear.

4. Respuestas:



5. Respuestas posibles:

Biological solutions:

- ✓ Reintroducing locally extinct species.
- ✓ Protecting agro ecosystems.

Physical solutions:

- ✓ Minimizing air and water pollution.

Human solutions:

- ✓ Reusing water.
- ✓ Designing green buildings.
- ✓ Implementing environmentally friendly technology.



6. Respuestas

Se espera que los estudiantes expresen respuestas tales como:

- a. There is burning of fossil fuels.
- b. Forest are cleared to create farms, houses or for the wood industry.

7. Respuestas

Se espera que los estudiantes expresen respuestas tales como:

- a. We can use natural resources such as solar and wind energy.
- b. We can start planting new trees and find new ways to stop deforestation.

8. Las propias presentaciones de los estudiantes.

Name: _____ Date: _____

A Introduction

Every geographical area has a tendency towards certain natural disasters. That is an important reason for people to be informed and prepared in case they need to react. In order to keep safe, it is a good idea to be proactive and find out what steps to take to protect yourself and others. Let's browse the websites in this WebQuest to find more about natural disasters and how to stay safe!

B Task

In this Project, you will find information, categorize it and design some warning and information signs that can be put up on display at your school and in public areas such as metro stations and shopping malls. You will include information about types of natural disasters in Chile and how to stay safe during them. In order to do so, you will work in groups of four students. Each of you will be in charge of making two signs.

C Process

1. Visit <https://www.gov.uk/foreign-travel-advice/chile/natural-disasters>, and match the information about Chile's frequent natural disasters.

tornadoes

earthquakes and tsunamis

floods

volcanic eruptions

- Building regulations, new structures and seismic risks.
- There is a continuing risk of eruptions.
- In Puyehue and Los Lagos regions.
- Local residents are evacuated because of continuous eruptions.

2. Read the tips to stay safe at <https://www.worldnomads.com/travel-safety/south-america/chile/chile-natural-disasters-and-other-concerns> and write **T** (true) or **F** (false).

EARTHQUAKES

- a. ___ Chile is located in the Pacific Ring of Fire.
- b. ___ There was a magnitude 7.1 earthquake in 2017 that killed many people in Valparaíso.
- c. ___ Earthquakes don't happen anytime or anywhere.

VOLCANOS

- a. ___ There are many active volcanoes in Chile.
- b. ___ Chaitén was evacuated in 2008.
- c. ___ The government never restricts the entrance of National Parks.

GEYSERS

- a. ___ Geysers erupt hot corrosive water into the air when it is under pressure.
- b. ___ Fumaroles are similar to geysers, but they emit steam and volcanic gases.
- c. ___ Geysers and fumaroles are not dangerous because the ground between them is thick and stable.

3. Continue reading the article at <https://www.worldnomads.com/travel-safety/south-america/chile/chile-natural-disasters-and-other-concerns> and unscramble the words for other problems people can face in Chile.

- a. If you are in the Atacama Desert in summer, you will probably suffer from HATE EXUAHSTOIN or SNUSTORKE.
- b. If you are in Chile in fall and winter, you will probably see FALSH FOOLDING in the TV news.
- c. You will notice there is SOMG in the air if you are in Santiago in winter.

4. Circle one of the natural disasters below and write four precautions to stay safe during one. Visit <https://www.zhl.org.in/blog/stay-safe-natural-disasters/> to find the information you need.



- a. _____
- b. _____
- c. _____
- d. _____
5. Share the four precautions in your group.
Each group member should create a warning sign with one of those precautions. It can be a paper sign or a digital one.
6. Mention three places where you can put the signs your group has designed.
7. Show your signs to the rest of the class.
Read them aloud and mention the ideas discussed in step 6.

D Resources

- <https://www.gov.uk/foreign-travel-advice/chile/natural-disasters>
- <https://www.worldnomads.com/travel-safety/south-america/chile/chile-natural-disasters-and-other-concerns>
- <https://www.zhl.org.in/blog/stay-safe-natural-disasters/>

E Evaluation

The signs and verbal presentation will be evaluated with a common grade for group work creativity and good conclusions and presentation will be highly valued. Rubric is as follows:

- Quality of information: 40%
- Quality of exposition and presentation: 40%
- Level of English: 20%

F Conclusion

The task you have just completed has allowed you to gain awareness about the possible natural disasters in Chile and how to protect yourself and others. Being informed and teaching your friends and family how to keep safe will make a great contribution. Reflect on the following questions:

- a. What natural disasters have you or your family experienced?
- b. Which areas of Chile are likely to be affected by a tsunami?
- c. How can you stay safe during an earthquake?



WEBQUEST 3

- C** 1. **Respuestas:**
- ✓ Earthquakes and tsunamis – building regulations, new structures and seismic risks.
 - ✓ Volcano eruptions – In Puyehue and Los Lagos regions. Local residents are evacuated because of continuous eruptions. There is a continuing risk of eruptions.

2. **Respuestas:**

- a. T; b. F; c. F
a. T; b. T; c. F
a. T; b. T; c. F

3. **Respuestas:**

- a. HEAT EXHAUSTION / SUNSTROKE
b. FLASH FLOODING
c. SMOG

4. **Respuestas:**

Se espera que los estudiantes expresen advertencias tales como:

- a. Drop to the floor, cover under a table and hold on to it.
b. Stay calm and cover your head with your arms.
c. Don't be close to glass objects and windows.
d. Don't run away.

5. **Respuesta:**

Se espera que los estudiantes compartan las advertencias del paso anterior en voz alta, elijan una, y creen la respectiva señal de advertencia.

6. **Respuesta:**

Se espera que los estudiantes mencionen ideas tales como:

We can put the signs on the noticeboard, on the school walls, etc.

7. **Respuesta:**

Se espera que los estudiantes lean las advertencias elegidas por su grupo y mencionen los lugares donde pondrían sus señales.



WebQuest 4 A DISASTER SUPPLIES KIT!

Name: _____ Date: _____

A Introduction

When there is a natural disaster, people need to survive on their own for several days. There will be a power outage, lack of water and shortage of food. Being prepared means having your own food, water and other supplies to last for several days. A disaster supplies kit is a collection of basic items you need in the event of an emergency.

B Task

In this WebQuest, you will browse the web to find out how to build a basic disaster supplies kit. You will identify the steps to take in the event of an emergency and how to take action in your community so that everybody is informed in advance. You will work in pairs to finally present a photo of your Basic Disaster Supplies Kit at home and share a list of items with the people in your community.

C Process

1. Watch the video "Why should you have an emergency kit?" at <https://www.alberta.ca/build-an-emergency-kit.aspx#jumplinks-1> and circle the reasons you hear.
 - a. Unexpected situations
 - b. A long power outage
 - c. A long rainy day
 - d. Uninvited visitors
 - e. An immediate evacuation
2. Watch the video again and check (✓) the category of basic elements in an emergency kit.
 - ☐ Food and water
 - ☐ Cosmetics
 - ☐ Information and communication equipment
 - ☐ Personal documents
 - ☐ Maps
 - ☐ Medicine
 - ☐ Toys

3. Which natural disaster is more likely to happen in your area? Circle one option.

• An earthquake • An earthquake and a tsunami • A wildfire • A volcano eruption • A flooding • A tornado

4. Read the items in the lists at <https://www.ready.gov/kit> and at <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/survival-kit-supplies.html>. Agree on and list the 10 most important items in case of the natural disaster you selected in step 3.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

5. Check whether your ten items are mentioned in the video at <https://www.travelers.com/resources/weather/emergency-preparedness/how-to-build-an-emergency-preparedness-kit> and write down.

• Items mentioned: _____

• Items not mentioned: _____

6. Go back to <https://www.ready.gov/kit> and <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/survival-kit-supplies.html> and select three items that none of you have at home. Then talk about them in your group.



7. Discuss possible alternatives for the three items on your list in step 4. Write your sentences beginning with *If none of us has a ...*

- a. _____.
- b. _____.
- c. _____.
- d. _____.

8. How prepared are you for an emergency? Take a quick quiz at <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/survival-kit-supplies.html>. Then, in pairs, comment on the result you got.

9. Prepare your Disaster Supply Kit based on your list in step 4. Take a photo of it and share it with your classmates.

10. Make a digital poster of your *10 essential items for your emergency kit* in canva.com or with Power Point. Share it with your community online (i.e. friends, family, etc.). You can also ask your parents to share it for you in their social networks.

D Resources

- <https://www.alberta.ca/build-an-emergency-kit.aspx#jumplinks-1>
- <https://www.ready.gov/kit>
- <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/survival-kit-supplies.html>
- <https://www.travelers.com/resources/weather/emergency-preparedness/how-to-build-an-emergency-preparedness-kit>

E Evaluation

The presentation will be evaluated with a common grade for pair work efficiency. Good conclusions and presentation will be highly valued as well. Rubric is as follows:

- Quality of information: 40%
- Quality of exposition and presentation: 40%
- Level of English: 20%

F Conclusion

The task you have just completed has allowed you to acquire insights into the importance of being prepared for a natural disaster in your area. You also shared important information you're your classmates and community with a photo of your kit and a list of essential items for their Disaster Emergency Kit. Reflect on the following questions:

- a. What natural disasters have you seen on TV?
- b. Where did they occur?
- c. Do you think possessions are a priority for rescue teams? Why? Why not?



WEBQUEST 4

- C** 1. **Respuestas:**
a.; b.; e.
2. **Respuestas:**
Food and water – Information and communication equipment – Personal documents – Medications – Extra clothing.
3. **Respuesta:**
Se espera que los estudiantes expresen respuestas tales como:
In my area, an earthquake/a tsunami/wildfire is possible to happen.
4. **Respuesta:**
Se espera que los estudiantes expresen ideas tales como:
This is our top ten list of supplies:
1. water; 2. food; 3. battery-powered radio; 4. flashlight;
5. first-aid kit; 6. extra batteries; 7. cell phone with charges;
8. plastic sheeting; 9. moist towelettes, 10. dust mask.
5. **Respuestas:**
Se espera que los estudiantes expresen respuestas tales como:
 - The items that the video mentioned are: water, food, a battery-powered radio, a flashlight, a first-aid kit, and extra batteries.
 - The items not mentioned are: a cell phone with chargers, plastic sheetings, moist towelettes, and a dust mask.
6. **Respuesta:**
Se espera que los estudiantes expresen ideas tales como:
None of us has a hand-crank radio, a multi-purpose tool, and copies of personal documents at home.
7. **Respuestas posibles:**
 - a. If none of us has a flashlight, we will buy one.
 - b. If none of us has batteries, we will borrow some.
 - c. If none of us has copies of personal documents, we will make a few.
8. **Respuesta:**
Se espera que los estudiantes compartan los resultados obtenidos diciendo:
My score was/is ...
I got ... points.
9. **Respuesta:**
Las distintas fotografías obtenidas por los estudiantes.
10. **Respuesta:**
Las presentaciones en Power Point expuestas por los estudiantes a la clase.



Diagnostic Test

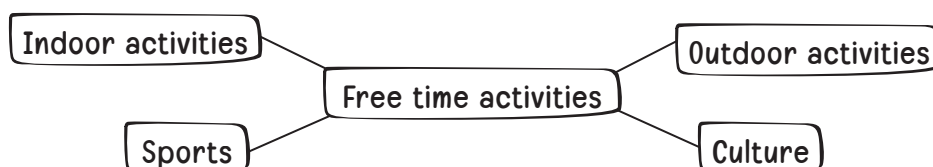
Name: _____ Date: _____ Score: _____ /29

1 Classify the past activities into each category.

8 p.

went camping cooked pizza walked the dog exercised played board games

visited the Modern Art Museum saw a play at the theater ran a marathon



2 Look at the pictures and fill in the blanks with the correct form of the verb.
Use the Past Simple tense.

5 p.



- Last weekend, my mom _____ shopping with my little sister.
- I _____ video games online last night.
- My family and I _____ our grandparents on Thanksgiving Day.
We _____ a great dinner.
- Yesterday, I _____ to school because it was Sunday.



3 Describe what you did yesterday. Use the activities in points 1 and 2.

4 p.

What did you do yesterday?	
What didn't you do yesterday?	

4 Read the article about some unusual sports and answer the questions below.

3 p.

If baseball and basketball are not your favorites, one of these very unusual sports may be! These 5 choices offer as much opportunity for fitness and fun as more traditional sports do.

1. Quidditch.

This game requires players to compete on flying broomsticks. In 2005, some college students figured out how to adapt the game. Now hundreds of colleges and high schools have their own Quidditch teams.

2. Disc golf.

Players try to get their disc into the "hole", often an elevated metal basket. Many public parks have disc golf courses, and it's free to play. Just bring your own discs.

3. Circus arts.

It includes trapeze, tightwire, acrobatics, stilt walking, juggling, trampoline tricks, unicycling, and more. They are fun but a little risky.

4. Futsal.

In this form of soccer, teams of five compete in an indoor court. They use a smaller, less bouncy ball than a traditional soccer ball. It's a fast-paced, creative game, and no physical contact between players is permitted.

5. Synchronized skating.

Teams of skaters perform routines and patterns to music while skating on an ice rink.

Adapted from: Holecko, C. (2020, June 1). The 14 Most Unusual Sports for Kids. Retrieved from <https://bit.ly/3teAoSz>

- Which sport needs ice? _____.
- Which sport uses a small ball? _____.
- Which sport is similar to basketball? _____.



5 Listen to Jasmine and Eli audio messages. Circle the four sports they have at school.

4 p.



6 Write about what you did last weekend (around six sentences), on a separate sheet of paper. Use the vocabulary of previous activities.

5 p.

Outstanding! (29 - 25)	Very good (24 - 22)	Needs improvement (21 - 18)	Not good enough (less than 17)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

DIAGNOSTIC TEST

Inicio

Para iniciar la clase, explique el objetivo a los estudiantes y escríbalo en la pizarra: *Today you are going to take a diagnostic test, to review your previous knowledge.*

Entregue las copias a los estudiantes y asígneles un tiempo determinado para desarrollar la evaluación. Dígales: *You have 40 minutes to take the test.* Si es necesario, escríbalo en la pizarra con letra grande y en un recuadro. Pregunte: *Any comments or questions?* Luego diga: *Let's start.*

Desarrollo

1. En esta actividad, indique a los estudiantes que deberán clasificar las actividades en pasado en cada una de las categorías del diagrama. Dígales: *In the first activity, you will have to read the activities in past and classify them into each of the categories in the diagram below. Copy the diagram on a separate sheet of paper.*

Respuestas:

Indoor activities: cooked pizza, played board games.

Outdoor activities: walked the dog, went camping.

Sports: exercised, ran a marathon.

Culture: visited the Modern Art Museum, saw a play at the theater.

2. En esta actividad, los estudiantes deberán mirar las fotos y completar los espacios con la forma correcta de los verbos correspondientes. Asegúrese de mencionar que deben utilizar el pasado simple. Dígales: *In this activity, you will have to look at the pictures and fill in the blanks with the correct form of the verb. Make sure you use the Past Simple tense, the same way we did throughout the unit.*

Respuestas:

- a. went
- b. played
- c. visited; had
- d. didn't go

3. En esta actividad, indique a los estudiantes que deberán describir lo que hicieron y no hicieron ayer, respondiendo a las preguntas que se presentan y usando el vocabulario y actividades vistos en las actividades 1 y 2. Dígales: *Now, you will have to describe what you did and didn't do yesterday. Make sure you use all the vocabulary and activities you saw in activities one and two.*

Respuesta:

Se espera que los estudiantes expresen respuestas tales como: Yesterday, I went to school and studied for a test. I played video games with my best friend... I didn't eat pizza or watch TV...

4. En esta actividad, los estudiantes deberán leer un artículo sobre deportes bastante inusuales y responder las preguntas que se indican debajo. Asegúrese de que lean el artículo de forma pausada, para así optimizar la comprensión.

Dígales: *Now you are going to read an article about some very unusual sports and answer some questions about them. Make sure you read the article slowly, so that you can understand it properly.* Conteste preguntas de comprensión de vocabulario si es necesario.

Respuestas:

- a. Synchronized skating.
- b. Futsal; table-tennis.
- c. Disc golf.

5. En la actividad 5, indique a los estudiantes que deben escuchar algunos mensajes de audio entre dos compañeros, y encerrar en un círculo los cuatro deportes que ellos mencionan que tienen en el colegio. Dígales: *Now, you will listen to two school classmates talking about some sports. Circle the ones they have at school, according to what you hear.*

Respuestas:

Futsal, disc golf, acrobatics, unicycling.

6. Para finalizar el test diagnóstico, indique a los estudiantes que deben escribir sobre las actividades que hicieron el fin de semana anterior, utilizando alrededor de seis oraciones y el vocabulario visto en las actividades previas. Indíqueles que escriban sus oraciones en una hoja de papel separada. Dígales: *Now, you are going to write a short paragraph about what you did last weekend. Make sure you write, at least, six sentences, using the vocabulary seen in the previous activities. Write your paragraph on a separate sheet of paper.*

Respuesta:

Se espera que los estudiantes expresen respuestas tales como: Last weekend, I went to the mountains with my family. My father made a barbecue and we had a lot of fun...

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: *Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.*

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: *Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?* Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: *That is not correct. Keep trying!* Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: *Now check your score and level of achievement in the rating scale.*



Formative Test

Name: _____ Date: _____ Score: _____ /27

- 1  Listen to a conversation between two Japanese friends. What are they talking about? Check (✓) the correct alternative.

2 p.

- a. ____ A tornado.
- b. ____ A tsunami.
- c. ____ An earthquake.

- 2  Listen to the recording again and circle the ideas you hear.

4 p.

- a. He panics when the **ocean** / **earth** shakes.
- b. My grandfather hates **earthquakes** / **eruptions** too!
- c. I keep **relaxed** / **calm**.
- d. The **bathroom** / **bedroom** is the safest area.



- 3 Look at the pictures and identify the natural disasters.

4 p.



- 4  Describe a natural disaster you have experienced.

4 p.

5 Read the report about a natural disaster, and number it in order.

5 p.

- a. ☐ Next, these masses of air create instability in the atmosphere and the air moves quickly.
- b. ☐ Good morning everyone! Today we are talking about tornadoes.
- c. ☐ Finally, a strong tornado is formed.
- d. ☐ Firstly, there is a thunderstorm with warm air from Mexico and cold air from Canada.
- e. ☐ After that, there is a change in the direction of the wind and the air starts to rotate in different directions.



6 Finish the sentences about the consequences of natural disasters in Chile.

3 p.

- a. If there is a landslide in the mountains, _____

_____.
- b. If there are many earthquakes in Santiago, _____

_____.
- c. If there is a flood in the north, _____

_____.

7 Choose a natural disaster and write some safety tips (around five sentences).
Use the vocabulary of the unit and the sequence connectors.

5 p.

Outstanding! (27 – 24)	Very good (23 – 20)	Needs improvement (19 – 16)	Not good enough (less than 15)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

FORMATIVE TEST

Inicio

Se sugiere usar este instrumento una vez que los estudiantes hayan concluido la primera lección. Para esto, dígaless: *Now that you have completed the first lesson of this unit, it's time to evaluate how much you've learned up to this point. To do this, you will take this test in 40 minutes and then read the checklist to assess your performance. You can discuss your reflection with a partner.*

Desarrollo

1. En esta actividad, indique a los estudiantes que deberán escuchar una conversación entre dos amigos japoneses e indicar de qué están hablando, y elegir la alternativa correcta. Dígaless: *In this first activity, you will have to listen to a conversation between two Japanese friends, and check the correct alternative below, according to what you hear.*

Respuesta:

c.

2. En la siguiente actividad, los estudiantes deberán escuchar la grabación nuevamente y encerrar en un círculo las ideas que escuchen. Dígaless: *Now, you will have to listen to the recording from activity 1 again and circle the ideas you hear.*

Respuestas:

- a. earth.
- b. earthquakes.
- c. calm.
- d. bathroom.

3. En esta actividad, indique a los estudiantes que deben mirar las fotos con atención e identificar los diferentes desastres naturales que ahí se muestran. Dígaless: *In this activity, pay attention to the pictures, identify the natural disasters depicted and write them below each of them in the spaces provided.*

Respuestas:

- a. A flood
- b. An earthquake
- c. A tsunami
- d. A volcanic eruption

4. En esta actividad, indique a los estudiantes que deberán hablar sobre algún desastre natural que ellos hayan experimentado personalmente, describiendo qué sucedió y como se sintieron. Si no han vivido ninguno, motíveless a que utilicen su imaginación e inventen una pequeña narración, eligiendo alguno de los desastres naturales presentados en la actividad 3. Dígaless: *Now, you will have to talk about a natural disaster you have experienced yourself, describing what happened and how you felt. If you have never experienced one, choose one from activity 3 and create a short narration.*

Respuesta:

Se espera que los estudiantes expresen respuestas tales como: Some years ago, I was in the middle of an earthquake. I was very scared. After the earth stopped moving, my family and I had to go out of the apartment...

5. En esta actividad, los estudiantes deberán leer un reporte sobre un desastre natural que está desordenado y ponerlo en el orden correcto, enumerando cada párrafo. Dígaless: *In this activity, you will have to read a report about a natural disaster and number each paragraph in the correct order.*

Respuestas:

- a. 3
- b. 1
- c. 5
- d. 2
- e. 4

6. En la siguiente actividad, indique a los estudiantes que deberán terminar cada oración sobre las consecuencias de desastres naturales en Chile, utilizando sus propias ideas. Dígaless: *In this activity, you will have to read each sentence about the consequences of natural disasters in Chile and complete them with your own ideas.*

Respuestas posibles:

- a. it will destroy many communities by the mountain.
- b. there will be a lot of damage in buildings and constructions.
- c. many houses and neighborhoods will be swept away.

7. Para terminar el test, indique a los estudiantes que deberán elegir un desastre natural de los vistos anteriormente y escribir algunos consejos de seguridad (alrededor de cinco oraciones, idealmente), usando el vocabulario de la unidad y algunos conectores de secuencia. Dígaless: *Now, you will have to choose one of the natural disaster you saw in the previous activities and write some safety tips, in around five sentences. Make sure you use the vocabulary and sequence connectors seen in the unit.*

Respuesta:

Se espera que los estudiantes expresen respuestas tales como: If there is a tsunami, go out of the building you are in, and start walking up and far from the coast. Listen to the authorities....

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: *Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.*

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: *Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?* Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: *That is not correct. Keep trying!* Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: *Now check your score and level of achievement in the rating scale.*



Process Evaluation

(MINI PROJECT)

Name: _____ Date: _____

In this mini project, you will do some research on human actions to help the environment.

- 1 Work in groups of three or four.
- 2 On the internet, search for three environmental issues. Take down notes on the chart below using the example as a model.

Environmental problems	Solutions
<i>There is too much smog in the city.</i>	<i>Use public transportation.</i>
1.	
2.	
3.	



- 3 Search for solutions to those environmental issues. (You can type “How to avoid” + the problem in a search engine, and you will be able to identify a possible solution).
- 4 Complete the chart with the solutions found for each problem.
- 5 Describe the causes and effects of the three ideas in the chart. Use the example as a model.
Example: When we use public transportation, we reduce smog in the city.
- 6 Illustrate the ideas in activity 5 on paper or digitally using Power Point or Canva.com.
- 7 Share your poster and ideas to your classmates in order to raise environmental awareness.

I can...	Outstanding!	Very good	Needs improvement	Not good enough
read and identify general and specific information.				
research online.				
describe the causes and effects of different environmental issues.				
raise environmental awareness.				

PROCESS EVALUATION

En esta actividad en particular, los estudiantes deben investigar sobre algunas acciones humanas para ayudar al medio ambiente, trabajando en grupos de tres o cuatro personas. En estos grupos, deberán hacer una búsqueda en internet o alguna enciclopedia sobre tres problemas medioambientales y escribir algunas notas usando la tabla que se provee como ejemplo. Luego de eso, deberán buscar algunas soluciones para estos problemas, describir las causas y efectos de estas acciones en la tabla, ilustrar las ideas en papel o de forma digital (utilizando los elementos tecnológicos que se indican) y luego compartir el poster que generen con el resto de sus compañeros, para promover la conciencia medioambiental. Lea las instrucciones de forma clara y pausada y responda a las dudas de los estudiantes. Esta actividad evaluativa puede utilizarla al finalizar la lección 1 de la unidad, o cuando lo estime necesario. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: ***To assess your performance so far, complete the activities in this test in 40 minutes. Then let's check answers together.*** Revise la lista de cotejo con todo el curso.

Respuestas:

2.

Environmental problems	Solutions
1. Pollution	• Produce less litter. • Recycle. • Compost – collect organic waste and store it so it breaks down to where it can be used for fertilizer.
2. Ozone layer depletion	• Get a new refrigerator – old refrigerators (made before 1995) use refrigerant made from CFCs. • Use as little air conditioning as possible – even new air conditioners use chemicals called HCFCs that contribute to the depletion. • Avoid using foam – a lot of foam products contain CFCs.
3. Air pollution	• Use less energy, like electricity or gasoline. • Turn off the lights, the TV or computer when not using it. • Prefer biking or walking.

5. Se espera que los estudiantes expresen respuestas tales como:

When there is air pollution, try to use your bike or walk.

To reduce litter, recycle and reuse things.

6. Los propios trabajos de los estudiantes.

7. Las propias presentaciones de los estudiantes.



Alternative Test 1

Name: _____ Date: _____ Score: _____ /25

1  Listen to the recording and circle the topic of the news you hear.

- Global warming.
- Natural disasters.
- Pollution.

2 p.

2  Listen again and number the news report in the correct order.

- ____ And take action urgently!
- ____ Because we cause more and more waste to contaminate the land and oceans terribly.
- ____ If we reuse and recycle plastic, pollution decreases.
- ____ These days, we buy a lot of products in plastic containers.
- ____ Unfortunately, we are seriously affecting the environment.
- ____ We need to change immediately.

6 p.

3 Read the article and select a suitable title for it.

2 p.

Climate change.

Inspiring actions.

Dangerous actions.

These two initiatives are lessons that inspire nature-based climate actions across the world:

- **Empowering local communities.**
Government programs should give money to community associations to prevent and prepare for natural disasters. Community members can organize groups to identify possible future problems like wildfires, tsunamis, earthquakes and prevent serious damage to the ecosystem, people and animals.
- **Collaboration among sectors.**
Ministries of environment, agriculture, infrastructure and education can work together to inform people about actions to protect the local ecosystems.



Adapted from: Jones, X. (2019, December 12). Nature-based solutions to climate change: stories from Chile. Retrieved from <https://bit.ly/3dbzq3Q>

- 4 Complete the chart with two words from the article in each category.

4 p.

Natural disasters	Government sectors



- 5 Write causes and effects using the ideas given.

6 p.

a. Deforestation **occur** / entire species **be** destroyed.

b. There **be** an earthquake in the ocean / there **be** a tsunami near the coast.

c. Many people **use** their car / they **emit** carbon dioxide.

- 6 Imagine you are an environmental activist. Write about the environmental problems in your area, and causes and effects in your personal blog (around 50 words).

5 p.

Outstanding! (25 – 22)	Very good (21 – 19)	Needs improvement (18 – 15)	Not good enough (less than 14)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

ALTERNATIVE TEST 1

Inicio

Estas actividades evaluativas puede realizarlas solo al finalizar la unidad. Para su utilización siga las mismas instrucciones que para cualquier otro tipo de instrumento evaluativo. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: ***In order to sum up the unit, take this test in 40 minutes. Then let's check answers together.*** Revise la pauta de evaluación junto a todo el curso.

Desarrollo

1. En esta actividad, los estudiantes deberán escuchar la grabación y encerrar en un círculo el tema del informe noticioso. Dígales: ***You are going to listen to a news report. What is it about? Circle the correct topic below.***

Respuesta:

Pollution.

2. En esta actividad, indique a los estudiantes que deberán escuchar la grabación nuevamente y enumerar el reporte en el orden correcto, de acuerdo a lo que escuchan. Dígales: ***Now, you will listen to the news report again and number it in the correct order, according to what you hear.***

Respuestas:

5, 3, 6, 1, 2, 4.

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar un título que se ajuste al contenido. Dígales: ***Now, you have to read the article and choose a suitable title for it, from the list provided.***

Respuesta:

Inspiring actions.

4. En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con dos palabras extraídas del artículo de la actividad 3. Dígales: ***In this activity, you will have to complete the chart with two words from the article in each category.***

Respuestas posibles:

Natural disasters	Government sectors
wildfires, tsunamis, earthquakes.	ministries of environment, agriculture, infrastructure, education.

5. En esta actividad, los estudiantes deberán escribir causas u efectos, utilizando las ideas que se proveen. Asegúrese de que comprendan que deben utilizar las estructuras estudiadas en la unidad.

Dígales: ***Now, you will have to write "cause and effect" sentences, using the ideas provided. Make sure you use the structures studied throughout the unit.***

Respuestas:

- a. When/If deforestation occurs, entire species are destroyed.
Entire species are destroyed when/if deforestation occurs.
- b. If there is an earthquake in the ocean, there is a tsunami near the coast.
There is a tsunami near the coast if there is an earthquake in the ocean.
- c. When many people use their cars, they emit great amounts of carbon dioxide.
Cars emit great amounts of carbon dioxide when many people use them.

6. Para finalizar el test, los estudiantes deberán imaginar que son activistas medioambientales, y escribir sobre problemas medioambientales en su área, sus causas y sus efectos en un formato de posteo de blog, de alrededor de 50 palabras. Dígales: ***Now you will imagine you are environmental activists and write about some environmental issues in your area, their causes and effects. Make sure you write about 50 words and pay attention to punctuation.*** Utilice la rubrica para evaluación escrita de los Alternative Tests que se provee en la página xxv de esta guía.

Respuesta:

Se espera que los estudiantes expresen respuestas tales como: In my region, there is deforestation. This is because people and big industries cut trees down. If we don't stop this problem now, we will...

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: ***Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.***

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: Activity 1. ***Who can give me the correct answer? Who wants to write the answer on the board?*** Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: ***That is not correct. Keep trying!*** Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: ***Now check your score and level of achievement in the rating scale.***



Alternative Test 2

Name: _____ Date: _____ Score: _____ /25

1  Listen to the recording and circle the topic of the news you hear.

2 p.

- a. Natural disasters.
- b. Pollution.

2  Listen again and number the rest of the news in order.

3 p.

- a. 1 These days, we buy a lot of products in plastic containers.
- b. 3 Because we cause more and more waste to contaminate the land and oceans terribly.
- c. 5 And take action urgently!
- d. ____ We need to change immediately.
- e. ____ If we reuse and recycle plastic, pollution decreases.
- f. ____ Unfortunately, we are seriously affecting the environment.



3 Read the article and complete it with these subtitles.

6 p.

Collaboration of sectors.

Supporting communities.

Common natural disasters.

Inspiring actions

These two initiatives are lessons that inspire nature-based climate actions across the world:

a. _____.

Government programs should give money to community associations to prevent and prepare for natural disasters.

b. _____.

Environmental activists can prepare for possible future problems like wildfires, tsunamis, earthquakes and prevent serious damage to the ecosystem, people and animals.

c. _____.

Ministries of environment, agriculture, infrastructure and education can work together to inform people about actions to protect the local ecosystems.



Adapted from: Jones, X. (2019, December 12). Nature-based solutions to climate change: stories from Chile. Retrieved from <https://bit.ly/3dbzq3Q>

4 Complete the chart with the name for each category.

3 p.

Government sectors	Natural disasters	People
wildfires, tsunamis, earthquakes.	ministries of environment, agriculture, infrastructure, education.	community, activists.

5 Write causes and effects using the ideas given.

6 p.

a. There **be** deforestation / biodiversity loss **occur**.

b. There **be** an earthquake in the ocean / there **be** a tsunami near the coast.

c. Many cars **be** in the street / there **be** carbon dioxide in the air.

6 Imagine you are an environmental activist. Write about one environmental problem in your area, and its causes and effects (around 30 words).

5 p.



Outstanding! (25 – 22)	Very good (21 – 19)	Needs improvement (18 – 15)	Not good enough (less than 14)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

ALTERNATIVE TEST 2

Inicio

Estas actividades evaluativas puede realizarlas solo al finalizar la unidad. Para su utilización siga las mismas instrucciones que para cualquier otro tipo de instrumento evaluativo. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: *In order to sum up the unit, take this test in 40 minutes. Then let's check answers together.* Revise la pauta de evaluación junto a todo el curso.

Desarrollo

1. En esta actividad, los estudiantes deberán escuchar la grabación y encerrar en un círculo el tema del informe noticioso. Dígales: *You are going to listen to a news report. What is it about? Circle the correct topic below.*

Respuesta:

Pollution.

2. En esta actividad, indique a los estudiantes que deberán escuchar la grabación nuevamente y enumerar el resto del reporte en el orden correcto, de acuerdo a lo que escuchan. Dígales: *Now, you will listen to the news report again and number the rest of it in the correct order, according to what you hear.*

Respuestas:

4, 6, 2.

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y completar los espacios en blanco con los subtítulos que se presentan. Dígales: *Now, you have to read the article and fill in the blanks with the subtitles provided.*

Respuestas:

- a. Supporting communities.
- b. Common natural disasters.
- c. Collaboration of sectors.

4. En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con su correspondiente título. Dígales: *In this activity, you will have to complete the chart with the corresponding title for each category.*

Respuestas:

Natural disasters	Government sectors	People
wildfires, tsunamis, earthquakes.	ministries of environment, agriculture, infrastructure, education.	community, activists.

5. En esta actividad, los estudiantes deberán escribir causas u efectos, utilizando las ideas que se proveen. Asegúrese de que comprendan que deben utilizar las estructuras estudiadas en la unidad.

Dígales: *Now, you will have to write "cause and effect" sentences, using the ideas provided. Make sure you use the structures studied throughout the unit.*

Respuestas:

- a. When/If there is deforestation, biodiversity loss occurs.
Biodiversity loss occurs when/if there is deforestation.
- b. If there is an earthquake in the ocean, there is a tsunami near the coast.
There is a tsunami near the coast if there is an earthquake in the ocean.
- c. When/If many cars are in the street, there is carbon dioxide in the air.
There is carbon dioxide in the air when/if many cars are in the street.

6. Para finalizar el test, los estudiantes deberán imaginar que son activistas medioambientales, y escribir sobre problemas medioambientales en su área, sus causas y sus efectos en un formato de posteo de blog, de alrededor de 30 palabras. Dígales: *Now you will imagine you are environmental activists and write about some environmental issues in your area, their causes and effects. Make sure you write about 30 words and pay attention to punctuation.* Utilice la rubrica para evaluación escrita de los Alternative Tests que se provee en la página xxv de esta guía.

Respuesta:

Se espera que los estudiantes expresen respuestas tales como: In my region, there is deforestation. This is because people and big industries cut trees down. If we don't stop this problem now, we will...

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: *Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.*

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: *Activity 1. Who can give me the correct answer? Who wants to write the answer on the board? Retroalimente positivamente.*

En caso de que la respuesta sea incorrecta diga: *That is not correct. Keep trying!* Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: *Now check your score and level of achievement in the rating scale.*



Alternative Test 3

Name: _____ Date: _____ Score: _____ /25

1  Listen to the recording and identify the natural disaster the newsreader reports.

2 p.

- A tornado.
- A landslide.
- A volcanic eruption.

2  Listen again and circle the phrases you hear.

4 p.

- a. Strong winds / Smoke in the sky.
- b. People are escaping / People are staying calm.
- c. Covered in water / Covered in burning rocks.
- d. Explosions / Eruptions.

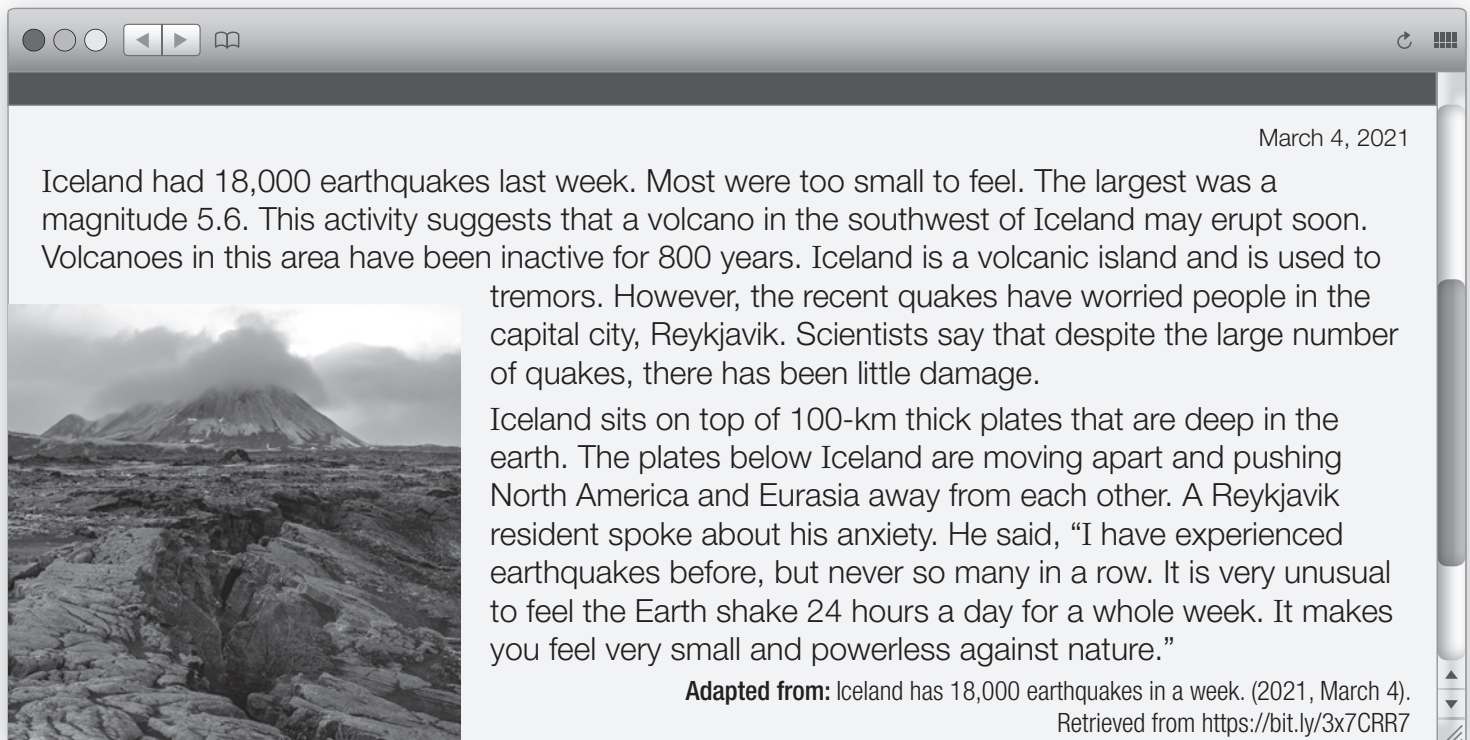
3 Read the news article and select a suitable headline for it.

4 p.

Iceland, a land of extreme geography.

The land of fire and ice.

ICELAND – 18,000 EARTHQUAKES IN A WEEK!



The screenshot shows a news article in a browser window. The article is dated March 4, 2021, and reports that Iceland experienced 18,000 earthquakes in the previous week. It mentions that the largest earthquake was a magnitude 5.6, which occurred in the southwest of the country. The article also notes that volcanoes in the area have been inactive for 800 years. A photograph of a volcano is included on the left side of the article. The text continues to describe the geological activity and the impact on the capital city, Reykjavik. The article is adapted from a source dated March 4, 2021, and includes a URL for retrieval.

March 4, 2021

Iceland had 18,000 earthquakes last week. Most were too small to feel. The largest was a magnitude 5.6. This activity suggests that a volcano in the southwest of Iceland may erupt soon. Volcanoes in this area have been inactive for 800 years. Iceland is a volcanic island and is used to tremors. However, the recent quakes have worried people in the capital city, Reykjavik. Scientists say that despite the large number of quakes, there has been little damage.

Iceland sits on top of 100-km thick plates that are deep in the earth. The plates below Iceland are moving apart and pushing North America and Eurasia away from each other. A Reykjavik resident spoke about his anxiety. He said, "I have experienced earthquakes before, but never so many in a row. It is very unusual to feel the Earth shake 24 hours a day for a whole week. It makes you feel very small and powerless against nature."

Adapted from: Iceland has 18,000 earthquakes in a week. (2021, March 4). Retrieved from <https://bit.ly/3x7CRR7>

- 4 Read the news article again. Complete the sentences with causes or consequences according to the text.

4 p.

- a. If there are many small earthquakes, _____
_____.
- b. Eruptions will appear any time _____
_____.
- c. There will be some damage _____
_____.
- d. If the earth shakes 24 hours a day for a whole week, _____
_____.

- 5 Number the description of a landslide in order. Then fill in the blanks with the correct sequence connector.

8 p.

Next

Second

Finally

First

- a. ☐ _____, it turns into a mass of earth and rocks.
- b. ☐ _____, that mass falls down the slope and drags houses, cars and everything on its way down
- c. ☐ _____, it rains a lot or the snow melts quickly.
- d. ☐ _____, the earth in the slopes gets very wet.



- 6 Write about a personal experience during a natural disaster (around 50 words).

5 p.

Outstanding! (25 – 22)	Very good (21 – 19)	Needs improvement (18 – 15)	Not good enough (less than 14)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

ALTERNATIVE TEST 3

Inicio

Estas actividades evaluativas puede realizarlas solo al finalizar la unidad. Para su utilización siga las mismas instrucciones que para cualquier otro tipo de instrumento evaluativo. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: *In order to sum up the unit, take this test in 40 minutes. Then let's check answers together.* Revise la pauta de evaluación junto a todo el curso.

Desarrollo

1. En esta actividad, los estudiantes deberán escuchar la grabación y encerrar en un círculo el desastre natural reportado. Dígales: *You are going to listen to a news report. What is it about? Circle the correct natural disaster.*

Respuesta:

A volcanic eruption.

2. En esta actividad, los estudiantes deberán escuchar el reporte de la actividad 1 nuevamente y encerrar en un círculo las frases que logran identificar. Dígales: *Now, you will have to listen to the recording from exercise 1 again and circle the phrases you identify.*

Respuestas:

- a. Smoke in the sky.
- b. People are escaping.
- c. Covered in burning rocks.
- d. Eruptions.

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar un título que se ajuste al contenido. Dígales: *Now, you have to read the article and choose a suitable title for it, from the list provided.*

Respuesta:

Iceland – 18,000 earthquakes in a week!

4. En esta actividad, los estudiantes deberán completar las oraciones con los efectos generados por los desastres naturales que se presentan. Asegúrese de que comprendan que deben utilizar las estructuras estudiadas en la unidad. Dígales: *Now, you will have to complete the sentences with effects generated by the causes provided. Make sure you use the structures studied throughout the unit.*

Respuestas:

- a. a volcano in the southwest of Iceland will erupt soon.
- b. if volcanoes are inactive for years.
- c. if there are a lot of quakes.
- d. you will feel very small and powerless against nature.

5. En esta actividad, indique a los estudiantes que deberán enumerar la descripción de un aluvión en el orden correcto, y luego completar en el espacio con el conector de secuencia correspondiente. Dígales: *In this activity, you will have to number the description of a landslide in the correct order. Once you finish, read it again and fill in the blanks with the correct sequence connector.*

Respuestas:

1. First, it rains a lot or the snow melts quickly.
2. Next, the earth in the slopes gets very wet.
3. After that, it turns into a mass of earth and rocks.
4. Finally, that mass falls down the slope and drags houses, cars and everything on its way down.

6. Para terminar este test, indique a los estudiantes que deberán escribir sobre algún desastre natural que ellos hayan experimentado personalmente, describiendo qué sucedió y como se sintieron, en alrededor de 50 palabras. Si no han vivido ninguno, motíuelos a que utilicen su imaginación e inventen una pequeña narración, eligiendo alguno de los desastres naturales presentados en las actividades anteriores. Dígales: *Now, you will have to write about a natural disaster you have experience yourself, describing what happened and how you felt, in about 50 words. If you have never experienced one, choose one from the previous activities and create a short narration.* Utilice la rubrica para evaluación escrita de los Alternative Tests que se provee en la página xxv de esta guía.

Respuesta:

Se espera que los estudiantes expresen respuestas tales como:
In 2015, I was in the middle of an earthquake. My family and I took our emergency kit supplies and went out our building...

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: *Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.*

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: *Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?* Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: *That is not correct. Keep trying!* Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: *Now check your score and level of achievement in the rating scale.*



Alternative Test 4

Name: _____ Date: _____ Score: _____ /25

1  Listen to the recording and identify the natural disaster the newsreader reports.

2 p.

- A landslide.
- A volcanic eruption.

2  Listen again and circle the phrases you hear.

4 p.

- a. Mountain / Volcano.
- b. People are escaping / People are walking.
- c. Covered in water / Covered in burning rocks.
- d. Eruptions / Aftershocks.

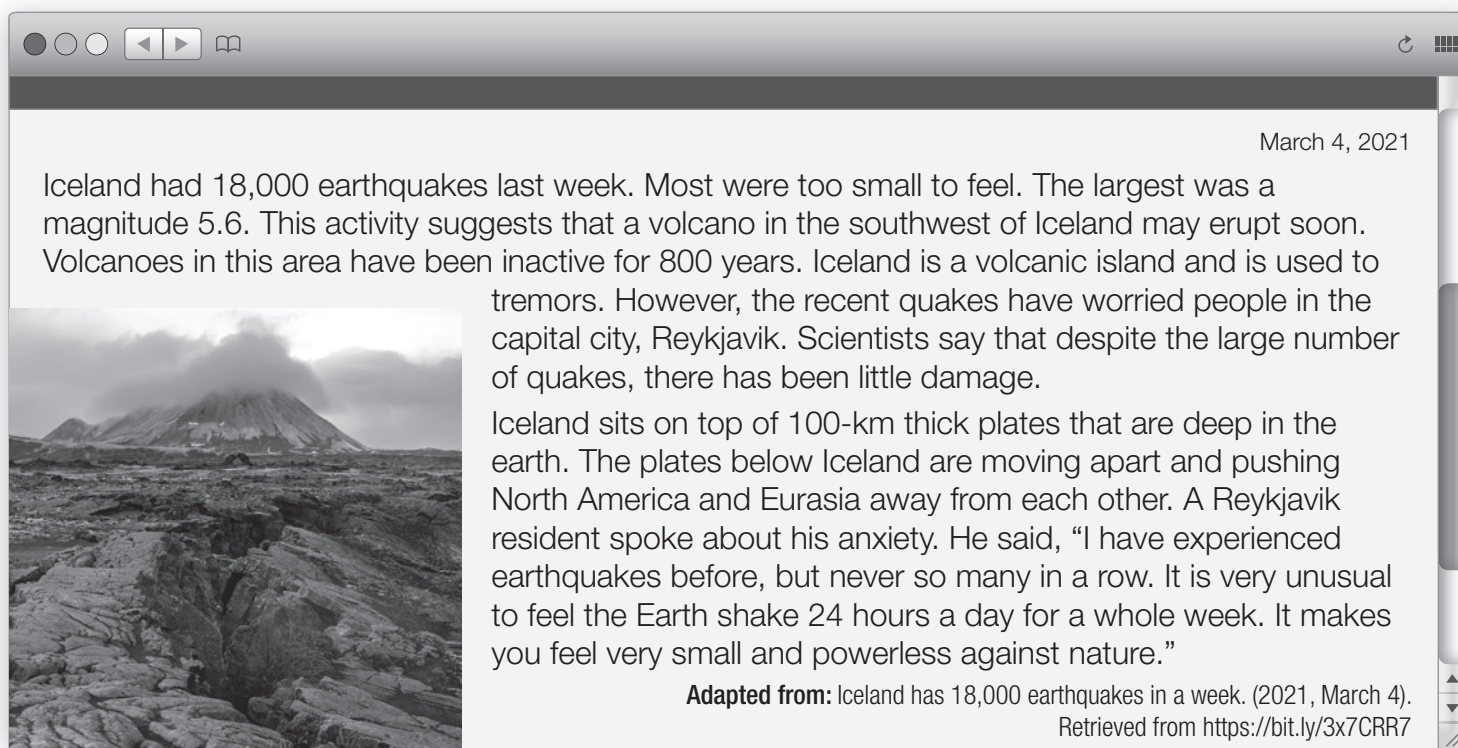


3 Read the article and select a suitable headline for it.

2 p.

ICELAND – 18,000 EARTHQUAKES IN A WEEK!

The land of fire and ice.



March 4, 2021

Iceland had 18,000 earthquakes last week. Most were too small to feel. The largest was a magnitude 5.6. This activity suggests that a volcano in the southwest of Iceland may erupt soon. Volcanoes in this area have been inactive for 800 years. Iceland is a volcanic island and is used to tremors. However, the recent quakes have worried people in the capital city, Reykjavik. Scientists say that despite the large number of quakes, there has been little damage.



Iceland sits on top of 100-km thick plates that are deep in the earth. The plates below Iceland are moving apart and pushing North America and Eurasia away from each other. A Reykjavik resident spoke about his anxiety. He said, "I have experienced earthquakes before, but never so many in a row. It is very unusual to feel the Earth shake 24 hours a day for a whole week. It makes you feel very small and powerless against nature."

Adapted from: Iceland has 18,000 earthquakes in a week. (2021, March 4). Retrieved from <https://bit.ly/3x7CRR7>

4 Read the news article again. Match the causes with the consequences according to the text.

4 p.

- a. If there are many small earthquakes,

b. Eruptions will appear any time

c. There will be some damage

d. If the earth shakes every day for a whole week,
- i. if there are a lot of quakes.

ii. you feel very small and powerless against nature.

iii. if volcanoes are inactive for years.

iv. a volcano will probably erupt soon.

5 Read the description of a landslide. Fill in the blanks with the correct sequence connector.



8 p.

- Next
- Second
- Finally
- First

_____, it rains a lot or the snow melts quickly. _____ the earth in the slopes gets very wet. _____, it turns into a mass of earth and rocks. _____, that mass falls down the slope and drags houses, cars and everything on its way down

6 Write about a natural disaster in your area (around 30 words).

5 p.

Outstanding! (25 – 22)	Very good (21 – 19)	Needs improvement (18 – 15)	Not good enough (less than 14)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

ALTERNATIVE TEST 4

Inicio

Estas actividades evaluativas puede realizarlas solo al finalizar la unidad. Para su utilización siga las mismas instrucciones que para cualquier otro tipo de instrumento evaluativo. Para ello, lea las instrucciones en voz alta para todos los estudiantes y luego, indíqueles lo siguiente: *In order to sum up the unit, take this test in 40 minutes. Then let's check answers together.* Revise la pauta de evaluación junto a todo el curso.

Desarrollo

1. En esta actividad, los estudiantes deberán escuchar la grabación y encerrar en un círculo el desastre natural reportado. Dígaless: *You are going to listen to a news report. What is it about? Circle the correct natural disaster.*

Respuesta:

A volcanic eruption.

2. En esta actividad, los estudiantes deberán escuchar el reporte de la actividad 1 nuevamente y encerrar en un círculo las frases que logran identificar. Dígaless: *Now, you will have to listen to the recording from exercise 1 again and circle the phrases you identify.*

Respuestas:

- a. Volcano.
- b. People are escaping.
- c. Covered in burning rocks.
- d. Eruptions.

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar un título que se ajuste al contenido. Dígaless: *Now, you have to read the article and choose a suitable title for it, from the list provided.*

Respuesta:

Iceland – 18,000 earthquakes in a week!

4. En esta actividad, los estudiantes deberán unir causas y efectos, utilizando las ideas que se proveen. Asegúrese de que comprendan que deben utilizar las estructuras estudiadas en la unidad. Dígaless: *Now, you will have to match "cause and effect" to create sentences, using the ideas provided. Make sure you use the structures studied throughout the unit.*

Respuestas:

- a. iv.
- b. iii.
- c. i.
- d. ii.

5. En esta actividad, indique a los estudiantes que deberán leer la descripción de un aluvión y luego completar en el espacio con el conector de secuencia correspondiente. Dígaless: *In this activity, you will read the description of a landslide and fill in the blanks with the correct sequence connector.*

Respuestas:

First; Next; After that; Finally.

6. Para terminar este test, indique a los estudiantes que deberán escribir sobre algún desastre natural que ellos hayan experimentado en su area, describiendo qué sucedió y como se sintieron, en alrededor de 30 palabras. Si no han vivido ninguno, motíveles a que utilicen su imaginación e inventen una pequeña narración, eligiendo alguno de los desastres naturales presentados en las actividades anteriores. Dígaless: *Now, you will have to write about a natural disaster you have experienced yourself in your area, describing what happened and how you felt, in about 30 words. If you have never experienced one, choose one from the previous activities and create a short narration.* Utilice la rubrica para evaluación escrita de los Alternative Tests que se provee en la página xxv de esta guía.

Respuesta:

Se espera que los estudiantes expresen respuestas tales como: In 2015, I was in the middle of an earthquake. My family and I took our emergency kit supplies and went out our building...

Cierre

Una vez que el tiempo haya finalizado o bien todos los estudiantes hayan terminado, diga: *Time is up. Please remain seated. I will collect all sheets of paper/notebooks from your desks.*

Si es posible, revise las respuestas en forma general para facilitar la autoevaluación. En cada actividad diga: *Activity 1. Who can give me the correct answer? Who wants to write the answer on the board?* Retroalimente positivamente.

En caso de que la respuesta sea incorrecta diga: *That is not correct. Keep trying!* Monitoree el trabajo de los estudiantes y asegúrese de que ellos corrijan su trabajo.

Finalmente, invítelos a contar su puntaje y a revisar su nivel de logro de acuerdo a la escala de valoración. Diga: *Now check your score and level of achievement in the rating scale.*



Writing Template

Name: _____ Date: _____

Warning signs in case of a natural disaster.



Speaking Template

Name: _____

Date: _____

Informing people about natural disasters.

- 1 From this picture, choose a natural disaster to talk about.



- 2 Now, use some of these phrases to refer to the natural disaster you selected.

It is too hot.

Two blocks of the Earth's rock rub against each other.

The earth under a mountain shakes.

A ship's compartments break at sea.

A river overflows.

It doesn't rain for months.

Two winds with opposite temperature meet.

A problem at a nuclear plant.

There is too much pressure inside a volcano.

An earthquake under the sea.

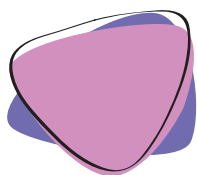
A heavy rain in a mountain range.

Someone leaves a fire unattended in a forest.

- 3 Use this model to practice speaking to people about a natural disaster and its causes and consequences.

A landslide is a large amount of earth, rock, and other material that moves down a steep slope. Landslides occur when a layer of earth or rocks separates from the layer below it. The force of gravity pulls the loose layer downward.

If it rains heavily in the mountains, there will be a landslide. If there is a volcanic eruption, an earthquake, or deforestation in a place, there will be a landslide. If there is a landslide, human lives and property will be damaged, and river ways will be blocked and will cause floods.



Transcripts

27))) STUDENT'S BOOK

Unit 2 – Page 39 – What do I know? – Activity 3

- Frogs, such as the poison dart frog, live in the rainforests of Central and South America.
- Penguins live in colonies, in the shorelines of some islands north of Antarctica, from Chile to New Zealand.
- Ibexes in Switzerland migrate to lower mountains during winter.
- American alligators live in the freshwaters of the United States.
- Wildebeests live in areas with plenty of grass.

28))) STUDENT'S BOOK

Unit 2 – Page 39 – What do I know? – Activity 4

FRESHWATER HABITAT

Only three percent of the world's water is freshwater, but many species of plants and animals live in these habitats.

Many types of insects and animals live in freshwaters. Some unusual animals, like the river dolphin and the diving bell spider, are freshwater creatures.

The largest freshwater habitat in the world is the Everglades, in southern Florida.

The Amazon River, in South America, begins in the Andes Mountains and goes to the Atlantic Ocean; it flows through six countries, including Peru and Ecuador.

Lake Baikal in Russia is the world's biggest lake. This lake contains one-fifth of all the freshwater on the planet.

29))) STUDENT'S BOOK

Unit 2 – Lesson 1 – Page 40 – Vocabulary in Context – Activity 1

- Ice caps are melting as a consequence of climate change.
- Some animals are experiencing the destruction of their natural habitats.
- Extreme droughts are affecting many parts of the globe.
- Floods can have disastrous consequences in rural and urban areas.
- Forest fires can be caused by extreme weather.
- Weather-related natural disasters can be connected to global warming.

30))) STUDENT'S BOOK

Unit 2 – Lesson 1 – Page 45 – Listening – Activity 1

- greenhouse gases.
- acid rain.
- fossil fuels.
- car fumes.
- ecological disaster.
- carbon dioxide.



31))) STUDENT'S BOOK

Unit 2 – Lesson 1 – Page 45 – Listening – Activity 3

Ely: Hey, Ron, what do you think is a serious environmental problem?

Ron: Pollution! It is dangerously changing our life!

Ely: How many types of pollution do you know?

Ron: Well... air pollution, ocean pollution, acid rain...

Ely: Can you tell me some effects of pollution?

Ron: Nowadays, pollution is everywhere. It gets into the air and irritates people's lungs. It also changes the climate drastically, damages our animals, and poisons the water we drink!

Ely: Mmm, it's definitely a serious problem!

32))) STUDENT'S BOOK

Unit 2 – Lesson 1 – Page 46 – Speaking – Activity 1

areas
numbers
instructions
sandbags
boards
windows
doors
floods

STUDENT'S BOOK

Unit 2 – Lesson 1 – Page 49 – Literary Circle – Activity 2

THE POLAR BEARS' HOME

Hello, welcome to the Arctic! This spring, since so much snow and ice had melted, my dad said, "Let's go out for a boat ride." And that's when I saw two furry white balls on a sheet of ice, all alone.

"Those are polar bear cubs," my dad told me. "They look like they were born just this winter." "Where is their mother?" I asked him. "I don't know," said my dad. He was surprised too.

"Maybe we should take the cubs home and take care of them," I said. "I don't think so," my dad told me. "When these bears grow up, they will be enormous, and they will need a lot of food that we just can't give them. Besides, polar bears are happiest living on the ice."

"Unfortunately for polar bears," my dad said, "and many other animals too, the Arctic is warming up more and more every year."

"Why?" I asked.

"The world and its climate are changing," he told me, "And we humans are making it change faster. We use a lot of energy, to heat our homes and run out factories, and even power this boat, and most of it comes from burning oil and coal. That makes a gas which forms a tent around the earth and traps in extra heat."

Then we saw something white floating towards them in the water. It was their mother!

"Will they be OK?" I asked my dad.

"I think so," he said. "but, there are a lot of other polar bears that will need or help from now on."

"We can all help them, some of the things we can do to slow down global warming are: recycle aluminum cans, glass bottles, plastic and cardboard, plant trees and turn off things such as computers, TV or lights when we are not using them."

"Let's get to it!" I said, as we watched the bear family go away.

ACTIVITY BOOK

Unit 2 – Lesson 1 – Page 26 – Listening – Activity 2

INDIAN HEAT WAVE KILLS 200

Over 200 people have died in India because of a heat wave. On June 19th, temperatures quickly rose to 50°C in the state of Orissa. The heat wave has dangerously affected most of India. The capital city New Delhi has seen temperatures of over 40°C throughout June. The hot weather has forced many schools to stay closed. This means summer vacation for kids has been extended. To make matters worse, many states are experiencing power cuts and unfortunately have no electricity for many days. This means people cannot use their fans or air conditioners.

Weather forecasters clearly say the boiling temperatures are because of the late arrival of the summer monsoon rains. This has suddenly made life very hard for most Indians. Rakesh Bhatt from West Bengal said, "There is no escape. I have never known such a scorching hot sun." His neighbor Kamala Gupta also complained of the never-ending heat. She said, "My house is like an oven. We are being roasted, even as we sleep." Meteorologists predict the hot and dry weather to continue until the end of June.

ACTIVITY BOOK

Unit 2 – Lesson 1 – Page 27 – Speaking – Activity 1

chemicals
gases
eruptions
volcanoes
storms
fires



ACTIVITY BOOK

Unit 2 – Lesson 1 – Page 27 – Speaking – Activity 2

Air pollution is the contamination of the air. Unwanted chemicals, gases, and particles enter the atmosphere, harm animals, and damage the earth. Some air pollution sources come from nature (volcanoes, dust storms, and forest fires). Others come from human activity.

Air pollution has many negative effects on the environment and can make people sick. It can cause lung cancer, respiratory infections, and heart disease. According to the World Health Organization, 2.4 million people die each year from air pollution.

TEACHER'S BOOK

Unit 2 – Lesson 1 – Diagnostic Test – Page 138 – Activity 5

Jasmine: Hi Eli, how are you? Did you go to the acrobatics class yesterday?

Eli: Hi Jasmine! Nope, I didn't. I took the unicycling lesson with Mr. Rodriguez. It was fun!

Jasmine: Oh, I liked that class! I went to the futsal class but the teacher was absent. So we played disc golf with another teacher.

TEACHER'S BOOK

Unit 2 – Lesson 1 – Formative Test – Page 140 – Activity 1

Kim: Hi Wan, how is your family?

Wan: Hi Kim, they're fine, thanks. How is your family?

Kim: My grandfather is in shock! He panics when the earth shakes.

Wan: Oh no! My grandfather hates earthquakes too!

Kim: I don't like when the earth is shaking either but I keep calm.

Wan: What is the safest area in your apartment?

Kim: The bathroom is the safest area. We go there when there is an earthquake.

39))) STUDENT'S BOOK

Unit 2 – Lesson 2 – Page 50 – Vocabulary in Context – Activity 1

- A tornado is a violent storm with very strong winds.
- An earthquake is a sudden, violent shaking of the earth's surface.
- A tsunami is an extremely large wave in the sea.
- A volcanic eruption happens when a volcano suddenly throws out burning rocks, smoke, etc.
- A flood is a large amount of water covering an area.
- A landslide is a mass of earth or rock that falls down the slope of a mountain or a cliff.

40))) STUDENT'S BOOK

Unit 2 – Lesson 2 – Page 56 – Listening – Activity 2

Interviewer: Today, we are with Raymond Stevenson, from the Environment Agency. Good morning, how are you today?

Mr. Stevenson: Very well, thank you!

Interviewer: Mr. Stevenson, the fact is that nearly half of the people who are living in flood vulnerable areas are not aware of the risk, and they are not taking preventive action.

Mr. Stevenson: That's correct. If people don't realize flooding is a real risk, they will never be prepared.

Interviewer: What can people do if there is a flood?

Mr. Stevenson: Well, people from vulnerable areas can check if there is a risk of flooding on relevant websites. However, there are other things they can do:

- Make sure to have a list of important emergency phone numbers.
- Prepare a "flood kit" with a first-aid kit, a flashlight, and waterproof clothing.
- Find out how to turn off the gas and electricity.
- Think about where to take the pets.
- Have some sandbags and flood boards at hand, to block windows or doors.

Interviewer: Thank you, Mr. Stevenson. If people follow your advice and keep informed, floods will cause less damage.

41))) STUDENT'S BOOK

Unit 2 – Lesson 2 – Page 58 – Speaking – Activity 1

What will you do...?
If there is...
What will happen if...
I will...



42))) STUDENT'S BOOK

Unit 2 – Lesson 2 – Page 58 – Speaking – Activity 2

Mom: What will you do if there is an earthquake?
Brian: I will fall to the floor and look for cover.
Mom: And then?
Brian: I will go to the assembly point in my school.

43))) STUDENT'S BOOK

Unit 2 – Lesson 2 – Page 61 – Subject Connection – Activity 3

GREENHOUSE EFFECT

When people produce greenhouse gases, these gases get trapped in the atmosphere and come back to Earth. As a result, the whole Earth gets warmer, the temperature increases, and summers and winters get warmer.

44))) STUDENT'S BOOK

Unit 2 – Final Check – Page 65 – Activity 2

Interviewer: Today, we have Sarah Montage and Chris Hynde with us. The two 13 –year –old became popular in social networks with their set of videos called Save the Planet! Kids, how is it that you came up with this idea?

Chris: Well, we said "If people are not concerned about the real damage they are causing to our planet, we will have no future. We need to find ways to change things".

Sarah: We thought: "everyone uses social networks. What if we make videos and make them viral?" And that was it! It worked!

Interviewer: Can you repeat some of the messages in your videos now?

Chris: Sure! "Help us protect the environment and save our planet. You can do it! Do small things. Tell people to throw garbage inside of cans. Collect paper; pick up litter, separate garbage and recycle.

Interviewer: Thank you very much, kids!

45))) ACTIVITY BOOK

Unit 2 – Lesson 2 – Page 28 – Vocabulary in Context – Activity 1

- a. Tornado
- b. Drought
- c. Landslide
- d. Tsunami
- e. Wildfire
- f. Hurricane



46))) ACTIVITY BOOK

Unit 2 – Lesson 2 – Page 34 – Listening – Activity 2

- Interviewer:** Every year, there are big and small disasters in different parts of the world. Some of these happen very often, but some of them are a big shock. Let's ask Dr. Scott. What are hurricanes?
- Interviewee:** They are tropical storms with strong winds. They start at sea and can travel a long distance. They have different names in different places: 'hurricanes' in the Atlantic Ocean, 'typhoons' in the Pacific Ocean, 'tropical cyclones' in the Indian Ocean and around Australia. Tornadoes, or whirlwinds, are similar, but begin over land.
- Interviewer:** Why do they happen?
- Interviewee:** The water evaporates from the warm sea, and it condenses in the atmosphere. More and more, hot wet air rises up and it becomes a strong wind.
- Interviewer:** Where do they happen?
- Interviewee:** Over the warm parts of oceans. Tornadoes are common in parts of the U.S.A, Australia, and Japan.
- Interviewer:** How do they affect people?
- Interviewee:** They can affect ships, blow down houses, cause floods and disrupt traffic.
- Interviewer:** What can people do?
- Interviewee:** Scientists can usually track hurricanes, but they cannot stop them. So...first, stay away from low-lying areas. If there are canals, rivers, or streams where you live, they will suddenly rise up and jump the banks. If you're too close, you will be swept away by the flood. Next, stay indoors and away from windows. Even if they are all boarded up, large objects may hit the boards and send sharp splinters inward. Finally, if emergency managers say to evacuate, you will have to do so immediately.
- Interviewer:** Thank you very much for your advice!

47))) ACTIVITY BOOK

Unit 2 – Lesson 2 – Page 34 – Speaking – Activity 1

What was it like? Well... it was absolutely scary!
Wow! What will you do if...?

48))) ACTIVITY BOOK

Unit 2 – Lesson 2 – Page 35 – Speaking – Activity 2

- Diego:** Have you ever been in a tornado?
- Chloe:** Yes, I have. Last year, in Texas... I was at school, in an English class. As soon as we heard the sirens, we had to go to the gym for shelter.
- Diego:** What was it like?
- Chloe:** Well... it was absolutely scary! I heard a loud sound, and there was lightning, too. After the tornado everything was in ruins...
- Diego:** Wow! What will you do if you are in a tornado again?
- Chloe:** I'll try to go to the lowest floor and be calm, of course.

49))) TEACHER'S BOOK

Unit 2 – Lesson 2 – Alternative Tests 1 and 2 – Pages 145 and 148 – Activity 1

These days, we buy a lot of products in plastic containers. Unfortunately, we are seriously affecting the environment. Because we cause more and more waste to contaminate the land and oceans terribly. We need to change immediately. And take action urgently! If we reuse and recycle plastic, pollution decreases.

50))) TEACHER'S BOOK

Unit 2 – Lesson 2 – Alternative Tests 3 and 4 – Pages 151 and 154 – Activity 1

HBC News reporting directly from a helicopter, near the area where the volcano erupted yesterday. There's a lot of smoke in the sky and people are escaping to nearby cities. The air is full of ashes and the slope of the mountain is covered in burning rocks and lava. Scientists said that there will be more eruptions in the next few hours!



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Prohibida su comercialización.