

Teacher's Book

VOLUME 2



Get Ready with English 7th grade

Lina Alvarado Jantus



EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN
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Lina Alvarado Jantus

Pedagogía en Inglés,
Instituto Chileno Británico de Cultura





Teacher's Book Volume 2
Get ready with English 7th grade

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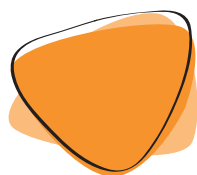
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Propuesta Editorial

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 testeé. 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.

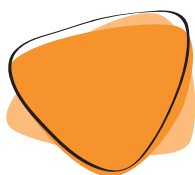
La sección además incluye instancias en que los estudiantes pueden aplicar lo aprendido, usando las estructuras en tareas prácticas. (Ver ejemplos en Texto del Estudiante, Sección *Language in Use*, P. 12, P. 16, P. 22, P. 28).

7. INTERDISCIPLINARIDAD

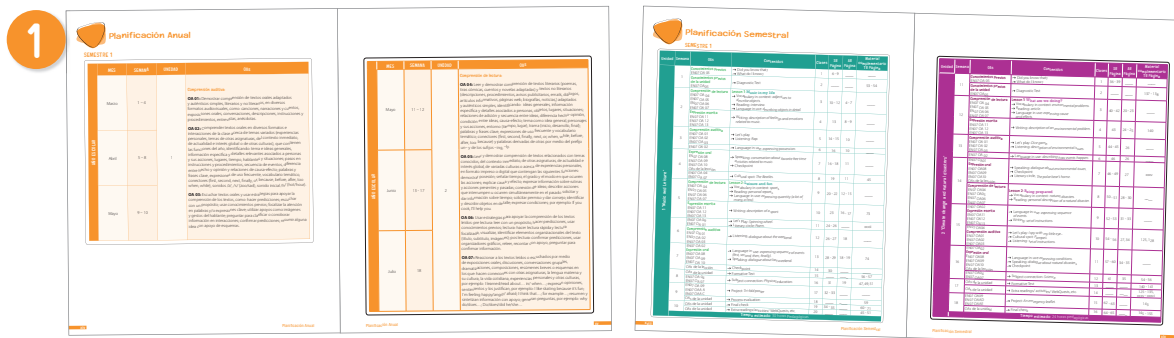
El enfoque de *Content and Language Integrated Learning* (CLIL) los contenidos son integrados en el desarrollo de la lengua, lo cual es vital en la elaboración del proyecto de *Get Ready with English 7th grade*. Así, se permea la enseñanza del inglés con otras disciplinas que proveen acceso a información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





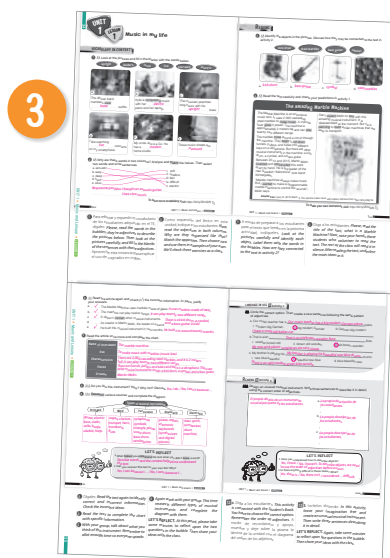
Estructura del Teacher's Book



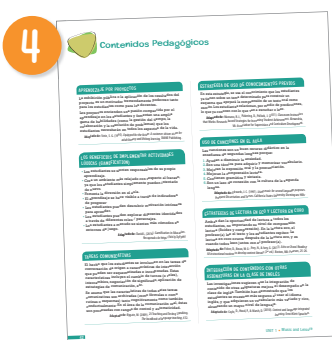
En un comienzo, la Guía Didáctica del Docente cuenta con una propuesta de planificación anual y semestral.



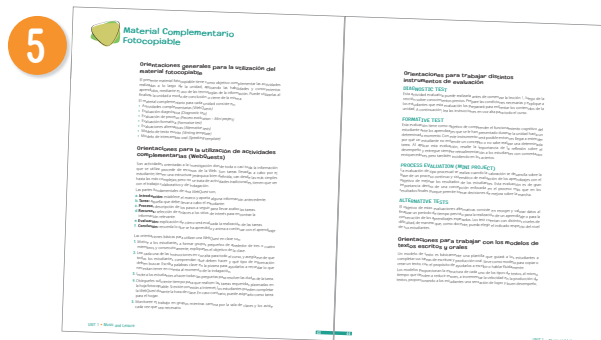
La Guía Didáctica del Docente cuenta con orientaciones metodológicas y estrategias para el desarrollo de la clase junto con minimizados para cada una de las páginas del Texto del Estudiante y las respuestas de cada una de sus actividades.



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.



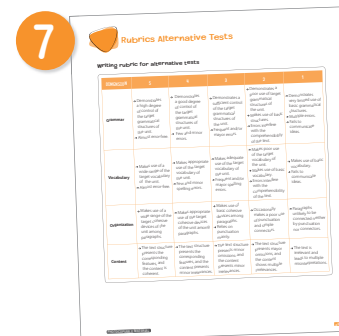
La Guía Didáctica del Docente incluye una sección llamada "Contenidos Pedagógicos" en cada unidad, la cual contiene soporte teórico e información útil sobre lenguaje, vocabulario, manejo de grupos, metodología y estrategias.



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.



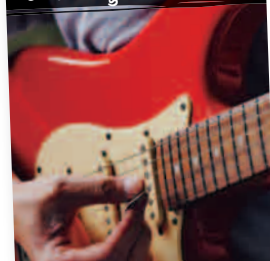
La Guía Didáctica del Docente incluye un Banco Literario Fotocopiable al final de cada tomo, junto con orientaciones metodológicas para el docente. Estas permiten reforzar las competencias de comprensión de lectura y análisis desarrolladas en el Texto del Estudiante.

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.

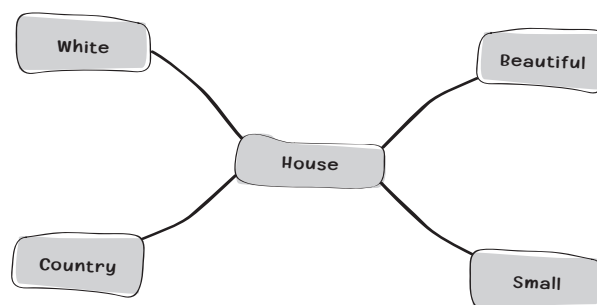
size

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

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

Future Tense

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

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

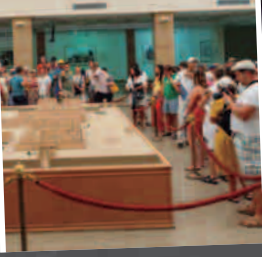
feel / some / better / if / medicine. / she / She / will / takes

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**.



Was/Were + Verb + ing **Simple Past**

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

Simple Past **Was/Were + Verb + ing**

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



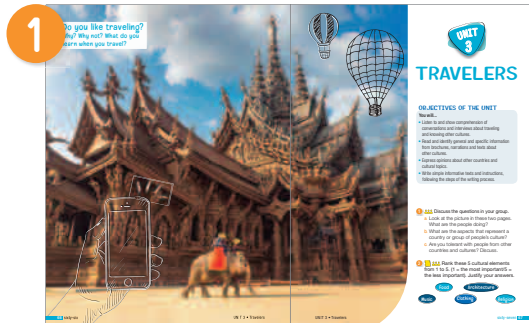
Describe what happened.



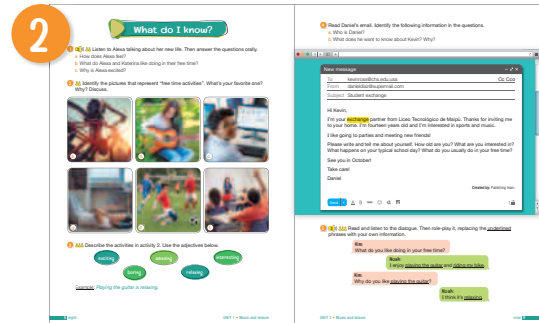


Estructura del Student's Book y Activity Book

Student's Book

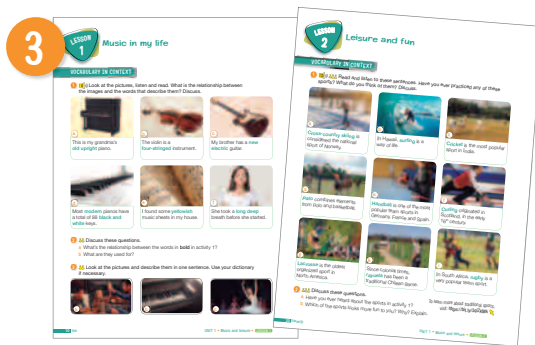


El tema de la unidad es presentado con fotos motivadoras y una "gran pregunta", la cual invita a los estudiantes a activar su curiosidad e interés. Además, esta sección les permite examinar y reflexionar sobre el valor de los objetivos de aprendizaje en sus propias vidas.



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.

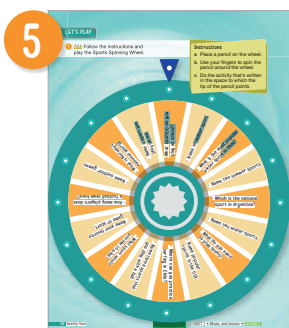


Lesson 1 and 2

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.



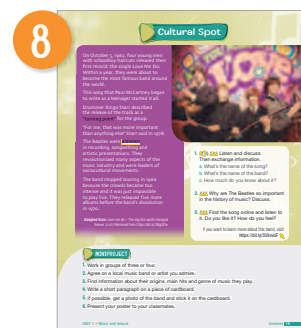
Checkpoint

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.



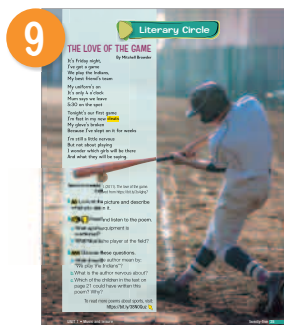
Subject Connection

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



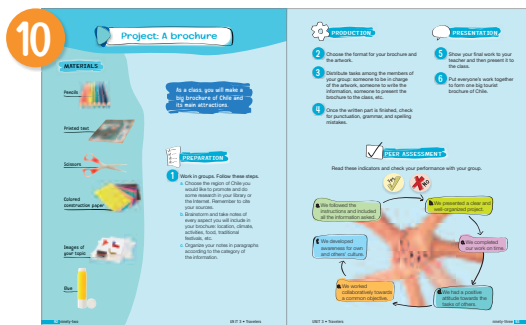
Cultural Spot

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.



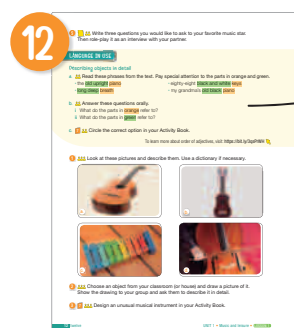
Project

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.



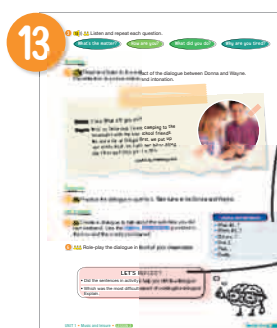
Final Check

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.

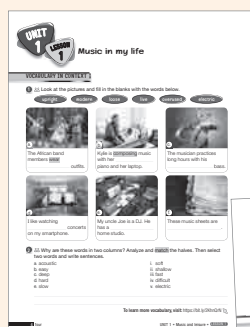


USEFUL EXPRESSIONS

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

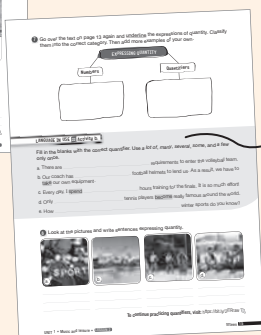
LET'S REFLECT

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

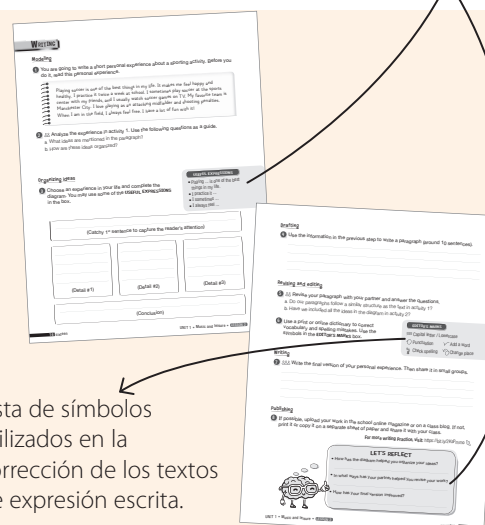


Activity Book

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.



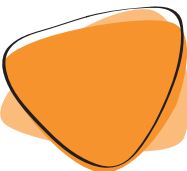
Indica una actividad que tiene que ser desarrollada en el cuaderno del estudiante.



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		



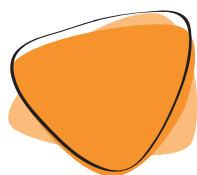
AÑO ESCOLAR	MES	SEMANA	UNIDAD	OAs
	Mayo	11 – 12	2	Comprensión de lectura: OA 04: Leer y demostrar comprensión de textos literarios (poemas, tiras cómicas, cuentos y novelas adaptadas) y textos no literarios (descripciones, procedimientos, avisos publicitarios, emails, diálogos, artículos informativos, 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		

SEMESTRE 2

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
	34	OAs de la unidad	→ Extra readings/activities/ WebQuests, etc.	14	—	—	289 - 299, xxxv - xxxvi
		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



TRAVELERS

La tercera unidad introduce a los estudiantes los temas sobre distintos lugares de Chile y el mundo, otras culturas y muestras culturales, y la inmigración y las sociedades multiculturales. 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 *A diverse world*, preguntas tales como, ¿cuál es la importancia de las distintas expresiones culturales alrededor del mundo? y ¿cómo la cultura se expresa por medio de diferentes aspectos? 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 blog de viajes, y se les presentará a los estudiantes el desafío de escribir una narración sobre un lugar visitado. De igual manera, podrán escuchar un informe sobre las costumbres al saludar provenientes de distintas culturas. Al final de la lección, realizarán un breve informe sobre los distintos tipos de saludos.

En esta lección, además se les presentará la instancia de jugar un juego de adivinanzas para poner en práctica lo aprendido de una manera motivante. En la sección *Cultural spot* tendrán la oportunidad de aprender sobre la comida típica china a través de una entrevista y la presentación de una receta. Así, se les invitará a reflexionar sobre las similitudes y diferencias con la comida típica chilena.

A continuación, en la segunda lección *Exploring my country*, los estudiantes podrán plantearse preguntas como ¿cuáles son las expresiones culturales de Chile? y ¿cómo son algunos lugares del país? a partir del material presente en esta sección. Serán expuestos a un texto de lectura que es un folleto turístico sobre la Región de los Lagos y que incluye una breve descripción, y el desafío de escritura es desarrollar precisamente un texto similar, una descripción breve de su ciudad natal o región.

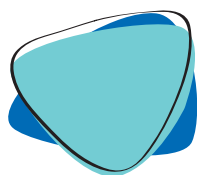
Se les presentará junto con ello una nueva y motivante oportunidad de practicar vocabulario relacionado con distintos lugares de Chile a través de una carrera de viajes. En la sección *Subject connection*, podrán leer un folleto sobre la ecléctica geografía chilena que los conectará con la asignatura de estudios sociales.

En la lección podrán también escuchar una descripción sobre un lugar famoso de Chile, así como crear y representar recomendaciones sobre una ciudad. 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).

También, en la sección *Literary Circle* podrán comprender y apreciar un texto narrativo relacionado con el tema de la lección, particularmente el extracto de una novela.

En cuanto a los objetivos de aprendizaje, en esta unidad se busca que los estudiantes puedan explorar lugares de Chile y el mundo, conocer culturas y muestras culturales, y hablar sobre inmigración y sociedades multiculturales. En esta unidad los estudiantes leerán y escucharán sobre las diferentes expresiones culturales tales como la comida, las celebraciones, las actividades y el idioma en forma de expresiones idiomáticas y vocabulario.

Para lograrlo, se espera que puedan solicitar permiso y dar consejo, identificar y describir objetos en detalle, expresarse con claridad usando palabras y expresiones de uso común. Junto a lo anterior, se espera que demuestren conocimiento y uso apropiado del sonido inicial /h/.

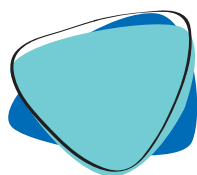


Objetivos de Aprendizaje



OAs	Contenidos	Clase	Tiempo (min)
Conocimientos previos de la unidad EN07 OA05	→ Did you know that? → What do I know?	1	90
Conocimientos previos de la unidad EN07 OA05	→ Diagnostic Test	2	45
Comprensión de lectura EN07 OA04 EN07 OA05 EN07 OA06 EN07 OA07	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 sequence of events</i>	3	90
Expresión escrita EN07 OA11 EN07 OA12 EN07 OA13	→ WRITING <i>Narrating an experience to an amazing place</i>	4	45
Comprensión auditiva EN07 OA01 EN07 OA02 EN07 OA03	→ Let's play <i>Guessing game</i> → LISTENING <i>Report on customs around the world</i>	5	90
Expresión oral EN07 OA08	→ Language in use <i>Adjectives with prefix un-</i>	6	45
Expresión oral EN07 OA09 EN07 OA10 OAs de la lección	→ SPEAKING <i>Short report on greetings</i> → Checkpoint	7	90

OAs	Contenidos	Clase	Tiempo (min)
Comprensión de lectura EN07 OA04 EN07 OA05 EN07 OA06	Lesson 2: Exploring my country → Cultural Spot: <i>Ancient Land</i> → Vocabulary in context <i>Free-time activities</i> → READING (opcional) <i>A tourist brochure.</i>	8	45
Expresión escrita EN07 OA07 EN07 OA11 EN07 OA12 EN07 OA13	→ Language in use <i>Expressing quantity</i> → WRITING <i>Describing hometown or region</i>	9	90
EN07 OA04 EN07 OA07 EN07 OA09	→ Let's play <i>A travel race</i> → Subject connection (opcional) <i>Social studies</i>	10	45
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>Giving recommendations</i>	11	90
OAs de la lección	→ Checkpoint → Literary circle (opcional) <i>A little journey to Puerto Rico.</i>	12	45
OAs de la unidad	→ Formative Test	13	90
OAs de la unidad	→ Extra readings/activities/WebQuests, etc.	14	45
EN07 OA09 EN07 OAA B EN07 OAA C	→ Project	15	90
OAs de la unidad.	→ Final check	16	45



Sugereencias metodológicas del TE y CA

CLASE 1 • 90 minutos

OBJETIVO Activar la motivación y conocimientos previos.

MATERIALES Lápiz, cuaderno y audio.

Las actividades en estas páginas 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.
- permitir que los estudiantes reconozcan y recuerden lo que saben acerca del tema en inglés.



INICIO (15 min.)

Solicite a los estudiantes observar la imagen y dígaes lo siguiente: *Have a look at the picture. What can you see in this image?*

Apunte a la imagen y tome nota de los aportes de los estudiantes en el pizarrón.

Invételes a leer las preguntas frente al curso.

Diga: *Who wants to read the questions?* Luego deben reflexionar sobre las respuestas. Puede extender la actividad invitando a estudiantes de otros países, si los hay, a compartir sus experiencias sobre conocer y/o vivir en otros países.

Respuestas:

Las respuestas variarán de acuerdo a las experiencias y realidad de los estudiantes. Algunas respuestas pueden ser: *I like traveling because I can know places/meet people, etc.*

When I travel, I can learn to be tolerant, I can learn about the customs and traditions of other cities/countries.

Solicite un voluntario para leer frente al curso los objetivos de la unidad, presentados en la página 67, indicando:

Can you read this section, please?

Explique que estos serán los objetivos que alcanzarán a lo largo de la unidad.

Do you like traveling?
Why? Why not? What do you
learn when you travel?



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UNIT 3 • Travelers

RECURSOS DIGITALES

Aquí podrá encontrar distintos documentales relacionados con viajes alrededor del mundo: 3 Documentaries That Will Change How Your Kids See The World <https://becomingunbusy.com/documentaries/>



UNIT 3

TRAVELERS

OBJECTIVES OF THE UNIT

You will...

- Listen to and show comprehension of conversations and interviews about traveling and knowing other cultures.
- Read and identify general and specific information from brochures, narrations and texts about other cultures.
- Express opinions about other countries and cultural topics.
- Write simple informative texts and instructions, following the steps of the writing process.

- 1 Discuss the questions in your group.
 - a. Look at the picture in these two pages. What are the people doing?
 - b. What are the aspects that represent a country or group of people's culture?
 - c. Are you tolerant with people from other countries and cultures? Discuss.
- 2 Rank these 5 cultural elements from 1 to 5. (1 = the most important/5 = the less important). Justify your answers.



- 2 Invite a los estudiantes a formar grupos. Pida que piensen sobre los elementos que son representativos de la cultura de un pueblo o nación. Pregunte: *What are the most essential elements of our culture? What aspects do you share with the rest of the people who live in your country? Do you eat the same food? Do you speak the same language? Do you celebrate the same things?* Luego de eso, indique a los estudiantes que deben leer los 5 aspectos culturales que se presentan y que los ordenen respecto de lo que ellos consideran es lo más importante. Dígales: *Now, read the cultural elements presented and rank them from one to five, according to what you think is more/less important about the culture of a particular place.*

Si es posible, sugiera que revisen los contenidos que han aprendido en las clases de ciencias sociales acerca de este tema. Diga: *Think about what you learned / spoke about in social science. What topics can you connect with this class?*

Es posible que algunas respuestas de los estudiantes puedan contener varias palabras en español, por lo cual deberá proveer de palabras y estructuras necesarias (orales y/o escritas) de andamiaje para que los estudiantes puedan responder adecuadamente, incrementen su vocabulario en un tiempo reducido y no pierdan interés en el tema. Puede decirles: *Music is the most important aspect, because television shows the products or the food so people buy it. Otra cosa que puede decir es: Music is more important because people are always /usually listening to music on the radio or internet. Videos show music styles, etc.*



- 1 Indique a los estudiantes que se organicen en grupos para realizar la actividad. Diga: *Now, you will work in groups to discuss the questions in activity 1. Make sure everyone speaks.*

Lea las preguntas en voz alta y asegúrese de que todos comprendan. 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, en lo posible, cognados.

Respuestas:

Respecto de la primera pregunta, algunas pueden ser: *The people are riding an elephant. The people are visiting a temple. The people are traveling.*

Respecto de la segunda pregunta, algunas posibles respuestas pueden ser: *Some of the aspects that represent a country's culture are the clothes, the food, the music, etc.*

Respecto de la tercera pregunta, algunas respuestas pueden ser: *I am tolerant with people from other countries, because...*



DESARROLLO (60 min.)

Sugerencia pedagógica

A modo de complementar los conocimientos de los estudiantes respecto de la Isla de Pascua, remítase al hecho que es patrimonio de la humanidad. Para ello, dígales: **Much of the island is protected within Rapa Nui National Park, a UNESCO World Heritage site that is managed by CONAF. Easter Island's unique archaeological legacy is extremely important to humankind. Much of what survives on the island has not been completely explored or interpreted.**

- 1 Comience la actividad con la pregunta: *What can you see in the picture? What do you know about this place? What do you think the people are celebrating?*

Luego indique que deben leer el texto y responder las preguntas en parejas. Puede invitar a los estudiantes a responder de manera oral frente a toda la clase. Dígales: *(Name of the student), can you please share your answers with the rest of the class?* Revise la pertinencia de las respuestas.

Respuestas:

- The celebration of Tapati festival.
- Every February, on Easter Island.
- Takona, a competition on body painting.
- They test their physical skills. They throw themselves at great speed down a mountain.

Sugerencia pedagógica

Para evitar confusión de conceptos, luego de la lectura comprensiva del texto, aclare los conceptos de myth y legend. Para ello, diga a los estudiantes: **Are myth and legend the same? What is the main difference? Try to use your knowledge of Spanish literature to answer these questions.** Espere sus respuestas por unos segundos, y luego, añada: **While both myths and legends deal with well-known cultural figures, there are many differences between the two. Legends are focused around a cultural hero rather than supernatural gods/goddesses. And while the tale may be largely exaggerated, it is usually based on some historical facts. Can you give some examples of them?** Nuevamente, espere las respuestas de los estudiantes y apóyelos diciendo: **Some myths are: King Midas, Icarus, ... Some legends are: Ali Baba, the Loch Ness Monster, Atlantis, Bigfoot...**

What do I know?

- 1 Read the text carefully and discuss the questions.



Tapati on Easter Island (Rapa Nui)

On mystical Easter Island, every February people celebrate the *Tapati* festival.

They select a queen for the festival from among the young people. They also compete for their honor in swimming and canoeing competitions, using small boats and rafts made of "totora". The teams prepare traditional costumes, songs and dances, and share the stories of myths and legends in oral tradition.

Body painting, called *Takona*, is the festival's main event. The islanders paint their bodies with symbols of their mythic origins using natural pigments. They also test their physical skills in the *Haka Pei* competition. There, the bravest young men throw themselves at a great speed down a mountain.

Adapted from: TAPATI festival: CULTURE, sport and tradition on Easter Island. (2020, March 17). Retrieved February 25, 2021, from <https://bit.ly/3bloEjF>

- What is the general topic of the text?
- When and where is the festival celebrated?
- What is the main event of the festival?
- What do the islanders do during the *Haka Pei* competition?

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UNIT 3 • Travelers

- 2 Copie el diagrama en el pizarrón e invite a los estudiantes a completarlo para permitir que el resto revise sus respuestas. Diga: *Can you come to the board, please?*

Respuestas sugeridas:

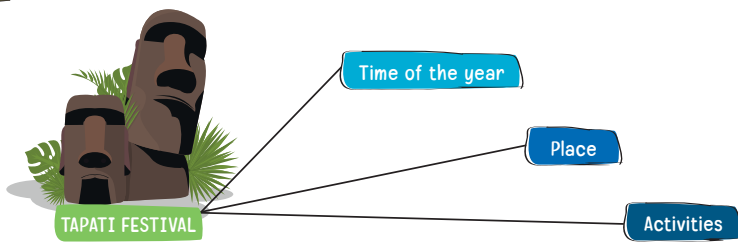
Time of the year: every February

Place: Easter Island

Activities: swimming and canoeing competitions, songs, dances, body painting



2 Copy the diagram and complete it with information from the text.



3 Listen to the dialogue and check your answers in activity 2. Were they correct?

4 Listen again and create a similar dialogue about another festivity you know. Practice it with your partner.

5 Read the sentences and point to the places on the map.

- The church is **opposite** the crafts fair.
- The bank is **behind** the post office.
- The town hall is **next to** the market.
- There is a hospital **on** Simon Paoa Street.

HANGA ROA

- Church
- Crafts Fair
- Town Hall
- Post Office
- Bank
- Market
- Hospital



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3 Explique: *Now, you will listen to a recording. Listen and check your diagram. Are your ideas ok?* Luego, revise las respuestas con toda la clase.

4 Motive a los estudiantes a crear un diálogo sobre una celebración local, preguntando: *Is there any traditional celebration in this área? What is it about?*

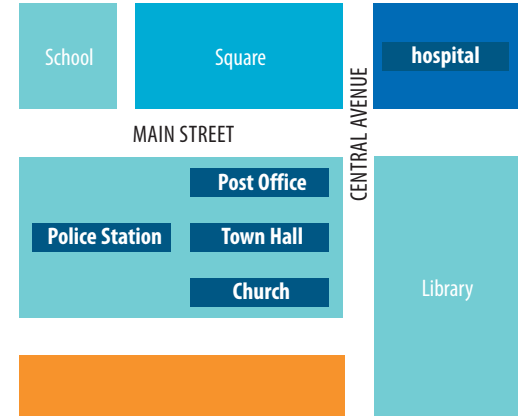
Respuestas:

Variarán de acuerdo a la elección de los estudiantes. La idea es que el diálogo que inventen utilice de modelo, y sea muy similar, al que acaban de escuchar. Revise el transcript correspondiente para corregir esta actividad.



5 Ahora indique que lean las oraciones. Luego pida que miren el mapa y apunten al lugar de cada edificio. Dígalos: *In this activity, you have to look at the map and point at the places where the buildings mentioned are.* Después de eso, revise con todos los estudiantes, si es posible en la pizarra o sino, trate de revisar con cada pareja alrededor de la sala.

Respuestas:



CIERRE (15 min.)

Invite a algunos pares a actuar sus diálogos de la actividad 4 frente al resto de la clase. Si hay estudiantes de otros países, motíuelos a que compartan información sobre sus celebraciones locales. Dígalos: *(nombres de estudiantes), would you like to come to the front and share your dialogue with the rest of the class? Would you also like to share information about your local customs and celebrations?*

36 Los estudiantes pueden practicar en la página 36 del Cuaderno de Activities. *You can continue practicing on page 36 in your Activity Book.*

CLASE 2 • 45 minutos

OBJETIVO Revisar conocimientos previos.

MATERIALES Fotocopia del Diagnostic Test

Este es un buen momento para implementar la evaluación diagnóstica de la página 219. Al momento de implementarla, 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 the previous unit. Come on, you can do it!*

CLASE 3 • 90 minutos

OBJETIVO

- Explorar nuevo vocabulario.
- Usar estrategias para el desarrollo de la comprensión de lectura.

MATERIALES

Lápiz, cuaderno, audios 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 preguntas a los estudiantes sobre los elementos representativos de Chile, por ejemplo, si hay alguna comida característica, vestimenta, tipo de música, etc. Pregunte: *What do you think are the elements that represent our country? What is the most typical food/music/celebration, etc.? What is the most typical place?*

Organice una conversación breve y tome nota de las respuestas de los estudiantes en el pizarrón.



DESARROLLO (70 min.)

- 1 Invite a sus estudiantes a mirar las imágenes y pregúnteles qué pueden observar en ellas. Diga: *What do you see in the pictures? Do you identify where these people come from?* Luego, indique que deben escuchar y apuntar a cada imagen diciendo: *Now, listen and point the pictures.*

Respuestas:

They use the adjectives big, beautiful, ancient, amazing, old, traditional, wide, open, old wooden.

- 2 Motive a los estudiantes a seguir trabajando en parejas. Dirija su atención hacia las palabras y explique: *You will listen to some definitions. Can you identify the place in the city they describe?* Monitoree el trabajo de los estudiantes caminando alrededor de la sala. Invite a algunos estudiantes a compartir las respuestas con el resto de la clase, diciendo: *Can you say the answer?* Revise la pertinencia de las respuestas.

Respuestas:

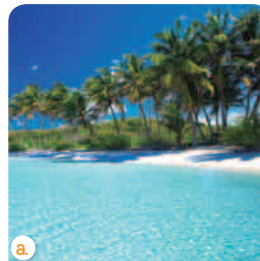
- a church
- a square
- a town hall
- a gym
- a museum

LESSON 1

A diverse world

VOCABULARY IN CONTEXT

- 1 Read and listen to people talking about their hometowns. What words are they using to describe them? Discuss.



a.

I come from Colombia, a country with many **big beautiful** beaches.



b.

My country is Italy, where you can find many **ancient** churches.



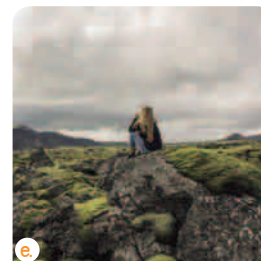
c.

I love my country, Scotland, because there are so many **amazing old** castles.



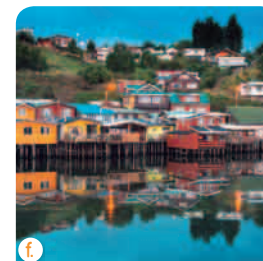
d.

My country, South Korea is famous for its **traditional** architecture.



e.

Iceland is a small country but full of **wide open** spaces.



f.

Chiloe, in Chile, is full of **old wooden** houses and buildings.

- 2 Listen to the descriptions and decide which of the places below they are talking about.

town hall

church

square

museum

gym

70 seventy

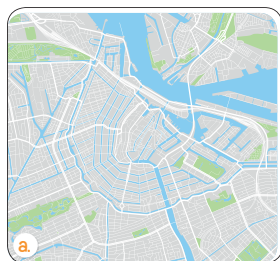
UNIT 3 • Travelers • LESSON 1

Sugerencia pedagógica

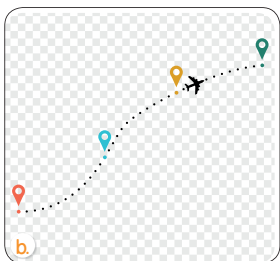
Para apoyar a aquellos estudiantes que presenten dificultad en la comprensión de estos conceptos, ayúdelos a identificar primero el significado de los cognados: museum, gym y luego del resto de los lugares. Para ellos, dígalos: **Please, read the words museum and gym in the bubbles. They are cognates; they are words that share a similar meaning, spelling, and pronunciation in Spanish.**



- 1 Describe these pictures in your own words. Have you ever used any of these elements when traveling?



Road map



Itinerary



Brochure

- 2 Skim the text below and answer these questions.

- What type of text is it?
- What is the text about? How do you know?
- Why do you think the author wrote it?

- 3 Read and confirm or correct your ideas.

Hey Lisa

Last summer, I went to South Africa with my father. On the first day of our trip, we landed in Johannesburg. It is the largest city in South Africa. We stayed for 2 days to explore this wonderful metropolis and tried the exotic typical food. We ate lots of vegetables and meat.

Then, we took a 3-day photographic safari at Kruger Park. It was just like a normal safari, but instead of a gun we used a camera and "shot" animals in pictures and videos. During our trip, we explored the park in an open safari vehicle. We saw gazelles, zebras, and other animals from the African savannah.

Finally, we went back to Johannesburg for the final day. The photographic safari was amazing. It was an awesome experience.

I hope you like the pictures!

Matt.



Created by: Publishing team

Recuerde a sus estudiantes que las actividades de esta sección tienen como objetivo desarrollar diferentes estrategias que propician la comprensión de lectura.

- 1 Motive a los estudiantes a trabajar en parejas. Pídeles que observen cada imagen. Pregunte: *Do you recognize these objects? How can you describe them?*

Si los estudiantes no cuentan con el vocabulario necesario para contestar todo, revise el vocabulario junto a ellos en un diccionario inglés-inglés, escribiendo las definiciones en la pizarra y explicándolas de la manera más clara posible, de manera que incrementen su vocabulario sin tener la necesidad de traducir al español.

Respuestas:

- A map that shows the roads of a country or area.
- A planned route or journey.
- A small book or magazine containing pictures and information about a product or service.

- 2 Invite a los estudiantes a continuar trabajando en parejas. Motíelos a observar el texto que leerán y las imágenes, para luego identificar el propósito del mismo. Anímelos a explicar los motivos de sus elecciones.

Pregunte: *What do you think the purpose of the text is? Why do you think that?*

Revise la pertinencia de las predicciones.

Respuestas:

Algunas respuestas pueden ser:

- It's an email.
- It's about a trip to South Africa. I know because of the pictures and some key words.
- Because he wanted to share the experience with a friend.

- 3 Instruya a los estudiantes a leer rápidamente el texto, de manera de revisar las predicciones y comprender la idea general. Dígaes: *Now, read the text quickly to check your predictions and understand the general idea.* Monitoree y chequee las respuestas de manera general.

Respuestas:

- An email.
- It's about a trip to South Africa. You can know it from the pictures.
- To keep a record of the trip. To narrate what he did during the trip.

Ventana de aprendizaje

Palabras clave

Al identificar palabras clave, los estudiantes pueden enfocar su atención, comprender y recordar el significado de las palabras esenciales de un texto.

Esta estrategia, cuando se usa antes de la lectura, es especialmente útil para construir una base que ayudará a los estudiantes a comprender mejor el texto como a hacer predicciones sobre su contenido. Dentro del texto de lectura contenido en esta página, algunas palabras claves pueden ser: South Africa, Johannesburg, vegetables and meat and safari.

- 37 Pueden seguir practicando los contenidos de esta clase en las páginas 37 y 38 del Cuaderno de Actividades. *You can continue practicing on page 37 in your Activity Book.*



- 4   Explique: *Copy the chart in your notebook and complete it with the text's information. To do it, you will have to reread it.*

Respuestas:

Activities: exploring the park, taking a photographic safari, watching animals

Natural aspects: animals, savannah, gazelles, zebras, Kruger park

Cultural elements: typical exotic food, safari

Sugerencia pedagógica

Si hay estudiantes que presentan dificultades en la actividad 4, pídeles que formen grupos y asigne sólo un aspecto de la tabla para cada uno.

- 5  Dígales: *Think of the answer individually and then discuss it with your partner. Remember to explain your ideas.*

Respuestas:

Las respuestas variarán. Algunas respuestas posibles pueden ser: *There is a park where you can go a safari. We ate lots of vegetables, etc.*

- 6   Indique: *Now, in your group, think about the most interesting places in this city/region.* Al terminar, invítelos a compartir sus listas con otros grupos.

Para comenzar la clase, escriba los conectores de secuencia en la pizarra de manera desordenada y luego, pregunte a los estudiantes: *What did you do yesterday? Use these connectors, please.*

CIERRE (10 min.)

LANGUAGE IN USE Expressing the sequence of events

- a.  Indique: *Read and analyze the function of the words in bold.*
- b.  Suscite que las palabras expresan el orden de los eventos.
Respuestas: They express sequence of events.
- c.  Continúe: *What did you do last weekend? I woke up early.*
Respuestas: Posibles respuestas pueden ser: *Wake up, had breakfast, had lunch, played videogames.*
- d.  Invítelos: *Use what you have learned to tell your group what you did.*
Respuestas: Algunas posibles respuestas son: *First, I woke up, then, I had lunch, after that, I played videogames, etc.*

- 4   Copy this chart and complete it with information from the text.

TRIP TO SOUTH AFRICA		
Activities	Natural aspects	Cultural aspects

- 5  What are the most unusual or interesting aspects of Matt's email? Why? Discuss.
- 6   Think about the most interesting places in your town/city/region and make a list.

LANGUAGE IN USE

Expressing the sequence of events

- a.  Read these sentences from the text and practice them out loud.

On the first day of our trip, we landed in Johannesburg.

Then, we took a 3-day photographic safari at Kruger Park.

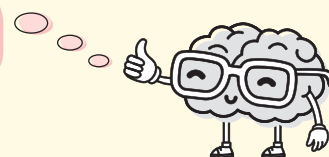
Finally, we went back to Johannesburg for the final day.

- b.  What do the words in bold in activity a express? Discuss.
- c.  Think about your last weekend and write a list of the things you did, using the words in bold in activity a.
- d.  Tell your classmates what you did, connecting the events with the words you learned.
- e.   Look at the pictures in your Activity Book and write what you think happened last weekend. Express the sequence of events with the correct connectors.



LET'S REFLECT

- Can you think of an interesting aspect of your culture? Discuss it to your partner.



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- e.   Diga a los estudiantes: *Now, in your Activity Book, pay attention to the actions in the pictures and write about what the family did during the weekend.*

PROBABLES ERRORES

Invite a los estudiantes a valorar que los conectores de secuencia se usan al comenzar la oración, antes de expresar la acción.

-  Refuercen lo aprendido en el Cuaderno de Actividades. *You can continue practicing on page 39 in your Activity Book.*

Para cerrar, invítelos a los estudiantes a valorar los elementos naturales y culturales de su región. Dígales: *Can you think of an interesting aspect of your culture? Discuss it with your partner.*



Model text

- 1 Read the extract of this travel blog and check the new vocabulary.

Organizing ideas

- 2 Think about an experience connected to an amazing place you visited. Collect information about it. Consider the following vocabulary:

First Next
Then Finally

I visited *San Pedro de Atacama* on my last vacation. First, we walked around town. We visited the *San Pedro* church and then the archaeological museum. The next day, we took a bus to *Valle de la Luna* and spent the day trekking and taking pictures. On the last day, we woke up at 5 o'clock and went to see the geysers. They are spectacular!

We also visited the *Miscanti* lagoon and saw the *Licancabur* volcano.

Finally, we went back to the town and bought typical souvenirs. We had the most amazing vacation in *San Pedro*!

Created by Publishing Team.

If you have an Internet connection, you can check this online dictionary: <https://bit.ly/3awQ38y>

- 3 Write sentences narrating the activities you did.

Drafting

- 4 Put the sentences together into a short composition about your experience.

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. If possible, type it and prepare a presentation, attaching some pictures.

Publishing

- 7 Show your presentation to your classmates or read the composition aloud.

Sugerencia pedagógica

Organice las parejas de tal modo que los estudiantes aventajados apoyen a quienes presentan dificultades.

- 2 Pídeles que tomen notas de los eventos de su experiencia en torno a las expresiones de secuencia.
- 3 Explique: *Now expand your notes, forming complete sentences.*
- 4 Los estudiantes darán forma al texto, escribiendo un borrador, usando como base las oraciones que han escrito. Indique el tiempo asignado.
- 5 Continúe: *Swap your texts and read each of them aloud. Is the text correct? Do you suggest any corrections? While you check each other's texts, I will correct your work. Please make the changes so that the text is correct.*
- 6 Luego de la revisión, anuncie: *It's time for the final version! Use the feedback from your partner and my feedback.*
Entrégueles una hoja de papel en blanco para que escriban. Asista a quienes demuestren dificultades. Motíuelos a preparar una presentación para compartir su composición.
- 7 Indíqueles: *Now, you are going to share the text with other classmates. Get together in groups and take turns to read your works.* Procure que haya un clima de respeto y confianza.

CLASE 4 • 45 minutos

OBJETIVO	• Seguir los pasos de la escritura para crear un texto propio. • Incorporar estructuras relacionadas con la expresión de causas y efectos.
MATERIALES	Lápiz, cuaderno y Cuaderno de Actividades.



INICIO (10 min.)

Pregunte: *What is the most beautiful place you have visited?*



DESARROLLO (30 min.)

- 1 Indique. This is a model text. *Read it and identify how the ideas are connected.*



CIERRE (5 min.)

Pregunte qué lugar les interesó conocer de los descritos en la clase. Dígalos: *Which places caught your attention the most? Can you explain why?*

- 40 Pueden continuar practicando la escritura en las páginas 40 y 41 del Cuaderno de Actividades. *You can continue practicing on pages 40 and 41 in your Activity Book.*



CLASE 5 • 90 minutos

OBJETIVO

- Incorporar 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 anotando en el pizarrón una o dos adivinanzas simples, como por ejemplo:

- *David's parents have three sons: Snap, Crackle, and...?*
Solution: David!
- *Where can you find cities, towns, shops, and streets but no people?* Solution: A map.
- *What has a neck but no head?* Solution: A bottle.
- *What has hands but doesn't clap?* Solution: A clock.
- *Mr. Blue lives in the Blue house. Mrs. Yellow lives in the Yellow House. Mr. Orange lives in the orange house. Who lives in the White House?* Answer: The President of the USA

Diga: *Who can solve the riddles? Can you identify the solution?*



DESARROLLO (60 min.)

- 1 Explique a los estudiantes que deberán resolver las adivinanzas propuestas en grupos. Organice una competencia, en la que el ganador será el grupo que responda las adivinanzas en primer lugar.

Pídale que formen grupos de cuatro estudiantes:
Form groups of 4 and solve the riddles. The winner is the first group to find the correct answers. Asigne tiempo suficiente para esta actividad y asegúrese de que cada integrante del grupo tenga la oportunidad de participar.

Respuestas:

De izquierda a derecha, arriba y abajo: Europe, America, Asia, New York, France, Africa, Australia.



LET'S PLAY

- 1 Solve the riddles and guess the places.



Sugerencia pedagógica

Para desafiar a los estudiantes más aventajados, motívelos a que creen una adivinanza sobre el mismo tema (países, ciudades o lugares conocidos del mundo o de Chile). Dígales: **Now you have to create your own riddle by following the model. Don't be shy or afraid, you can do it!**

- 1 Identify the name of these elements that are part of a country's culture. Then listen and check.



- 2 Listen and point to the pictures. Then practice the actions.



- 3 You are going to listen to a report about customs around the world. Pay attention and answer the questions.

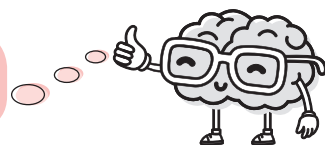
- Which countries are mentioned?
- Which greetings are common in each country?

- 4 Listen again. Focus your attention on the hand gestures topic and identify the country.

- It is quite unusual to kiss when they greet.
- People tend to be more conservative.
- People don't give casual hugs.

LET'S REFLECT

- Which aspects of the report helped you answer the questions in activity 19?



- 1 Instruya a los estudiantes: *Look at the pictures. Can you name these elements in English?*

Invítelos a que escuchen la grabación para revisar las respuestas.

Respuestas:

- Languages.
- Flags and national symbols.
- Traditional clothes.
- Music and dances.

Sugerencia pedagógica

Invite a los estudiantes más aventajados a que mencionen otros elementos que son parte de la cultura, por ejemplo: *celebrations, festivities, food, etc.*

- 2 Antes de escuchar, pregunte: *What are these people doing? What can you see in the pictures?*

Respuestas:

- giving a kiss.
- shaking hands.
- making a bow.
- giving a hug.

- 3 Reproduzca el audio más de una vez si es necesario. Pídeles que se enfoquen en encontrar en el texto las respuestas a las preguntas a y b. Dígalos: *Listen to the audio track and then read and answer the questions provided.*

Respuestas:

- The USA, Japan, China, The UK, Arab countries.
- The USA: shake hands, Japan: make a bow, China: nod heads, The UK: say hello, Arab countries: shake right hand.

- 4 Diga: *Listen and focus your attention on the hand gestures the woman mentions.*

Respuestas:

- The USA
- China
- The UK

Sugerencia pedagógica

Si los estudiantes presentan dificultades en la actividad 20, realice el ejercicio como clase, reproduciendo y pausando el audio.

CIERRE (15 min.)

Si en su clase hay estudiantes migrantes, pida que expliquen a sus compañeros las formas de saludo en sus países, tanto en situaciones formales como informales.

Si no hay, pregunte si conocen saludos de otras culturas. Dígalos: *What are ways to say hello in your culture? Do you know any ways to say hello in other countries or cultures?*

- 42 Continúen practicando en la página 42 del Cuaderno de Actividades. *You can continue practicing on page 42 in your Activity Book.*



CLASE 6 • 45 minutos

OBJETIVO

- Incorporar estructuras del lenguaje para formar adjetivos usando el prefijo *un-*.

MATERIALES

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



INICIO (10 min.)

Comience la clase preguntando: *What can you remember about greeting custom from last class? What did you learn about it?*



DESARROLLO (25 min.)

- 5 Invite a los estudiantes a conversar sobre los temas propuestos. Diga que tomen nota y motíuelos a compartir sus ideas con el resto de la clase. Dígales: *Now, discuss the following questions in your group. After you finish, exchange ideas with your classmates.*

Respuestas:

Algunas respuestas pueden ser: *I am tolerant with unfamiliar customs from other countries because I believe we have to respect...*

I believe it is important for visitors and immigrants to adapt to local customs, because it shows respect...



CIERRE (10 min.)

LANGUAGE IN USE

Adjectives with prefix *un-*

- a. Indique: *Read the sentences aloud and focus on the sections in bold.*
- b. Explique: *Analyze the use of the sections in bold in each sentence with your partner and then answer the questions.* Puede relacionar el contenido con estructuras conocidas por los estudiantes, como: *dis-*, *discapacidad*, *continuo - discontinuo*, *par - dispar*, etc.
- c. Asigne un tiempo para la actividad y revise las respuestas como clase. Dígales: *Now, you will have to transform the words provided using the particle you learned, and then find more examples in a dictionary or an encyclopedia.*
- d. Diga a los estudiantes: *Open your Activity Book on page 42 and fill in the blanks of the sentences with the words provided in the bubbles. The words have the prefix *un-*.*

Respuestas:

- unfamiliar
- unlucky
- unbelievable
- unrecognized
- unforgettable

- 5 Discuss these questions in your group. Then exchange ideas with your classmates.

- Are you tolerant with unfamiliar customs from other countries? Why?
- Do you think it is important for a visitor/immigrant to adapt to local customs? Why? Why not?



LANGUAGE IN USE

Adjectives with prefix *un-*

- a. Read and practice these sentences from the recording.

- *Unfamiliar customs can sometimes be confusing.*
- *It is quite **unusual** to kiss when they greet each other.*
- *It was an **unhappy** situation.*
- *Henman played well and he was **unlucky** to lose the match.*

- b. Answer the questions.

- What do the words in activity **a** have in common?
- What do the parts in bold express?

- c. Transform these words using the particle you learned. Find more examples in a dictionary or an encyclopedia.

finished

certain

able

true

- d. In your Activity Book, fill in the blanks with the words provided.

If you want to learn more about this topic, visit <https://bbc.in/3sMd2Cz>

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Revise la actividad con los estudiantes e invítelos a pensar en otras palabras con el prefijo "un" y a reflexionar sobre si existe un simil en su idioma nativo. Dígales: *Can you think of other words starting with the prefix *un-*? Are there any similar particles in your native language? How do you know they mean the same? Discuss.*



Preparing to speak

- 1 Listen and repeat these words. Pay attention to the different pronunciation of the initial sounds.

hand have hair head hello hug honor hour honest heir

- 2 Listen and repeat these phrases related to greetings.

Shake hands kiss say hello bow hug nod smile

Modeling

- 3 Read and listen to the extract of the recording. Then, practice reading it aloud with your partner, imitating the pronunciation and intonation.

In the USA, men shake hands when they meet.
The British often say 'hello' when they meet friends.
They usually shake hands only when they meet for the first time.
In Japan, the common greeting is to bow.
Chinese usually nod their heads and smile, or shake hands if it's a formal situation.

Let's speak

- 4 Think about the way people greet in your region. Consider first time, in formal situations, and when they meet friends. Prepare a short report like the one in activity 24, **USING EXPRESSIONS** in the box.
- 5 If possible, record the report and share it with your classmates. If not, read it aloud in front of the class.

USEFUL EXPRESSIONS

- In..., people... when...
- In a formal situation...
- They often/usually... but they never...

CLASE 7 • 90 minutos

OBJETIVO

- Seguir los pasos de modelamiento para crear un diálogo.
- Revisar los contenidos y habilidades ejercitados de la Lección 1.

MATERIALES

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



INICIO (10 min.)

- 1 Para iniciar la clase, reproduzca la grabación y pida que repitan después de cada palabra. Invételes a poner especial atención a la pronunciación del sonido inicial. Dígaes: *Listen and repeat after every word. Pay special attention to the pronunciation of the initial sound.*

PROBABLES ERRORES

Un error común es no distinguir en qué casos la pronunciación de la letra h inicial es silenciosa. Explique que la pronunciación silenciosa es excepcional, que no es la regla y que por tanto las excepciones deben ser memorizadas. Dígaes: ***Not always the "h" sound is pronounced, there are cases in which this letter is silent, for example: honbest, hour, heir, etc.***



DESARROLLO (70 min.)

- 2 Explique que deben escuchar y repetir las frases relacionadas con saludos. Lea la instrucción en voz alta y pause la grabación después de cada frase para que repitan.
- 3 Reproduzca el audio nuevamente. Solicite a los estudiantes escuchar y luego practicar el reporte, turnándose para repetirlo en parejas. Monitoree el trabajo mientras practican.
- 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, please?*** Explique de manera general la actividad con el fin de que puedan trabajar de forma autónoma indicando: ***Organize in pairs and read the instructions carefully, so that you can carry out the activity properly.*** Indique el tiempo asignado para la actividad. Mientras las parejas trabajan, monitoree y asegúrese que usen las expresiones provistas.
- 5 Solicite a algunas parejas leer o realizar el reporte frente al resto de la clase diciendo: ***Can you give your report to your classmates? Una vez que lo hagan, retroaliméntelos diciendo: Thanks! Good job!***

Sugerencia pedagógica

Recuerde que siempre es esencial reforzar el esfuerzo de los estudiantes y proveer reconocimiento a su trabajo y desempeño.

No olvide la importancia de la motivación externa para los estudiantes. Recuerde en todo momento valorar el esfuerzo que ellos han hecho y reconozca sus méritos y logros siempre que sea posible. Procure utilizar expresiones como: ***Well done! Good job!, Keep trying!, A little bit more!, etc.***



Organice una conversación general en la que todos reflexionen sobre lo aprendido en la actividad oral pasada, mencionando los desafíos que enfrentaron durante la tarea y los puntos fuertes que pudieron reconocer.

Para guiarlos en esta reflexión, escriba lo siguiente en el pizarrón:

Today, I learned to...

The most challenging thing was ... because ...

I ... well because ...

Pida que lo completen en sus cuadernos y que expresen en estas tres oraciones los aprendizajes de esta clase.

43 Pueden seguir practicando en la página 43 del Cuaderno de Actividades. **You can continue practicing on page 43 in your Activity Book.**

El propósito de la sección checkpoint es ofrecer una instancia de reflexión, autoevaluación y revisión de los contenidos y objetivos de aprendizaje de la lección.

Si desea hacer una breve revisión antes, puede recurrir al uso de la lámina. Luego dígales: **Now you are going to take a test to see what you have learned until now.**

Monitoree el trabajo y observe qué tan confiados se sienten con las actividades, indicando: **It is time to check your progress. Work in pairs or groups to carry out these challenges. Feel confident to ask if you have any questions.**

Posibles respuestas

1. There is an amazing beach, there is an ancient church, there are some beautiful old houses.
2. Algunas posibles respuestas pueden ser: unfamiliar, unusual, unexpected.
3. **a.** Johannesburg, **b.** it is described as "exotic", **c.** They stayed for two days.

CIERRE (10 min.)

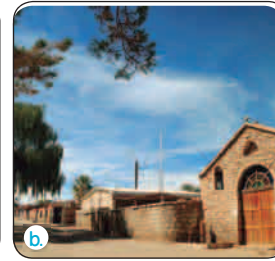
Una vez que hayan terminado, indique que en base a las actividades realizadas en esta sección, deberán autoevaluarse de acuerdo con los criterios de avance en la escala de rendimiento.

Acompañe a los estudiantes a autoevaluar su desempeño y a realizar remediales en función del logro o no de los objetivos. Diga: **Now you have completed the activities, 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.**

Lea cada indicador y pregunte: *Did you achieve it?*

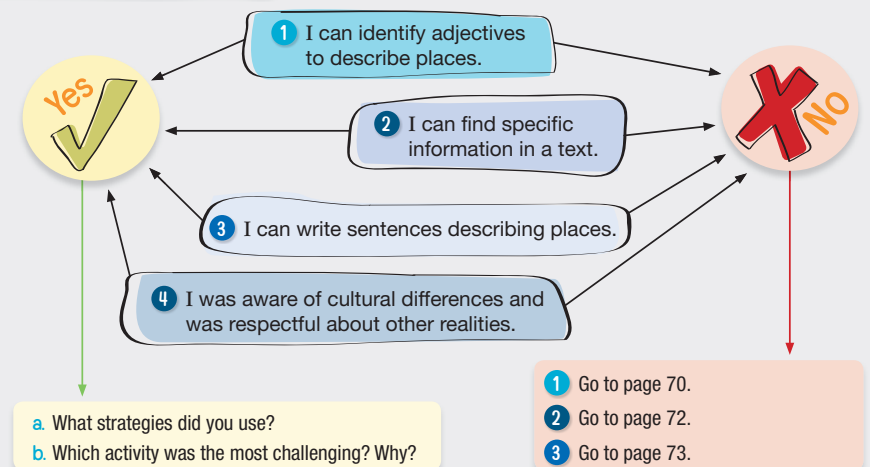
Try these challenges.

1. Write sentences to describe the pictures.



2. Give three examples of adjectives starting with the prefix **un**.
3. Read the text on page 71 again and answer.
 - a. Which is the largest city in South Africa?
 - b. How does the writer describe the food, the city and the safari?
 - c. How long did they stay in South Africa?

CHECK AND TAKE ACTION



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 han logrado alguno de los objetivos de aprendizaje tendrán la guía para que revisen nuevamente las actividades y retroalimenten 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.

Motívelos a comentar sus resultados para ver donde se encuentra el o los puntajes más bajos. Ejercite y/o resuelva dudas si es necesario.

ANCIENT LAND - Cultural Interview

By Nancy Cahill

1. Discuss these questions.

- What is China famous for?
- How are Chile and China similar/different?

2. Read and listen to the text to confirm your ideas.

If you want to learn more about China, visit <https://bit.ly/3rvDi4p>

In this interview, Professor Ben Ross shares his expert insights into Chinese culture and food.

Nancy: What can you tell us about Chinese celebrations?

Ben Ross: There are numerous festivals; the most popular ones are the Chinese New Year and the Lantern festival.

Nancy: After living for many years in this country, did you become a fan of Chinese food? What are your favorite dishes?

Ben Ross: China has a distinctive traditional food. The most traditional dishes are: fried rice, Chicken Chow Mein, Peking duck, hot and sour soup, egg rolls and sweet and sour pork.

Nancy: Can you share a traditional Chinese recipe with our readers, Ben?

Ben Ross: Sure! I think the easiest dish to begin with is fried rice.

Fried rice

Ingredients

1 green onion, 2 large eggs, 1 teaspoon of salt, and pepper to taste, 4 tablespoons of oil, 4 cups of cold cooked rice, 1 tablespoon of light soy sauce

- First, wash and chop the green onion, and beat the eggs with salt and pepper.
- Next, cook the eggs until they are scrambled.
- Then, add oil and the rice in the wok. Stir for a few minutes and add the soy sauce.
- Finally, add the scrambled eggs and mix everything very well.

Adapted from: China Highlights- A Brief Introduction to China. (n.d.) Retrieved from: <https://bit.ly/314455j>

MINIPROJECT

- Imagine you are interviewing a foreign person living in your country (Chile or your country of origin). Write a similar interview expressing information about this country. Include the recipe of a typical dish.
- Role-play the interview in front of your classmates.

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CLASE 8 • 45 minutos

OBJETIVO

- Usar estrategias de comprensión lectora y auditiva para entender un texto relacionado con aspectos culturales de otro país.
- Explorar vocabulario sobre desastres naturales.

MATERIALES

Audio, lápiz y cuaderno.



INICIO (5 min.)

Explique a sus estudiantes que el propósito de esta sección es leer y analizar un texto relacionado con aspectos culturales de otro país.

Diga: *In this section, we will read an interview about some aspects of Chinese culture. Who can say something about China? What do you know about it?*



DESARROLLO (35 min.)

- Solicite a los estudiantes conversar sobre las preguntas. Asigne un tiempo breve a esta actividad, que tiene por objeto introducir el tema de la entrevista.

Respuestas:

Algunas respuestas pueden ser:

- Touristy places such as The Great Wall and The Forbidden City, cantonese food, chinese opera, etc.
- China is a big country and Chile is a small country, They speak Chinese in China and we speak Spanish in Chile, etc.

- Solicite a los estudiantes que lean y escuchen el texto y confirmen su información previa.

MINIPROJECT

Explique que cada grupo debe imaginar que entrevistan a una persona extranjera (si es posible, que la entrevisten realmente).

Deben crear una entrevista similar, que incluya la receta de un plato típico chileno. Díales: *Now, each group has to imagine that you are interviewing a foreigner (if it is possible, interview a foreigner for real). Then, invite your students to act out their interviews in front of the class.*

Luego, invite a los grupos a actuar sus entrevistas al frente de la clase.

Solicite a algunos grupos que compartan lo que aprendieron sobre China con sus compañeros. Pregunte: *What did you learn from the interview?*

Sugerencia pedagógica

Asegúrese de que los estudiantes aventajados trabajen de manera colaborativa en todos los grupos, de manera que apoyen al resto de sus compañeros.

- Continúen practicando en la página 43 del Cuaderno de Actividades. *You can continue practicing on page 43 in your Activity Book.*



Organice una conversación breve haciendo preguntas sobre lugares y accidentes geográficos de Chile: *What is the most famous place in Chile? Where is it located?*

- 1  Invite a sus estudiantes a mirar las imágenes y pregunte: *What can you see in the pictures? Now, listen and check.*

Respuestas:

Algunas respuestas pueden ser:

I like to explore my country traveling by bus/car/bike, because...

I like to explore my culture by eating local food, visiting museums and small towns, etc.



CIERRE (5 min.)

- 2  Invítelos a recordar lo que han aprendido sobre geografía de Chile, preguntando: *What is a forest? Where in Chile can you find forests?* Continúe con el resto de las palabras.

Respuestas sugeridas:

All of them are related to geography.

a. **Forests:** usually in the south.

b. **Lakes:** most of them in the south, but there are some in the north.

c. **Volcanoes:** all along with the country, near the Cordillera de los Andes.

d. **Islands:** in the south.

PROBABLES ERRORES

Recuérdelos que el plural **-s**, no se aplica siempre. Explique que las palabras terminadas en vocal agregan **-es** (volcano-volcanoes), y las palabras terminadas en consonante + **y**, que cambian a **-ies** (city – cities).

- 44 Indique que pueden continuar practicando en la página 44 del Cuaderno de Actividades. Dígales: *You can continue practicing on page 44 in your Activity Book.*

LESSON 2

Exploring my country

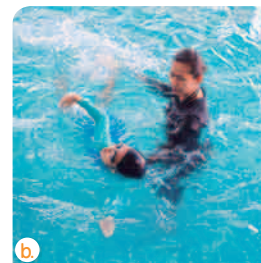
VOCABULARY IN CONTEXT

- 1  Read and listen to these sentences. Which are your favorite ways of exploring your country and culture? Discuss.



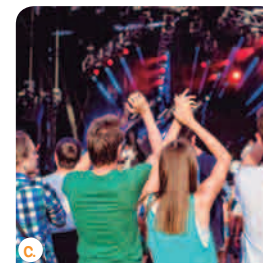
a.

My brother and I **go cycling** every weekend.



b.

I used to **go swimming** with my aunt.



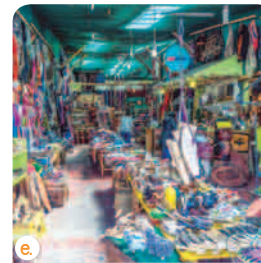
c.

Going to festivals is one of our favorite activities.



d.

Visiting national parks is an amazing outdoor experience.



e.

My mom usually **buys traditional arts and crafts** to support local artists.



f.

I love **trying traditional food** every time I travel.

- 2  Write examples of these geographical features. Then answer the questions and exchange information with your group.

Forests

Lakes

Volcanoes

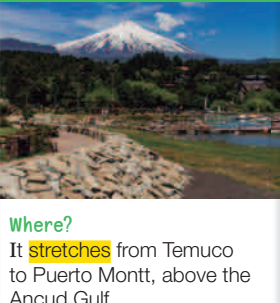
Islands

- a. What is the connection between these words?
b. Where can you find these features in your country?

- 1  Analyze the text in activity 5. Have a look at the title, headings and images and answer.
 - a. What type of text is it? What is its purpose?
 - b. What type of information does it provide?
 - c. What region is it about? How do you know?
- 2   Based on your answers in activity 3, make a list of topics you think will be mentioned in the text. Then share it with your partner.
- 3 Read the text quickly and check your predictions.



ECO ADVENTURES... AT THE END OF THE WORLD!


The Lake District

Why visiting it?
The area is famous for its spectacular blue lakes, **snow-capped** volcanoes, beautiful forests, waterfalls, thermal **springs**, and traditional folklore, **handicrafts** and legends.

It is the home of the Mapuche **indigenous** group. The most important cities are: Temuco, Pucon, Villarrica, Osorno, Valdivia, Puerto Varas and Puerto Montt.

Where?
It **stretches** from Temuco to Puerto Montt, above the Ancud Gulf.

When?
Visit it all year round, but expect rain at any time. From November to April: dry months; from May to October: heavy rain and cold.

What can you eat?

- Cancato: grilled fish filled with vegetables, cheese or sausage.
- Curanto: a variety of meats, sausages, fish, mollusks, crustaceans and potatoes.
- Grilled mixed seafood.
- Lamb.

What to do?

- Go rafting, cycling, horseback-riding, trekking, and skiing or snowboarding on the volcanoes!
- Visit some of the national parks!
- Go to see many lakes!
- Swim, sunbathe, fish and enjoy a lot of lake beaches!
- See several collections of Mapuche culture!
- Attend the traditional festivals!

Adapted from Ecochile. (n.d.). <https://bit.ly/3gBoLlc>

LECTURA OPCIONAL

OBJETIVO

- Usar estrategias de comprensión lectora para entender un texto informativo acerca de los temas revisados en la lección

MATERIALES

Lápiz y cuaderno.

Esta sección de reading es optativa, y puede utilizarla si dispone de tiempo en aula, para estudiantes más aventajados o para designarla como tarea. El propósito de esta sección es fomentar en los estudiantes la lectura comprensiva de un texto relacionado con el tema de la lección.

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

- Making connections with previous knowledge about other subjects of the curriculum.

- Identifying the type and purpose of the text.
- Identifying general and specific information.

- 1  Invite a los estudiantes a analizar el texto en la actividad 5 en detalle, focalizando su atención en títulos, subtítulos e imágenes.

Diga: *Pay attention to the title and the pictures of the text. Can you say what type of text it is? What is the purpose of it? Is it an academic text? Why? Why not?*

Respuestas:

- a. A brochure. The purpose is to promote a tour to the Lake District in the south of Chile.
- b. It gives information about location, climate, typical food and the activities people can do. The information can be known from the headings of the paragraphs.
- c. It's about the Lake District, in the south region. It can be known from the map in the brochure.

- 2   Invite a los estudiantes a continuar trabajando en parejas. Motíelos a predecir el tema y contenido del texto que leerán. Pregunte: *What do you think the text will be about? What specific information do you think it will mention?*

Respuestas:

Algunas respuestas pueden ser: Touristy places, national parks, local food, activities for tourists.

- 3 Instruya a los estudiantes a leer rápidamente el texto, de manera de revisar las predicciones y comprender la idea general. Monitoree y verifique las respuestas de manera general. Pregunte: *Were your predictions correct? Why not?*

Ventana de aprendizaje de habilidades

El análisis de los rasgos textuales ayuda a contextualizar un texto antes de leerlo. Al prestar atención a detalles tales como títulos, subtítulos e imágenes, los estudiantes pueden adelantar el tema y el vocabulario clave. Para el óptimo uso de esta estrategia, deles suficiente tiempo para que discutan sus ideas y tomen notas.

Asegúrese de decirle a los estudiantes: *To help you contextualize a text, pay attention to details, such as titles, subtitles and images, so that you can foresee the topic and key vocabulary.*



- 4 El propósito de esta actividad es que los estudiantes amplíen su comprensión del texto, identificando detalles, haciendo conexiones con su conocimiento del medio, y reaccionando a la lectura por medio de una conversación con sus pares.

Asigne un tiempo definido para que discutan las preguntas en sus grupos y posteriormente revise las respuestas de manera general, preguntando: *Can you tell me the answer to the first question, please? What about the second?, etc.*

Respuestas:

- Posibles respuestas pueden ser: I know/don't know this place. I have/ have not visited this place.
- iii
- The landscapes, the volcanoes, the forests, waterfalls, thermal springs, traditional folklore, handicrafts, and legends.
- Algunas respuestas pueden ser: My favorite activities are rafting and swimming in the lakes.

- 45 Pueden continuar practicando en la página 45 del Cuaderno de Actividades. *You can continue practicing on page 44 in your Activity Book.*

CLASE 9 • 90 minutos

OBJETIVO

- Aprender a expresar cantidades.
- Seguir los pasos de escritura para crear un texto propio, utilizando vocabulario y estructuras de la lección.

MATERIALES

Lápiz, cuaderno y Cuaderno de Actividades.



INICIO (10 min.)

Comience la clase preguntando: *What kind of text did you read last class? What was its purpose? What information did it give?*



DESARROLLO (75 min.)

LANGUAGE IN USE

Expressing quantity

- Los estudiantes leen atentamente las oraciones extraídas del texto que leyeron y responden las preguntas, analizando las palabras en negrita en contexto. Dígalas: *Let's read the following sentences from the text and answer the questions.*

Lea la pregunta en voz alta: *What do the words in bold express?* Pida a un estudiante que diga su respuesta, diciendo: *Can you give me the answer?*

Respuestas:

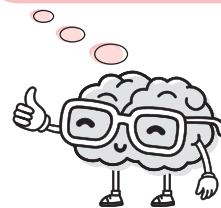
- Quantity
- Some, several
- Many, a lot of

- 4 Answer these questions. Take notes and share your comments with other groups.

- Do you know this area of Chile? If you do, does the information in the brochure confirm or contradict what you already knew?
- Which of these phrases best summarizes the text? Why?
 - The Lakes Region
 - Lakes and volcanoes
 - Touring in the Lake District
- What makes this area a popular destination? Explain.
- Which are your favorite activities in the text? Explain.

LET'S REFLECT

- How did the organization of the text help you understand it better?



LANGUAGE IN USE

Expressing quantity

- Read these sentences from the text and answer.

- Visit **some** of the national parks!
- Go to see **many** lakes!
- Swim, sunbathe, fish and enjoy **a lot of** lake beaches!
- See **several** collections of Mapuche culture!

- What do the words in **bold** express?
- Which of them can be replaced by "a small number of"?
- Which of them can be replaced by "a great number of"?

- Look at the pictures and tell your partner what you see. Use the words you learned.

Example: *I see a lot of/several ...*



- 47 Circle the correct alternative in your Activity Book.

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UNIT 3 • Travelers • LESSON 2

- Invite a los estudiantes a intercambiar información sobre lo que pueden ver en las imágenes. Explique: *Now, you must apply what you have learned about expressing quantities.*

- 47 Dígalas: *Open your Activity Book on page 47 and circle the correct quantifier. Pay attention to the context of each sentence.*

Respuestas:

- many
- several
- some
- a lot of

PROBABLES ERRORES

Evite errores posibles explicando que *many* y *several* son usados con sustantivos contables mientras que *some* y *a lot of* pueden usarse en ambos casos.



Modeling

- 1 Read and analyze the extract of the text. What aspects of the area does it mention? Discuss.

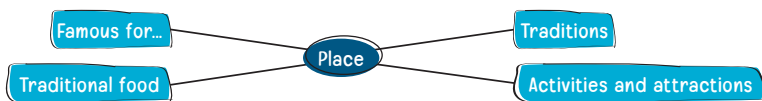
"The area is famous for its spectacular blue lakes, snow-capped volcanoes, beautiful forests, waterfalls, thermal springs, and traditional folklore, handicrafts and legends.

It is the home of the Mapuche indigenous people. The most important cities are: Temuco, Pucón, Villarrica, Osorno, Valdivia, Puerto Varas and Puerto Montt. It stretches from Temuco to Puerto Montt, above the Ancud Gulf."



Organizing ideas

- 2 Think about your hometown or region and copy and complete the graphic organizer with information about it.



Drafting

- 3 Use the information you collected to write a short description of the region where you live. Organize it in different paragraphs according to the category of information.

Revising and editing

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

Writing

- 5 Write a final version of the description on a separate sheet of paper. Add some pictures or drawings.

Publishing

- 6 Publish your text on a visible place in the classroom.

- 4 Continúe explicando: *Swap your texts and read each of them aloud. Is the text correct? Do you suggest any corrections?* De este modo, los estudiantes se sentirán partícipes del aprendizaje colaborativo, al evaluar el trabajo de sus compañeros constructivamente. Luego de esto, deberán revisar el texto con usted. Dígalos: *While you check each other's texts, I will correct your work. Please make the changes so that the text is correct.*

- 5 Una vez que los borradores de cada estudiante hayan sido revisados, anuncie: *It's time for the final version of your text now! Complemente con una explicación breve 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 que así lo hagan y asistiendo a quienes demuestren dificultades.

- 6 Motíuelos a compartir sus descripciones con otras parejas, animándolos a comentar qué piensan de cada composición en forma respetuosa.



CIERRE (5 min.)

Finalice la clase preguntando: *Now, let's analyze briefly the task you did. Was it difficult? Why? Did you find it useful? Why? How can you apply it to your everyday life?*



Pueden reforzar la escritura en las páginas 48 y 49 del Cuaderno de Actividades. *You can continue practicing on pages 48 and 49 in your Activity Book.*

- 1 Indique: *Read this model text. Then, identify its organization and the main ideas.* Revise las respuestas con toda la clase.
- 2 Explique: *Look at this diagram and think of your town/region. What can you say about these features? Talk about it with your partner and complete the diagram with your notes. You will develop these ideas later when you write your own text.* Asegúrese de que los estudiantes copien el diagrama en sus cuadernos.
- 3 Indique el tiempo asignado para la actividad y monitoree el trabajo de los estudiantes de cerca.
Los estudiantes expandirán las notas que tomaron en sus diagramas y luego darán forma al texto, escribiendo un borrador de la descripción de su ciudad o región. Explique: *Every category in the diagram must be a paragraph in your description.*



CLASE 10 • 45 minutos

OBJETIVO

- Aplicar lo aprendido en la lección en el contexto de un juego grupal.
- Usar estrategias de comprensión lectora y auditiva para entender un texto.
- Hacer conexiones, encontrar similitudes y diferencias entre diferentes culturas y la propia.
- Usar estrategias de comprensión lectora y auditiva para entender un texto relacionado con otra asignatura (ciencias sociales).

MATERIALES

Lápiz y cuaderno.



INICIO (5 min.)

En esta clase, puede comenzar comentando a los estudiantes los objetivos como se indica: *Today, we will play a game. In this game we will apply what we have learned up to now.*

Después de haber explicado los objetivos, genere una conversación en forma general con los estudiantes acerca de las características y elementos naturales que conocen o recuerdan de los países de América. Pida que digan unas oraciones de ejemplo usando las expresiones de cantidad que aprendieron recientemente.

Pregunte: *What natural elements can we find in ...? Is it hot or cold there? Is it rainy? What should you take if you are visiting ...?*

Verifique la pertinencia de las respuestas, de acuerdo con el país sobre el que pregunta.



DESARROLLO (35 min.)

Pida a los estudiantes que formen grupos de cuatro y solicite que trabajen con un dado. Explique que cada estudiante debe tirar el dado y avanzar tantas casillas como muestre el número. En la casilla se muestra una región de Chile sobre la cual deben mencionar dos elementos que deberían / no deberían llevar de acuerdo con las características del lugar.

Ejemplo: *I'm traveling to Arica. I should take my swimsuit and several t-shirts because it's very hot.*

I should take my camera because I'll take a lot of pictures.

I'm traveling to Puerto Natales. I will take my ID.

El estudiante que no puede cumplir con la tarea perderá un turno. El primer estudiante que llegue al final del tablero será el ganador. Asigne 35 minutos para este juego.

LET'S PLAY

START

INSTRUCTIONS

1. Form groups.
2. Throw the dice and move the token according to the number you get.
3. Imagine you are travelling to these places. Say two things or items you will bring with you and the reason (considering weather, safety, etc). Use the quantifiers you learned.
Example: *I'm travelling to Bahia Inglesa. I will bring a lot of t-shirts and swimsuits because it's very hot. I will bring my parasol and a map...*
4. The player that can't accomplish the task misses a turn.
5. The first player to visit all the cities wins.

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UNIT 3 • Travelers • LESSON 2



CIERRE (5 min.)

Cuando el tiempo se acabe, revise cómo se desarrollaron los estudiantes en cada uno de sus grupos en esta actividad. Pregunte: *Who won the game?* Y felicite a los ganadores diciendo: Congratulations!

Finalmente, haga una conclusion grupal sobre lo que aprendieron sobre el país en esta clase. Dígalos: *What did you learn about this country by playing this game?*



CHILE – A CRAZY GEOGRAPHY



NORTH

The northern third of Chile is the mineral-rich dry Atacama Desert. There are also volcanoes, hot springs, immense salt flats, and spectacular rock formations such as Valle de la Luna.

CENTRAL ANDES

The heart of Chile, the Central Valley, is a land of major industrial cities, such as Santiago, Valparaíso and also Concepción (a little bit further south), and large fruit and vegetable farms.

The Central Valley is also rich in minerals.

SOUTH

About 1 000 kilometers from the capital is the Chilean Lake District. It is an area of deep blue lakes, clear mountain streams, pine forests, and snow-topped mountains.

The southern third of Chile is a **sparsely** populated archipelago of thick forested islands, glacier-covered mountains, and deep fjords.

Created by: Publishing team.



1. Look at the text and answer. What is its purpose? Discuss.
2. Complete these sentences with information in the text.
 - a. The vast percentage of the mineral wealth in Chile is found...
 - b. The less populated area in Chile is...
 - c. The central region concentrates...
 - d. In the south, there are...
3. Identify which of these ideas are not mentioned in the text. Discuss.
 - a. Chile is a land of contrast.
 - b. The North is completely dry.
 - c. The most arid desert in the world is in Chile.
 - d. The Spanish looked for gold and fertile land.

If you want to learn more about Chilean geography, visit <https://bit.ly/3eEQz0>

MINIPROJECT

1. Think about more interesting pieces of information you can add to the text. If there is a foreign student in your group, write about his/her country.
2. Share your findings with your classmates.

LECTURA OPCIONAL

OBJETIVO

- Usar estrategias de comprensión lectora para entender un texto informativo acerca de los temas revisados en la lección.

MATERIALES

Lápiz y cuaderno.

Esta sección es optativa, y puede utilizarla si dispone de tiempo en aula, para estudiantes más aventajados o para designarla como tarea. El propósito de esta sección es fomentar en los estudiantes el conocimiento de aspectos de la lección relacionados con otras asignaturas.

Explique a sus estudiantes: *In this section, we will read a text about the different zones and regions in Chile. What do you know about it? How many regions are there in Chile? What are the zones in the country? What are the characteristics of each zone?*

1. Solicite a los estudiantes trabajar en grupos y responder tomando en cuenta el tipo de texto y su organización. Diga: *Look at the text and identify its purpose. What do you think it was written for?*

Respuestas:

The purpose of this text is to describe Chile's geography.

2. Solicite a las parejas que copien las oraciones en sus cuadernos y que luego las completen con información del texto. Indique: *Copy the beginning of the sentences in your notebook. Then, read the text and complete them with information from it.*

Respuestas sugeridas:

- a. The vast percentage of the mineral wealth in Chile is found in the north.
- b. The less populated area in Chile is Antarctica.
- c. The Central region concentrates on the main cities and extensive fruit and vegetable farms.
- d. In the South, there are many lakes, mountains, forests, and fjords.

3. Motive a los grupos a identificar las ideas que no fueron mencionadas en el texto. Dígalos: *Now, identify which of the ideas are not mentioned in the text, and discuss your answers with the group.*

Respuestas:

- a. c. d.

MINIPROJECT

Si hay estudiantes extranjeros, invítelos a compartir las características geográficas de sus países. Si no es el caso, invite a algunos a agregar algún dato adicional sobre las distintas regiones de Chile. Dígalos: *Can you share any geographic characteristics of your country? Can you give any additional information about some of the regions of Chile?*

Para finalizar, invite a los estudiantes a reflexionar sobre su desempeño y desarrollo de la conciencia cultural preguntando: *What did you learn after reading the text?*

- 51 Pueden continuar practicando en la página 51 del Cuaderno de Actividades: *You can continue practicing on page 45 in your Activity Book.*



CLASE 11 • 90 minutos

OBJETIVO

- Desarrollar estrategias para comprender un texto de audición.
- Relacionar texto e imágenes.
- Identificar los participantes.
- Identificar información específica en un mapa.

MATERIALES

Audio, lápiz, cuaderno y Cuaderno de Actividades.



INICIO (10 min.)

Comience la clase preguntando a los estudiantes lo siguiente: *What places have you visited in Chile? Which one is your favorite? Why?* Espere las respuestas de los estudiantes por unos segundos, y luego, invítelos a compartir sus experiencias. Otorgue suficiente tiempo para que varios voluntarios den sus opiniones libremente.



DESARROLLO (70 min.)

- 1 Instruya a los estudiantes a observar detenidamente las imágenes, preguntando: *What does picture a show?* Ayúdelos a responder que todas las imágenes muestran lugares característicos de Chile.

Respuestas:

- i. Valparaíso
 - ii. Chungará
 - iii. Torres del Paine
 - iv. Easter Island
- b. Algunas respuestas posibles son: I would like to visit Easter Island, because the culture is very interesting. I would like to visit Valparaíso, because the city is very old and beautiful, etc.

- 2 Invite a los estudiantes a realizar predicciones sobre el contenido de la grabación que escucharán.

Respuestas:

- a. Una respuesta posible es: I think the text is about San Pedro de Atacama.
- b. Una respuesta posible es: I think it will provide information about touristy places to visit, such as the museum, the fair, the church, etc.

- 3 Reprodúzca el audio (dos veces si es necesario). Confirme o corrija las ideas previas de los estudiantes. Dígalos: *Now, listen again and confirm your ideas in activity 2.*

- 4 Reprodúzca nuevamente el audio, esta vez pausando la grabación para permitir a los estudiantes identificar los lugares mencionados en el mapa. Dígalos: *Now, listen to the same track once more and point to the places in the map.*

LISTENING

- 1 Look at the pictures and answer these questions.



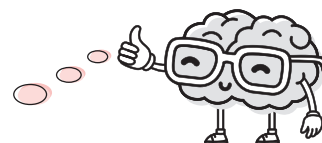
- a. Do you recognize the places in the pictures? Which region in Chile do they belong to?
- b. Which of them would you like to visit? Why?

- 2 You will listen to a recording about a very famous place in Chile. Before listening, make predictions about the content.

- a. What place do you think it is about?
- b. What type of information do you think it will provide?

LET'S REFLECT

- How did your predictions help you understand the audio text? Explain.



- 3 Listen to the recording and check your ideas.

- 4 Listen again and point to the places in the map that are mentioned.



- 5 Which of the activities mentioned are the most interesting to you? Why?

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UNIT 3 • Travelers • LESSON 2

- 5 Invítelos a discutir en grupos, diciendo: *Do you remember the places mentioned in the recording? Which one was the most interesting? It's very important you explain your answers.*

Respuestas:

Se mencionan: church, stadium, museum, Town Hall, parking lot.

Sugerencia pedagógica

Si la actividad resulta muy difícil, considere la posibilidad de reproducir nuevamente la grabación para permitir que identifiquen los lugares mencionados.

- 50 Pueden continuar practicando en la página 50 del Cuaderno de Actividades. *You can continue practicing on page 50 in your Activity Book.*



Asking for permission and making recommendations. (May, Can, Should/Shouldn't)

- a. 👤 Read the extracts of the interview and answer. Which sentences express orders, recommendations and facts? Discuss.
- I'm afraid we can't. We will go to the handicrafts fair now. Later...
 - You should go see the petroglyphs at Hierbas Buenas and visit the Moon Valley at sunset...
 - You may go to the restroom before we start the tour.
- b. 👤 Look at the pictures. Complete the sentences using should or shouldn't.



i. When they come to this town, people...



ii. She... before preparing the salad.



iii. He... if he doesn't want to miss the train.



iv. You... to get to the National Museum.

- c. 50 Fill in the blanks with the correct word in your Activity Book.

Respuestas sugeridas

- When they come to this town, people should visit the handicrafts fair.
- She should read the recipe before preparing the salad.
- He should hurry up if he doesn't want to miss the train.
- You should follow the map to get to the National Museum.

PROBABLES ERRORES

Dirija la atención de los estudiantes a la oración b. Recuérdeles que luego de una preposición, siempre se debe usar el verbo + ing. Escriba en la pizarra:

She should read the recipe before preparing the salad. (Correct)

She should read the recipe before prepare the salad. (Incorrect)

Motívelos a dar más ejemplos tales como:
Sandy is famous for singing songs.

- 50 Diga: *Open your Activity Book to page 50 and complete the activity in the Language in Use section.*



Continúe la clase diciendo: *This morning, I had breakfast at 6:30. I came to school. I met my colleagues. What about you? What did you do?*

Luego pida a un estudiante que, siguiendo su ejemplo, diga tres cosas que hizo en la mañana, en el orden en que las realizó.

LANGUAGE IN USE Expressing recommendations

- a. 👤 Indique a los estudiantes *Read the sentences from the interview. What do you think these sentences are expressing?* Continúe dando y pidiendo más ejemplos de recomendaciones, como estas:
You should study if you want to pass the test.
You shouldn't arrive at school late.
- b. 👤 Luego de eso, invíelos a analizar las imágenes y completar las oraciones de acuerdo a lo que observan en ellas, usando la estructura aprendida para dar recomendaciones.
Dígalas: *Let's use the clues in the pictures. How would you complete the sentence in picture a? Now, your turn. How would you finish sentence b...?*
Continúe así con el resto de las imágenes.

1 Reproduzca el audio y pida que escuchen y repitan los comienzos de las preguntas y oraciones poniendo especial énfasis en la entonación de cada una.

2 Nuevamente, pídeles: *Now, you will listen to this conversation that includes the expressions you learned in the previous activity. Once again, pay attention to the intonation and pronunciation.*

3 Solicite a los estudiantes escuchar y luego practicar la conversación en grupos. Monitoree el trabajo mientras practican, permitiendo que lean los parlamentos si es necesario. Recomiende cambiar de roles diciendo: *Take turns to be Lisa, Brenda and Bruce.*

4 Explique de manera general con el fin de que ellos puedan trabajar de forma autónoma indicando: *Organize in groups and complete the conversation about an interesting place to visit.*

Mientras los grupos trabajan, monitoree y asegúrese que usen las expresiones provistas.

Sugerencia pedagógica

A los estudiantes con mayores dificultades para las tareas de conversación, solicíteles que actúen el diálogo leyendo sus parlamentos.

5 Solicite a algunos grupos actuar sus diálogos frente al resto de la clase. Diga: *Can you roleplay the conversation you created in front of your classmates? Thanks! Good job!*

CIERRE (10 min.)

Para finalizar, invite a los estudiantes a evaluar la relevancia y pertinencia cultural de la tarea realizada, así como a realizar una autoevaluación.

Escriba lo siguiente en el pizarrón y motívelos a reflexionar sobre su desempeño:

I learned to ...

I feel ...about my communication skills.

SPEAKING

Preparing to speak

1 Listen and repeat these expressions.

What do you recommend...?

Are there...?

What can people...?

People can...

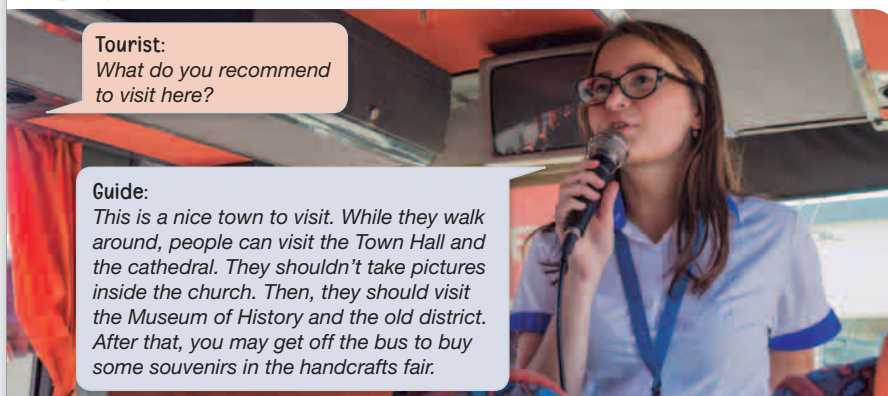
I recommend...

They should visit...

People shouldn't...

Modeling

2 Listen to the conversation. Pay attention to pronunciation and intonation.



Tourist:
What do you recommend to visit here?

Guide:
This is a nice town to visit. While they walk around, people can visit the Town Hall and the cathedral. They shouldn't take pictures inside the church. Then, they should visit the Museum of History and the old district. After that, you may get off the bus to buy some souvenirs in the handicrafts fair.

Practice

3 Practice the conversation with your group.

Let's speak

4 With your group, think about an interesting location in your area and speak about it. Use the pattern provided and the **EXPRESSIONS** in the box.

a. What do you recommend...?

b. This is a.... While they..., people... Then, they...

c. After that, I...

5 Role-play the dialogue in front of your classmates.

USEFUL EXPRESSIONS

- What do you recommend...?
- What can people...?
- While they..., people can...
- They should/shouldn't...
- After that, you may...

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UNIT 3 • Travelers • LESSON 2

Teoría e investigación

Revise la información sobre los **exit slips** en la sección de contenidos pedagógicos de la página 204 de esta guía.

51 Pueden continuar practicando en la página 51 del Cuaderno de Actividades.
You can continue practicing on page 51 in your Activity Book.



Checkpoint

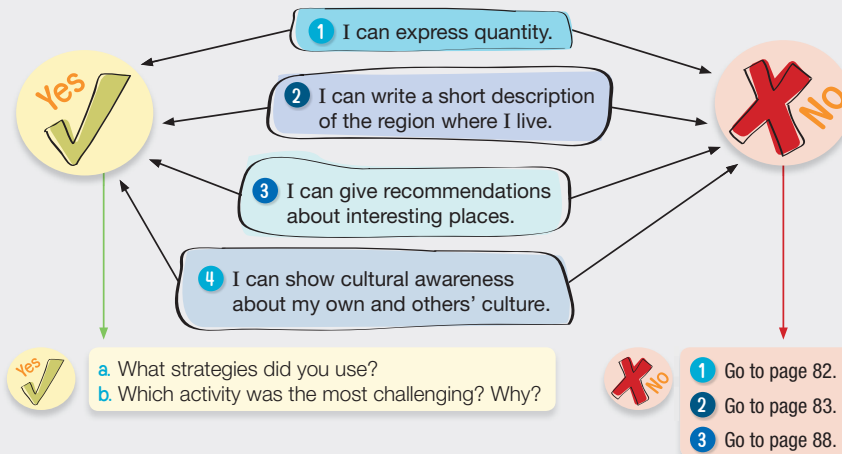
Try these challenges.

- Write three sentences telling what people can/should/shouldn't do when they visit your town. Use the pictures as clues.



- With your partner, exchange information about what you see in the classroom. Use the words you learned to express quantity.
- Think about an interesting place you visited. Give your opinion following model.
Example: *I like... because...*

CHECK AND TAKE ACTION



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DESARROLLO (30 min.)

Explique a sus estudiantes que es tiempo de enfrentar el desafío de revisar su progreso.

Monitoree su trabajo y observe qué tan confiados se sienten con las tres actividades propuestas, indicando: *It is time to check your progress. Work in pairs or groups to carry out these challenges. Feel confident to ask if you have any questions.*

Respuestas

- Posibles respuestas pueden ser: People should visit the house of government, people shouldn't leave valuable objects unattended, people should travel to Chiloé.
- Posibles respuestas pueden ser: I see a noticeboard, I can see many desks, I can see some posters, etc.
- Posibles respuestas pueden ser: I like La Serena because there is a beach and you can swim and sunbathe.

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.

Acompañe a los estudiantes a autoevaluar su desempeño y a realizar remediales en función del logro o no de los objetivos. Diga: *After doing the activities, 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 de aprendizaje lo consolidarán con algunas preguntas metacognitivas y de reflexión. Quienes no han logrado alguno de los objetivos de aprendizaje tendrán la guía para que revisen nuevamente las actividades y retroalimenten sus aprendizajes.

CLASE 12 • 45 minutos

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

MATERIALES Lápiz, cuaderno y póster.



INICIO (10 min.)

Para comenzar, explique: *Today, you will review the contents, skills, and attitudes from Lesson 2.*

Si desea hacer una breve revisión antes, puede recurrir al uso del póster para repasar algunas estructuras gramaticales y vocabulario.



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? Why? Is there any particular content you need to reinforce?*

CLASE 13 • 90 minutos

OBJETIVO • Revisar los contenidos y habilidades ejercitados en toda la unidad.

MATERIALES Fotocopia de Formative Test, lápiz.

En esta etapa se sugiere realizar la evaluación formativa de la página 304. Dígalos: *Now, you will take a formative test, to evaluate what you have learned up to this point.*

LECTURA OPCIONAL

OBJETIVO

- Usar estrategias de comprensión lectora para entender un texto informativo acerca de los temas revisados en la lección.

MATERIALES

Lápiz y cuaderno.

Esta sección es optativa, y puede utilizarla si dispone de tiempo en aula, para estudiantes más aventajados o para designarla como tarea. El propósito de esta sección es fomentar en los estudiantes la lectura de textos literarios relacionados directamente con el tema y contenidos de la lección.



INICIO (15 min.)

Para comenzar la clase, haga preguntas generales acerca de los conocimientos geográficos de los estudiantes sobre Centro América: *What do you know about Central America? What countries does it include? What important cities do you remember?*

Si existe un estudiante en la clase que venga de algún país centroamericano, o esté relacionado con el mismo, invítelo(a) a que comparta sus conocimientos.



DESARROLLO (60 min.)

1. Copie el diagrama propuesto en el pizarrón, pida que concentren la atención en Puerto Rico e invítelos a recordar lo que saben sobre esta isla. Pregunte: *What do you know about Puerto Rico? Do you know where it is? What climate do you think it has? Why? Where did you learn it? Did you ever watch a movie or a documentary about it?, etc.*

Invite a algunos estudiantes a completar el diagrama en el pizarrón y revise los conocimientos previos de manera general.

Respuestas:

Algunas respuestas pueden ser:

It is located in Central America, it has a tropical climate, there are a lot of beautiful beaches, there are colonial buildings, etc.

2. Explique que se trata de un extracto de un diario de viaje que realizó la autora en 1900. Diga: *Now, you will read this excerpt of the diary that narrates the trip to Puerto Rico. When did the author go to this island? How do you know? Read the text, please, and say if the statements are true, false, or not mentioned.*

Respuestas:

- a. Correct.
- b. Not mentioned.
- c. Correct.
- d. False.
- e. Not mentioned.
- f. False.

Literary Circle

A little journey to Puerto Rico

by Marian M. George

May 5th, 1900

My family and I are really excited about our trip to Puerto Rico. Everyone is **anxious** to learn more about this country, which is part of the United States.

Puerto Rico is a very beautiful island. Its climate and **scenery** attract many visitors.

Flowers **bloom**, and plants and trees grow fruit all year round. There is no typical winter, but during the winter season, the skies are clear and blue.

Our first view of San Juan fills us with pleasure. There are tall palm-trees everywhere: at the beach, in the city, around the colorful buildings. Our tourist guide tells us that San Juan is one of the most perfectly fortified cities in the world.

The most famous buildings are the governor's palace, the cathedral, the city hall, and the castles of Morro and San Cristobal.

In the heart of the town, opposite the City Hall, the guide shows us a public plaza. These plazas are flat, open spaces surrounded by shade trees. In the cool of the evening, people meet in these plazas and listen to the music of the band.

The people of Puerto Rico speak Spanish and have the Spanish customs, manners, and religion. They are happy, good-looking, hospitable, and polite people. They don't wear heavy clothes: men dress in white light **linen** or cotton, and women in cotton or other thin material.

Adapted from: George, M. (1900) *A little journey to Puerto Rico*. Kessinger Publishing, LLC.
Retrieved from: <https://bit.ly/32PbLjH>



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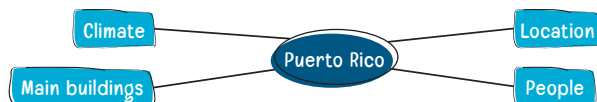
UNIT 3 • Travelers

Sugerencia pedagógica

Solicite a los estudiantes más avanzados que corrijan las oraciones falsas con información extraída del texto y, si es posible, que compartan estas respuestas con los estudiantes menos aventajados.



1. Complete the diagram with information about Puerto Rico that you already know.



2. Read the text and the statements. Are they correct, false or not mentioned? Discuss.

- Puerto Rico is a beautiful island of the United States.
- There aren't hurricanes in this country.
- A fort protects the old city of San Juan.
- There are narrow streets and plazas in this city.
- Houses are colorful and without chimneys or glass-windows.
- Puerto Ricans are shy, reserved people.

3. Answer in your group. Then exchange ideas with the rest of the class.

- How did the family travel to Puerto Rico?
- Why do you think Puerto Rico is called "the land of perpetual spring"?
- Why do you think people from Puerto Rico don't wear heavy clothes?



MINIPROJECT

1. Get in groups and find out more about the island of Puerto Rico and prepare an oral presentation to promote a trip.

Include:

- Location
- Places of interest
- Activities you can do
- Typical food

2. Prepare a short oral presentation and some visual aids.

3. Share your presentation with your classmates.

You may visit this sites: <https://www.discoverpuertorico.com/> <https://www.lonelyplanet.com/puerto-rico>

3. Invite a los estudiantes a trabajar en grupos, respondiendo las preguntas propuestas en las que deberán realizar una interpretación crítica del texto, de acuerdo al contexto geográfico e histórico en que fue escrito. Permita el uso del español durante la conversación, pero ayude contribuyendo con las estructuras de lenguaje que sean necesarias.

Respuestas sugeridas:

- They probably traveled by ship because Puerto Rico is an island. In 1900, planes didn't exist as a means of transport.
- Because it is located on the Caribbean Sea. The author says that flowers bloom and plants and trees grow fruit all year round.
- Because there is no typical winter.



MINIPROJECT

Asigne esta actividad como tarea, con calificación formal si estima conveniente. Lea las instrucciones en voz alta y asegúrese que todos y todas entiendan perfectamente lo que deben hacer.

Invite a los grupos a visitar los links propuestos con el fin de recolectar datos de interés sobre Puerto Rico. Dígales: *In groups, find out more about the island of Puerto Rico, in order to prepare an oral presentation to promote a trip there. Make sure you include information such as location, places of interest, activities you can do there and typical food. After you finish your work and complement it with visual aids, share your presentation with your classmates.*

La clase siguiente, dedique la primera parte a la presentación de los folletos turísticos de cada grupo.

CIERRE (15 min.)

Finalice la clase animando a los grupos a leer sus conclusiones con el resto de la clase.

Animélos a compartir otros datos o información sobre esta isla (histórico, geográfico, etc.) Pregunte: *Who can share any other information about Puerto Rico? Do you know anything about its history, music, or political status? Etc.*

Teoría e investigación

Revise la información sobre la contribución de contenidos culturales en la sección de contenidos pedagógicos, página 204 de esta guía.

CLASE 14 • 45 minutos

OBJETIVO

- Complementar las actividades realizadas a lo largo de la unidad.

MATERIALES

Fotocopias del material complementario.

Utilice esta clase para desarrollar el material complementario que sea pertinente, respecto del avance de los estudiantes y su nivel alcanzado. 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 (5 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 do a project that integrates contents from the unit. This time, you will prepare a brochure of Chile and its main attractions.*

Luego, en voz alta, repase los materiales que necesitarán para realizar el proyecto.

Diga: *Listen and read. These are the materials you need for this project.*



DESARROLLO (70 min.)

Considere si es conveniente que sean grupos homogéneos o bien heterogéneos en cuanto a capacidades cognitivas y habilidades. Si optara por grupos heterogéneos, reparta papeles con números del uno al ocho (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!*

Una vez que se hayan formado los grupos, haga que escojan una región de Chile que les gustaría promover turísticamente. También puede asignar una región a cada grupo, de manera que cada uno promueva una región distinta. Dígales: *Now, once you have formed your groups, choose a region of Chile you would like to promote, in terms of tourism.*

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.*



Project: A brochure

MATERIALS

Pencils



Printed text



Scissors



Colored construction paper



Images of your topic



Glue



As a class, you will make a big brochure of Chile and its main attractions.



PREPARATION

1

Work in groups. Follow these steps.

- Choose the region of Chile you would like to promote and do some research in your library or the Internet. Remember to cite your sources.
- Brainstorm and take notes of every aspect you will include in your brochure: location, climate, activities, food, traditional festivals, etc.
- Organize your notes in paragraphs according to the category of the information.

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En caso de que a algún grupo le falten 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.

Sugerencia pedagógica

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 uno al diez.

PRODUCTION

- 2 Choose the format for your brochure and the artwork.
- 3 Distribute tasks among the members of your group: someone to be in charge of the artwork, someone to write the information, someone to present the brochure to the class, etc.
- 4 Once the written part is finished, check for punctuation, grammar, and spelling mistakes.

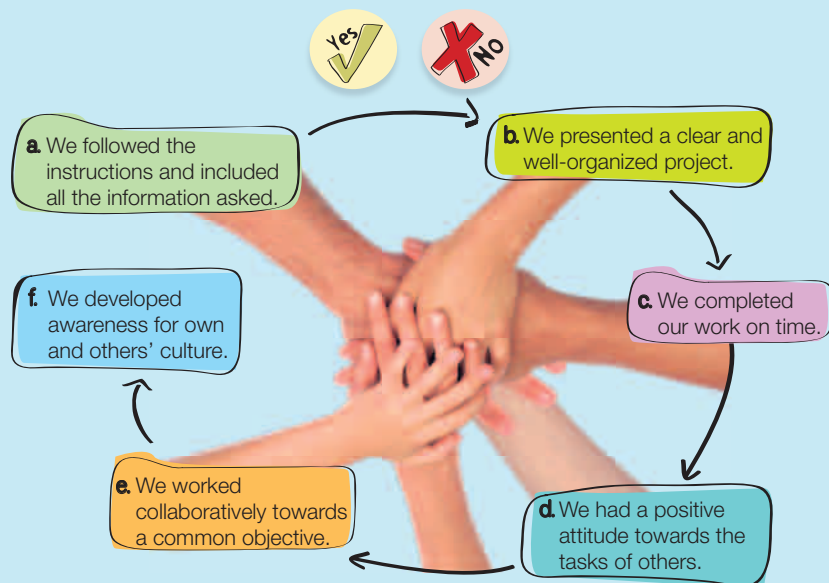
PRESENTATION

- 5 Show your final work to your teacher and then present it to the class.
- 6 Put everyone's work together to form one big tourist brochure of Chile.



PEER ASSESSMENT

Read these indicators and check your performance with your group.



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 en su trabajo 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.)

Recuerde a los estudiantes que la etapa de evaluación será una coevaluación grupal. Diga: **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.

Sugerencia pedagógica

Revise la información sobre el aprendizaje de habilidades en la sección de contenidos pedagógicos, página 204 de esta guía.

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 big brochure to promote Chile and its main attractions.**

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.

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

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.**

Este es un buen momento para implementar el mini project de la página 225, a modo de alternativa a este proyecto.

Al momento de implementarlo, diga lo siguiente a los estudiantes: **Now, you're going to do a mini project. There, you're going to show your ability to follow instructions and work in groups. Come on, you can do it!**



CLASE 16 • 45 minutos

OBJETIVO	• Evaluar los aprendizajes, habilidades y actitudes de la unidad.
MATERIALES	Cuaderno, lápiz, audio y póster



INICIO (5 min.)

Para iniciar la clase, explique el objetivo de la clase a los estudiantes y escríbalo en la pizarra: **Today you are going to review the contents, skills and attitudes from the unit.** Utilice el póster 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. Diga: **Open your books on page 94.** 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 at the top: Final Check Unit 2, Name, School year/ 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 el Final Check.

Indique el tiempo que los estudiantes tendrán para realizar esta evaluación diciendo: **You have 45 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 (35 min.)

1 Lea las preguntas en voz alta y asegúrese de que todos las entiendan perfectamente. Diga a los estudiantes: **I will read the questions. If there is something you don't understand, please ask me.**

Luego, indique a los estudiantes que lean el folleto turístico y luego respondan las preguntas. Recuérdeles: **If necessary, read the text twice and check your answers.**

Respuestas:

- It departs from the tourists' hotel in Santiago.
- At 9:00 am or at 3:00 pm.
- At 12:30 pm or 6:30 pm approximately.
- The Civic Center of Santiago, Parque Forestal, the Fine Arts Museum and Santa Lucia Hill, Bellavista, San Cristobal Hill and the handicraft village of Los Graneros del Alba.
- At the handicraft village.

Final Check

Total: 31 points

1 Two tourists have just bought tickets for this tour. In pairs, read the brochure and answer the questions.

10 p.



SANTIAGO CITY TOUR

- Duration: 3.5 hours (approx.)
- Price: From USD \$26.00

Schedule Details

Departure Dates: Daily
Departure Point: Tour departs from your hotel in Santiago
Departure Time: 9:00 am - 3:00 pm

Return details: 9:00 am tour returns at approximately 12:30 pm

3:00 pm tour returns at approximately 6:30 pm

A journey through the main streets of the Civic Center of the city of Santiago, visiting the neoclassical Moneda Palace, the Plaza de Armas, or main square, with the Cathedral, the Museum of National History and the Central Post Office.



Continue to Parque Forestal, the Fine Arts Museum and Santa Lucia Hill.

Go on to the **bohemian** area of Bellavista and the San Cristobal Hill. The tour finishes with a visit to the handicraft village of Los Graneros del Alba.



- Where does the tour depart from?
- What time does the tour start?
- What time do the visitors return?
- What places does the tour visit?
- Where does the tour end?

2 Listen to a tourist guide describing a tour. Discuss if the sentences are correct or incorrect. Justify your answers.

- They will walk around the Museum gardens.
- People can see the fluvial market.
- Curanto is made with seafood, meat and potatoes.
- The tour will finish at the botanical gardens.
- People will see hidden places of the city during the tour.

5 p.

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UNIT 3 • Travelers

2 Explique: **This is the listening comprehension activity. I will read the instruction. Please, pay attention, and if you have a question, please do it.**

Se sugiere pedirles: **Before you listen to the recording, read the questions and answers.**

Una vez que todo esté claro y no queden dudas, reproduzca la grabación dos veces si es necesario. Explique que deben escuchar y relacionar las preguntas con sus respuestas.

Respuestas:

- Incorrect. Not mentioned.
- Correct.
- Correct.
- Incorrect. They will finish the tour at the market.
- Incorrect. Not mentioned.



- 3 With your partner, talk about what you usually do, connecting your ideas using before, while, after and when. Follow the model below.

10 p.

During the week, I always get up early. I take a shower before breakfast, and then I go to school. When I get home, I do my homework. After that, I chat with my friends on the Internet while I watch TV.

- 4 Choose one of the places in these pictures and write a brief review to promote it. Include information about the activities people can do, weather, the best time to visit it, etc.

6 p.



a.



b.

Outstanding! (6.0 – 7.0) (31 points)	Very good (5.0 – 5.9) (31 – 20 points)	Needs improvement (4.0 – 4.9) (19–10 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 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: *Look at this text. It is a model of the oral interaction you need to have in this activity. You need to talk about your own information.*

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.

Respuestas:

Algunas respuestas pueden ser: *During the week, I usually have breakfast before going to school, then walk to school with my brother/sister. Then, I start clases, and after that I have lunch, etc.*

- 4 Explique la actividad, diciendo: *This is the part that evaluates written expression. I will read the instruction aloud. If there is something you don't understand, something that isn't clear, please ask.*

Lea la instrucción en voz alta. Dígalas que luego de elegir una imagen, deben elaborar un folleto breve para promocionar el lugar. Recuérdeles incluir la información requerida y referirse a los modelos practicados durante la unidad.

Después, recuérdeles que deben escribir su composición en una hoja en blanco.

Para calificar esta actividad, 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.



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 alternativas de evaluación final, puede aplicar adicionalmente los instrumentos que encontrará en la página 227 de esta guía didáctica.



3 Complete the L column of the chart in activity 1.

4 Read the excerpt again and identify the cities in the map. Then mark the route of the journey.

5 Read the excerpt once more and write the questions for these answers.

- a. *When did the ship reach Bombay?* ?
Two days earlier than expected.
b. *Who went for a walk in the streets of the city?* ?
Passepartout.
c. *Where did he enter on his way to the station?* ?
The great temple of Malabar Hill.
d. *What time was the train for Calcutta going to leave?* ?
At eight o'clock.

6 What Indian custom did Passepartout break? Compare and contrast it with the Chilean custom. *Passepartout broke the custom of taking off shoes as you go into a temple. In Chile, there is not such custom or law.*

7 Research on other aspects of Indian culture and complete the chart below. Then discuss your findings with your classmates.

Greetings	Namaste means 'I bow to the divine in you.' The palms are together, and there is also a slight bow.
Religion	79.8% of the population worship Hinduism, 14.2% Islam, 2.3% Christianity, 1.7% Sikhism, 0.7% Buddhism and 0.4% Jainism.
Languages	Hindi is spoken by 41% of the population, and 12% of Indians can speak English as a second language.
Family and marriage	The entire family all live together. Arranged marriage is still a strong tradition.
Cuisine and food	Vegetarian cuisine (plenty of fresh ingredients). India has the tradition of eating with the right hand.
Traditional clothing	Both male and female clothing has progressed from simple garments into intricate costumes.
Festivals	Hindus celebrate Diwali, Holi and Makar Sakranti. Christmas and Good Friday are celebrated by Christians, too.

8 Take turns to retell the events in the temple of the story on page 37. Use sequence connectors. *Los propios relatos de los estudiantes.*



LET'S REFLECT

- Think of an interesting aspect of your culture and describe it to your partner.

How avocado goes with almost everything.

38 thirty-eight

UNIT 3 • Travelers • LESSON 1

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

4 In pairs, read the text again and identify the cities mentioned on the map. Then mark the route on it.

5 Read the text once more and ask the questions for the given answers.

6 In groups, talk about the custom Passepartout broke, and contrast it to Chilean customs.

7 Research Indian customs and complete the chart.

8 Take turns to retell the events in the temple using sequence connectors.

LET'S REFLECT. Take some minutes to reflect upon the question in the bubble.

LANGUAGE IN USE 72 Activity e.

Look at the pictures and number them in order. Then write what you think happened last weekend. Express the sequence of events with the correct connectors.

Camping holiday



Last weekend, Jack and his family went camping to the mountains. They drove for two hours and arrived after midday. First, they chose a spot and put up their tent. Then they went for a walk and got to a waterfall. There, Jack took a photo of him and his family. After that, they went back to the campsite and lit a fire. Finally, they had a cup of hot chocolate and told stories.

9 Think about a camping/beach holiday. Write about it expressing the sequence of events. *Las propias ideas y experiencias de los estudiantes.*

39 thirty-nine

UNIT 3 • Travelers • LESSON 1

72 e. Diga a los estudiantes: This activity is connected with the Student's Book. You have to look at the pictures carefully and number the events in order. Then, with that order in mind, you have to write a short paragraph describing the family's last weekend.

Remember to use the Past Simple tense and the sequence connectors.

9 Como síntesis del tema gramatical, indíqueles: Now, think about a holiday you had at a campsite or at the beach. Write a paragraph describing it and using sequence connectors.

Modeling

1 You are going to write a short anecdote about a trip. Before writing it, read these paragraphs and discuss the questions with your partner.

My last vacation was a five-day trip to Prague in the Czech Republic. I know Prague well because I lived there more than ten years ago.

First, I went to my old friend's house. It was so much fun, and a little bit like my old life. Then we went to the supermarket near my old house. I loved seeing all the different foods. I was really happy to find my favourite cheese and chocolate biscuits.

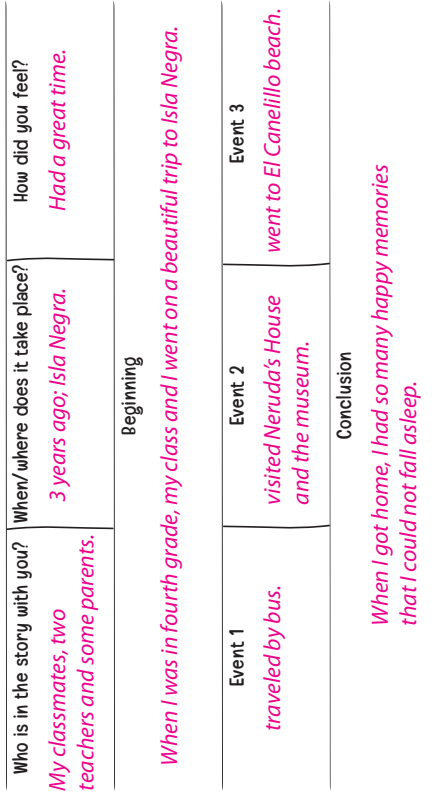
Later, we did some touristy things. We walked up beautiful Petrin Hill and around the castle. The views of the city are amazing up there. We walked across the historic Charles Bridge. Finally, we saw the famous baby statues climbing up the TV Tower because my friend's apartment is close to it. Those things haven't changed, of course.

Adapted from: My last holiday (n.d.). Retrieved from <https://bit.ly/3yz7oat>

The events described are: the trip to the Czech Republic, the stay at a friend's house, and the visits to different tourist places. They are connected with sequencers of events.

Organizing ideas

2 Choose a memorable experience about a trip. Complete the diagram with your own ideas.



Permita a los estudiantes trabajar y planificar la escritura. Para ello, active sus conocimientos previos diciéndoles: *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.

In this lesson, you're going to write about a memorable experience during a trip. 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 diagram, and use them to write a paragraph or paragraphs.

Drafting

3 Use the information in the previous step to write your first draft.

Three years ago, when I was in fourth grade, my class and I went on a beautiful trip to Isla Negra. We went with two teachers and some parents. We really had a great time there. First, we took by bus at school and traveled for two hours until we arrived to town. After that, we visited Neruda's House and the museum. We saw beautiful memories of Pablo Neruda's life, and shopped for souvenirs, too. Next, we went to El Canelillo beach, had lunch and enjoyed the open air. Then we stayed at a campsite for the night. Finally, we woke up, had breakfast, and went back to the city. When I got home, I had so many happy memories that I could not fall asleep.

Revising and editing

4 Revise your draft with your partner and answer the questions below.

- a. Do our narrations follow a similar structure as the text in activity 1? *Yes, they do. / Yes, we have. / No, we haven't.*
- b. Have we included all the ideas in the diagram in activity 2? *No, they don'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

To learn more about how to revise and edit your writing, visit: <https://bit.ly/3qDJKox>

6 Write the final version of your personal anecdote.

Three years ago, when I was in fourth grade, my class and I went on a beautiful trip to Isla Negra. We went with two teachers and some parents. We really had a great time there. First, we took a bus at school and traveled for two hours until we arrived to town. After that, we visited Neruda's House and the museum. We saw beautiful memories of Pablo Neruda's life, and shopped for souvenirs, too. Then we went to El Canelillo beach, had lunch and enjoyed the open air. Later, we stayed at a campsite for the night. Finally, we woke up, had breakfast, and we went back to the city. When I got home, I had so many happy memories that I could not fall asleep.

Publishing

7 Tell your experience to your classmates or record it in an audio device. If possible, publish your work in the school online magazine.

Asista a los estudiantes en las etapas de elaboración del borrador, revisión y edición de su escritura. Dígalos: *Before writing the final version of your personal experience, please revise your paragraph(s) and edit it with the help of your partner. In the end, you should show your writing to your group, or you can*

record it with an audio device to later play it in class.

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

LISTENING

- 1 Discuss these questions.
- Which are primary colors? And secondary colors? *Primary colors are: red, blue and yellow. Secondary colors are: green, orange and purple.*
 - What color makes you feel happy? Why? *... makes me feel happy.*
 - Do colors mean the same in every culture? *No, they don't.*
 - What does red mean in your culture? *It means life, energy, war, passion, etc.*

2 Listen to a conversation.

- Check your ideas in activity 1.
- Complete the chart.

Color	Place	Meaning
red	Western culture / Eastern culture	Love, passion, and anger. / Luck, prosperity, and courage.
yellow	Japan / India / Western culture	Bravery, wealth, and refinement. / Wisdom and knowledge. / Misfortune, jealousy, betrayal, weakness, contradiction.
blue	Western culture / Mexico / China	Coldness, masculinity, security. / Death and mourning. / Femininity.
pink	Western culture / Japan / Korea	Femininity. / Masculinity. / Trust.

- 3 Besides color, what other aspects make a big difference among cultures? Discuss and provide examples. *Greetings, clothes, table manners, cuisine and food traditions make a big difference among cultures.*

To learn more about colors in different cultures, visit <https://bit.ly/3cns0ld>

LANGUAGE IN USE Activity d

Fill in the blanks with these words.

- a. Sheila speaks no Japanese and is **unfamiliar** with Japanese culture.
- b. I always seem to be **unlucky** at cards.
- c. My school mates and I had an **unbelievable** time in New York.
- d. Please **keep** the tickets well. We will not accept an **unrecognized** ticket.
- e. A visit to the museum is a truly **unforgettable** experience.

SPEAKING

Preparing to speak

- 1 Listen and repeat these words. Pay attention to the pronunciation of the initial sound. What happens to it? Explain.

have hill how

- 1 Do you think the meaning of colors differ in each culture? Discuss the questions in activity 1 with your partner.
- 2 Listen to a conversation between friends and do the activities below.

- Reproduzca el audio hasta tres veces.
- 3 In groups, discuss the other aspects that make a big difference among cultures.

- d. Ahora, dígame: This activity is connected with the Student's Book. Fill in the blanks with the correct word beginning with un-.
- 1 Indíqueme: Listen to the recording and repeat the words after I pause. Pay attention to the initial sound /h/. Reproduzca el archivo de audio una vez.

Modeling

- 2 Listen and read the conversation about birthday traditions. Pay attention to intonation and pronunciation.

Sophie: Tom, what do you know about birthday traditions around the world?

Tomás: Well, birthday cakes are popular across the world, but in China, the person celebrating their birthday **needs** to slurp a super-long noodle. Long noodles **signify** longevity.

Sophie: How interesting! And did you know that in many countries in Europe, people often have two birthdays? One for the name of the saint they are named after and another for their own.

Tomás: Wow! I didn't know that! What I do know is that in Vietnam, everyone's birthday happens on the New Year or Tet. It is considered unlucky to celebrate the **actual** birthday. As presents, adults give children red envelopes with "Lucky Money."

Sophie: That's awesome!

Actual (adj.): real.

Practicing

- 3 Select an interesting custom or tradition from around the world. Follow the model in activity 2 and create a short conversation about it. Then act it out in front of the class.

Cultural Spot

In Chile, people always use utensils, never eat with their hands. They don't lick fingers or use toothpicks because they are considered vulgar. People also keep both hands above the table at all times, never on the lap. They arrive late for social functions, and they always let the women sit down before the men.

- 1 Read the article about table manners. Contrast and compare them with Chilean customs.

Table manners around the world

Here's a list of tips for different countries to keep in mind. Avoid offending your host, waiter, chef, or other diners nearby.

China
It's considered a compliment to burp loudly after the meal and make a mess while eating. That's a sign you are enjoying your food.

France
Don't keep your hands under the table; people have to see where they are. Also, it's impolite to suggest splitting the bill.

Haiti
Don't eat before the host says "Bon appetite!" Hold the knife in your right hand, and the fork in your left hand the entire meal. When it is over, place the utensils parallel to the right side of the plate.

Egypt
Never refill your own glass. It's a sign of respect and courtesy to refill others' glasses. If you see that someone else's glass is less than half-full, refill it immediately.

Adapted from: Longacher, T. (n.d.). Table Manners Around the World You Should Know About. Retrieved from <https://bit.ly/3soyTED>

- 2 Now, as you listen to the recording, read the dialogue about birthday traditions. Reproduzca el audio un par de veces.

- 3 Para consolidar la práctica oral de los estudiantes, indíqueme: In pairs, select an interesting custom from around the world, and then create a short conversation about it. Use the one in activity 2 as a guide.
- CS 1. Ahora, dígame: In this section, you're going to read a text about table manners around the world. Read it on your own, and then discuss it with the members of your group. Also, talk about the Chilean table manners.

VOCABULARY IN CONTEXT

1. Solve the crossword puzzle about tourist activities. Then select one and tell a brief personal experience about it.

Across

3. B U Y H A N D C R A F T S

4. S U N B A T H E

6. S U N B A T H E

Down

1. S C U B A D I V E

2. G O S I G H T S

5. W I M

- Across**
3. To shop for articles made by hand.
 4. To photograph something.
 6. To take a sunbath.

To learn more vocabulary about tourism, visit <https://bit.ly/3bCwQVL>

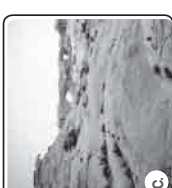
2. Match each picture with the correct adjective. Then take turns to describe the places orally using the words.



peaceful



crowded



ancient



dry

1. Como estrategia de profundización del vocabulario visto en la lección 2 del TE, diga a los estudiantes: *Please, solve the crossword puzzle with tourist activities you studied in the Student's Book. You may work on your own and then check ideas with your partner.*
2. Para retomar el vocabulario descriptivo de lugares, indique a los estudiantes: *Now, in groups, match the adjectives to the pictures, and then describe those places using the adjectives. You should take turns so everybody in the group has enough time to speak.*

READING

1. Have a look at the text in activity 2 and answer these questions.
 - a. What type of text is it? *It is a brochure.*
 - b. Who is it directed to? *It is directed to tourists, general public.*
 - c. What is it about? *It is a description of the activities and places to visit in La Serena.*

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

A guide to LA SERENA

La Serena, the Coquimbo region's capital city, is one of the top destinations in Chile. The city has a lot of beautiful attractions.

When to go

Summer is the best time to visit La Serena.

Where to go

Avenida del Mar
A long avenue that begins at the famous lighthouse and runs throughout beautiful beaches.

Monumental Lighthouse
Built between 1950 and 1951 by the Chilean Navy, it is an iconic element of the city.

Elqui Valley
There are several tours to astronomical places at Elqui Valley. According to statistics, there are more than three hundred clear nights a year here.

Damas Island
It belongs to the Humboldt Penguin National Park. It has two beaches of white sand and emerald, green waters and a lot of seabirds that nest on the island's beaches.

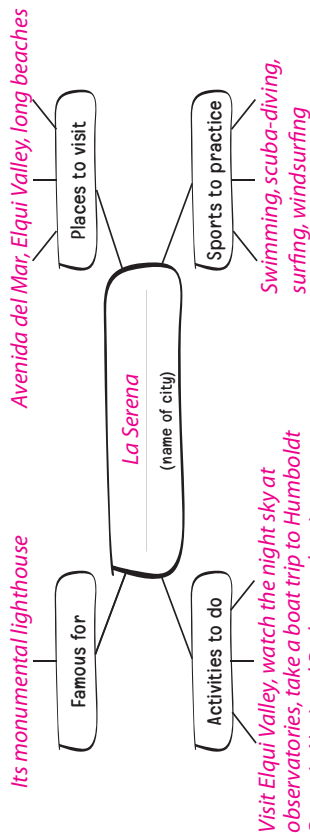
What to do

- Don't swim at the beaches closer to the lighthouse, but try surfing and windsurfing there.
- Relax at some quieter beaches such as Playa Tongoy and Playa Totorillo.
- Don't miss a day trip to Elqui Valley.
- Watch the night sky at different observatories.
- Take a boat to the Humboldt Penguin National Park.
- Don't leave without scuba-diving around Damas Island.
- Tour the city and discover many bell towers.

Adapted from: Silva, R. (n.d.) Tourist places in La Serena, Chile. Retrieved from <https://bit.ly/3aoV3ir>

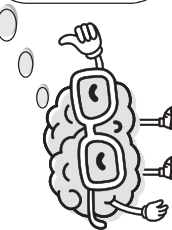
1. Para preparar a los estudiantes al texto que leerán, indíqueles: *Have a quick look at the text in activity 2, and then answer these three questions. You have to focus your attention on the format of the text.*
2. Inmediatamente después, dígales: *Please, read the title of the text and look at its 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. Read the brochure again and write **T** (true) or **F** (false). Justify the false statements.
- F** Coquimbo is the capital city of Coquimbo region. *La Serena is the capital city of Coquimbo Region.*
 - F** Spring is the best time to travel to La Serena because of its weather. *Summer is the best time.*
 - T** One of the famous places to visit is the monumental lighthouse.
 - T** Damas island is part of the Humboldt Penguin National Reserve.
 - F** One of the activities to do is watching the night sky at the beach. *One of the activities to do is watching the night sky at the Elqui Valley.*
4. Read the brochure once more and complete the diagram below.



5. Choose 10–15 words from the text. Then write a new text (a story, a poem, a news report, etc.) using those words.

Las propias creaciones escritas de los estudiantes.



LET'S REFLECT

- What connection can you make between the text and another text?
I can connect this text to...
- What new piece of information did you learn?
The new piece of information I learned is...

3. Para reforzar la lectura del folleto, 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 specific information to complete the diagram.*
5. Indíqueles: *Now, in groups, it is time to let your imagination fly. Choose some words from the brochure in order to write a new text: a story, a poem, a news report, etc.*
- 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.

6. Have you visited La Serena? Tell a personal anecdote related to it. If not, share the information you know about this city. *Las propias ideas y experiencias de los estudiantes.*
7. What other Chilean cities do you know? What do you like the most about them? Explain your reasons. *I know these cities...in Chile. I like... the most because...*

LANGUAGE IN USE Activity c.

Circle the correct alternative.

- It's raining outside. I can see much / many people with umbrellas.
- We are moving to Punta Arenas next week. We have several / three suitcases to pack.
- Before going on vacations to Japan, I need to learn two / some things of the language and culture.
- What a mess! There are a lot of / a few children swimming in the pool.

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



I can see a lot of araucaria trees in the forest.



There are many llamas near the lake.



There are several boats in the lake.

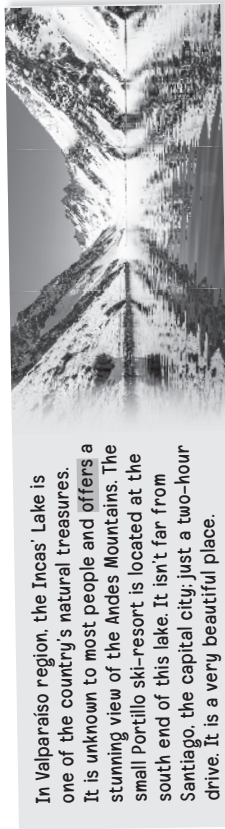


There are a few Moai sculptures in this part of the island.

6. With your group, talk about an anecdote related to La Serena. It could be personal or somebody else's story.
7. Como material de apoyo para esta actividad, muestre un mapa político de Chile, y dígame: *In the same groups, now talk about other Chilean cities you know.*
8. This activity is connected with the Student's Book. You have to circle the correct quantifier.
8. Como cierre del tema gramatical, diga: *Look at the pictures carefully and write sentences with quantifiers.*

Modeling

- 1 You will design a travel brochure about an unexplored place in Chile to promote it for tourism. Before creating it, read this one and discuss the questions with your partner.

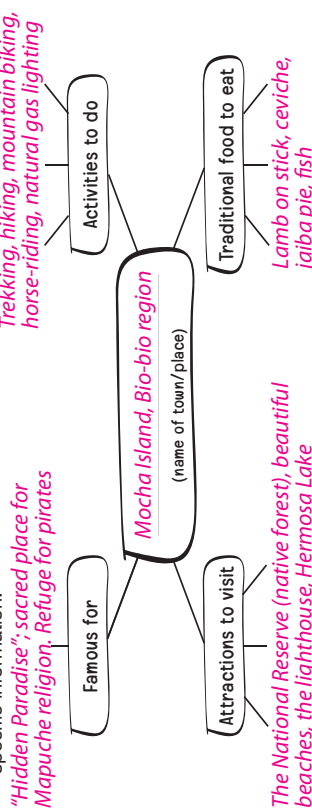


In Valparaíso region, the Inca's Lake is one of the country's natural treasures. It is unknown to most people and offers a stunning view of the Andes Mountains. The small Portillo ski-resort is located at the south end of this lake. It isn't far from Santiago, the capital city: just a two-hour drive. It is a very beautiful place.

- a. How many places are mentioned?
Five places are mentioned in the brochure.
- b. How are they described?
They are described through adjectives and location.

Organizing Ideas

- 2 Choose an unexplored place in Chile and research about it. Complete this diagram with specific information.



Drafting

- 3 Use the information in the previous step to write your first draft.

- In Biobío region, Mocha Island is one of the country's hidden paradises.
- Mocha Island has beautiful natural landscapes.
- It is considered a sacred place for the Mapuche religion.
- It was refuge for pirates.
- Some of the attractions are: the National Reserve (native forest), beautiful beaches, the lighthouse, Hermosa Lagoon.
- You can go trekking, hiking, mountain biking, horse-riding, natural gas lighting.
- You can eat lamb on stick, ceviche, jaiba pie, fish.

Permita a los estudiantes trabajar y planificar la escritura. Para ello, indíqueles lo siguiente: *In this section, you're going to create a travel brochure about an unexplored place in Chile to promote it for tourism. 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 diagram, and use them to write a paragraph.*

It will be a draft or your first version of the description. Thus, don't worry about mistakes. Remember that you can use the expressions in the box.

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 descriptions follow 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 chart 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.

Writing

- 6 Write the final version of your travel brochure. Add the necessary pictures to illustrate it.

EDITOR'S MARKS

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

MOCHA ISLAND

Where?

In Biobío Region.

Why famous?

Considered a "hidden paradise" because there are beautiful natural landscapes. It is also considered a sacred place for the Mapuche religion. It used to be refuge for pirates.

What attractions to visit?

The National Reserve, beautiful beaches, the lighthouse, Hermosa Lagoon.

What to do?

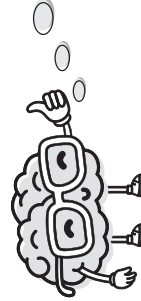
Go trekking, hiking, mountain biking, and horse-riding, and see the natural gas lighting.

What to eat?

Lamb on stick, ceviche, jaiba pie, fish.

Publishing

- 7 Show your work to your classmates and display it in a visible place in your classroom. If possible, also upload it to the school website.



LET'S REFLECT

- What have you learned about unexplored places in Chile in this class?
What I have learned about unexplored places in Chile is that...

Asista a los estudiantes en las etapas de revisión y edición de su párrafo. Dígalos: *Before writing the final version of your brochure, 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 question in the bubble. Then share your ideas with the class.*

- 1 Listen at the pictures and anticipate what the recording will be about.



- 2 Listen to the recording.

- a. Check your predictions in activity 1.
b. Check (✓) the places you hear.

- i. _____ Clocktower
ii. _____ Iquique Regional Museum
iii. _____ Baquedano Street

- iv. ☒ Corbeta Esmeralda
v. ☒ Cerro Dragon
vi. _____ Cavancha Beach

It will be about a tourist guide on a bus showing a city.

- 3 Why do people migrate? Give your opinion about the possible reasons for migration. *People migrate because they look for new and more opportunities, or because their lives in their home countries are in danger.*

LANGUAGE IN USE Activity c.

Fill in the blanks with the correct word. Use *can*, *may*, *should*, and *shouldn't* only once.

- a. *May* _____ I open the window?
b. You *shouldn't* miss going to the beach. There, you *should* relax and try the local food.
c. *Can* _____ we listen to music?

SPEAKING

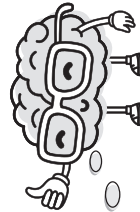
Preparing to speak

- 1 Listen and repeat these questions to ask for permission. Pay attention to pronunciation and intonation.

May I sit at the front, please? May I ask you a question?

LET'S REFLECT

- How can you describe the intonation of these questions?
The intonation of the questions goes up. They have a rising intonation.



50 fifty

UNIT 3 • Travelers • LESSON 2

- 1 Pay close attention to the pictures. What will the recording be about?

- 2 Listen to the recording and do the activities that follow. Reproduzca el audio hasta tres veces.

- 3 In groups, discuss the reasons why people migrate, move to other countries.

- 87 c. Ahora, dígalos: This activity is

connected with the Student's Book. Fill in the blanks with the correct modal verb.

- 1 Listen to the recording and repeat the phrases after I pause. Pay attention to intonation. Reproduzca el archivo de audio una vez.

LET'S REFLECT. Please take some minutes to reflect upon the question inside the bubble. Then share your ideas with the class.

Modeling

- 2 Listen and read the conversation between the tourist and the guide. Then practice saying it with your partner.

Guide: We will visit the famous Iquique Regional Museum. It is one of the most diverse and informative museums in South America. And it's free!

Tourist: Can we go there now, Javiera?

Guide: I'm afraid we can't. We will go to Corbeta Esmeralda first. You can take a 40-minute tour around this museum.

Tourist: How interesting! May I ask you a question?

Guide: Of course, go ahead!

Tourist: What is the most exciting activity to do in town?

Guide: Well, going to the beaches of Iquique is a good plan, but you shouldn't miss going to Cerro Dragon. It's a gigantic mountain of sand.

Practicing

- 3 Select a city or town in Chile and prepare a similar conversation to the one in activity 2. Then act it out in front of the class.

Subject Connection



- 1 What do you know about Latin American dances? Read the text and check your predictions. *Latin American dances have a similar origin.*

Types of Latin dances

Salsa
Latin American countries were part of the Spanish and Portuguese empires in the past. Then European settlers transported African slaves to these countries. Thus, their songs and music influenced Latin American music a great deal. The use of percussion instruments shows this strong influence.

Some traditional Latin American dances are:

Merengue

It originated in the Dominican Republic. The basic movement goes to the front, back, and side. When a couple dances together, they step onto the inside edge of the foot, roll the foot to transfer weight, and then drag the other foot to meet the first foot.

Samba

It is an energetic dance associated with the carnivals of Brazil. A large drum called a *surdo* plays the pulse on the beat. The speed of the dance varies according to the music.

Tango

It is a very dramatic and passionate dance from Argentina. It has always had the stylized sensual moves, *staccato* foot-steps, flexed knees, improvisation, and the highly connection between partners.

Adapted from: Crawford, B. (n.d.). Types of Latin Dances. Retrieved from <https://bit.ly/3dFoFJ>

- 2 Choose one of these dances and contrast it to another one you know.

Las propias ideas de los estudiantes.

UNIT 3 • Travelers • LESSON 2

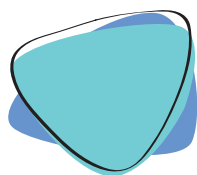
fifty-one 51

- 2 Now, as you listen to the recording, read the dialogue in silence. Then in pairs, practice saying it and switch roles.

Reproduzca el audio un par de veces.

- 3 Continue working in pairs to create a similar dialogue after choosing a Chilean city or town. Then act it out in front of the class.

- SC 1. Para cerrar la unidad, invite a los estudiantes diciendo: *Read the title of the text. What school subject is it connected with? What will the text be about? Please, read it carefully and on your own. Then do activity 2 in small groups.* Otorque suficiente tiempo para debatir al respecto.



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://www.inc.com/marcel-schwantes/9-simple-tricks-to-overcome-yourfear-of-speaking.html>

TEORÍA E INVESTIGACIÓN

Contribución de contenidos culturales

El uso de literatura en las clases de lenguaje se ha convertido en una práctica generalizada desde que ha sido demostrado que contribuye tanto al desarrollo del pensamiento crítico como del lenguaje.

Los textos literarios son el vehículo por el cual los estudiantes pueden experimentar y tomar contacto con el mundo real a través de las situaciones narradas. De esta manera, la literatura no solo puede ser útil para alcanzar los niveles requeridos para la enseñanza de las cuatro habilidades del lenguaje (lectura, escritura, audición, conversación), sino que también contribuye a facilitar las conexiones culturales e históricas. Consecuentemente, al facilitar a los estudiantes tomar contacto con el mundo literario, les ayuda a desarrollar su pensamiento crítico sobre la cultura y los idiomas.

Adaptado de: Armstrong, M. (2015).
Using literature in an EFL context to teach language and culture.
The Journal of Literature in Language Teaching, 4(2), 7-24.

TEORÍA E INVESTIGACIÓN

Exit slips (Tarjetas de salida/logro)

Las tarjetas de salida son respuestas escritas a las preguntas propuestas al final de una clase o actividad. Los estudiantes reflexionan y dejan registro de su aprendizaje, analizan el logro obtenido según los objetivos iniciales y también establecen acciones futuras.

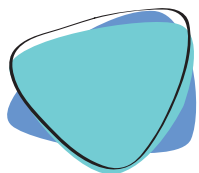
Adaptado de: Dann, R. (2002). *Promoting assessment as learning: Improving the learning process*. London: Routledge Farmer.

VENTANA DE APRENDIZAJE DE HABILIDADES

Toda vez que los estudiantes trabajan en proyectos grupales, son puestos en situaciones en las que requieren usar el idioma extranjero de manera auténtica. Paralelamente, desarrollan habilidades de planificación, organización y negociación en el desarrollo de las tareas asignadas.

Adaptado de: Tsiplakides, I., & Fragoulis, I. (2009). Project-based learning in English teaching as a foreign language in Greek primary schools: From theory to practice. *English Language Teaching*, 2(3), 113.

Recuperado de: <https://bit.ly/3weGxQz>



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 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 incrementarla velocidad en la producción de textos, y proporcionan a los estudiantes una sensación de logro.

WebQuest 1

The world a click away



Name: _____ Date: _____

A Introduction

Traveling is enriching because we can know different places, people, traditions and more. Going from Chile to other countries is sometimes expensive, but if you really want to know the world all you need is Internet connection and good websites and videos! Thanks to information and communication technology, a lot of options are wide open from the comfort of your home. Now it is your choice to explore the world and learn about other countries around the world!

B Task

In this Project, you will prepare a game about an interesting country of your choice. You will carry out research on facts and geographical location. Then you will reflect upon living in that country and will compare it to Chile. In order to do so, you will work in pairs and prepare an online game with facts so that your classmates find out what your country of choice is.

C Process

1. Complete the fact file about Chile using the information at <https://www.kids-world-travel-guide.com/>.

- Country: Chile
- Capital city: _____
- Location: southwest of South America
- Neighboring countries: _____
- Population: _____
- National anthem: _____
- National holiday: _____
- Language: _____
- Religion: _____

2. Select 3 landmarks or attractions in Chile and describe them briefly. You can find information at <https://www.kids-world-travel-guide.com/chile-facts.html> and <https://www.touropia.com/tourist-attractions-in-chile/>.
3. Now explore the website <https://www.kids-world-travel-guide.com> and group these countries according to the continent they are in: Denmark, Australia, China, Netherlands, Canada, United Arab Emirates, Egypt, Suriname, Nigeria, and New Zealand.
4. Where would you like to go on vacation? Watch the video at <https://www.familyvacationcritic.com/best-international-family-vacations/art/> and choose a destination.
5. Now explore more about that country in these websites <https://www.kids-world-travel-guide.com> and <https://kids.nationalgeographic.com/geography/countries/article/china>. Complete the fact file below.

- Country: _____
- Capital city: _____
- Location: _____
- Neighboring countries: _____
- Population: _____
- National anthem: _____
- National holiday: _____
- Language: _____
- Religion: _____
- Interesting information: _____

6. Select 3 landmarks or attractions in the country of your choice and describe them briefly. You can find information at https://en.wikipedia.org/wiki/Category:Landmarks_by_country

7. Now go to <https://wordwall.net> and create a game (i.e. random wheel, random cards, open the box) with the information in activity 5. Do not include the country name.
8. Show your classmates the information in the game little by little and have them find out what country you are talking about.

D Resources

- <https://www.kids-world-travel-guide.com/>
- <https://www.kids-world-travel-guide.com/chile-facts.html>
- <https://www.touropia.com/tourist-attractions-in-chile/>
- <https://www.familyvacationcritic.com/best-international-family-vacations/art/>
- <https://kids.nationalgeographic.com/geography/countries/article/china>
- https://en.wikipedia.org/wiki/Category:Landmarks_by_country
- <https://wordwall.net>

E Evaluation

The game will be evaluated with a grade for preparation and accuracy of information. Also, reading the information in the game aloud clearly 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 other countries which are different from Chile. You have also been able to expand your vocabulary related to country facts. Reflect on the following questions:

- a. What is different between Chile and the country you chose?
- b. Would you like to live in that country? Why/Why not?
- c. What information do you remember about that country now?



WebQuest 1

C

1. Respuestas:

- Country: Chile
- Capital city: Santiago
- Location: Southwest of South America
- Neighboring countries: Argentina, Bolivia and Peru
- Population: 18 million
- National Anthem: Anthem of Chile/ Himno Nacional de Chile
- National Day: 18 September
- Religion: mainly Christians (Roman Catholics 77%, Protestants 16%)
- Language: Spanish

3. Respuestas:

Denmark – Netherlands = Europe
Australia – New Zealand = Oceania/Australia
China – United Arab Emirates = Asia
Canada - Suriname = America
Egypt – Nigeria = Africa



WebQuest 2



Name: _____ Date: _____

A Introduction

The world is full of amazing landmarks. Some of them are natural, others are man-made. Everyone would like to see them in person one day. No matter how far they are from you, you can get a closer look by browsing the web and finding out more about these attractions. By doing some research on the web, you will build up your vocabulary and use those words to describe landmarks in your country.

B Task

In this WebQuest, you will do some research in order to shortlist world-famous landmarks from around the world. You will work in groups of three or four in order to draw conclusions and identify words to describe the attractions on your list. After that, you will use the new words to describe landmarks in Chile. You will share your work in an online post to promote tourism in Chile.

C Process

1. Have a look at the titles in the websites below. How are those world attractions also known? Circle one phrase.

- <https://www.britannica.com/list/new-seven-wonders-of-the-world>
- <https://www.rivieratravel.co.uk/blog/2020/02/01/7-wonders-of-the-world/>
- <https://www.forbes.com/sites/jamesasquith/2020/01/25/can-you-name-the-seven-wonders-of-the-world-most-people-cant-name-all-seven/?sh=410b10b07530>

Wonders of the Word

Wonders of the Wall

Wonders of the World

2. Work in groups of three or four. Each member of the team should go to one of the websites in activity 1 and decide on the group's favorite four world attractions.

Attraction	Country
1.	
2.	
3.	
4.	

3. Now read about these world landmarks at <https://www.rivieratravel.co.uk/blog/2020/02/01/7-wonders-of-the-world/> and find the words that describe them. Use them to complete the descriptions.

- The Taj Mahal is st_____ be_____ and im_____.
- Christ the Redeemer is the la_____ statue in the world.
- The Colosseum is one of the m_____ we_____ -kn_____ buildings.
- The perfection of Petra's proportions is as_____.
- Machu Picchu is the mo_____ am_____ Inca urban creation.
- The Great Pyramid of Giza is an im_____ visitor attraction.

4. Now use the words in activity 3 to finish the ideas that describe these Chilean landmarks:

- Torres del Paine are _____.
- Costanera Center is _____.
- The Atacama Desert is _____.
- The stilt houses in Chiloé are _____.
- The Moai statues on Easter Island are _____.

5. Design a post for Instagram to promote three landmarks in Chile that can help promote tourism to the country. Include a picture and appealing shapes, titles, images and a short description using some of the words in this WebQuest.
6. Submit your post to your teacher for her/him to share it with your classmates and educational community.

D Resources

- <https://www.britannica.com/list/new-seven-wonders-of-the-world>
- <https://www.rivieratravel.co.uk/blog/2020/02/01/7-wonders-of-the-world/>
- <https://www.forbes.com/sites/jamesasquith/2020/01/25/can-you-name-the-seven-wonders-of-the-world-most-people-cant-name-all-seven/?sh=7931e66c7530>

E Evaluation

The post will be evaluated with a common grade for group work, creativity and accuracy. Rubric is as follows:

- Group work distribution: 40%
- Creativity of post: 40%
- Accuracy of English vocabulary: 20%

F Conclusion

The task you have just completed has allowed you to acquire some insights into the most famous world attractions around the world known as Wonders of the World. It has also helped you to gain awareness into what landmarks Chile has and how to promote them to boost tourism. Reflect on the following questions:

- a. Which is your number 1 wonder of the world?
- b. In your opinion, is there an astounding landmark in Chile? Which one? / Why not?
- c. If you could design a landmark, what would it be?
- d. Where would it be?



WebQuest 2

C

1. **Respuesta:** Wonders of the World.
3. **Respuestas:**
 - a. stunningly; beautiful; immense.
 - b. largest.
 - c. most well-known.
 - d. astounding.
 - e. most amazing.
 - f. impressive.



WebQuest 3 Exotic attractions

Name: _____ Date: _____

A Introduction

Traditions are different around the world. Some countries belong to the same continent and have similar food, crafts and customs. However, others are close but have very different ones. Together with different traditions come a variety of attractions and activities tourists can enjoy when visiting a country. There is a lot to discover and select while you are planning a travel itinerary with your family.

B Task

In this Project, you will prepare a travel itinerary about the most attractive places and landmarks to see at a tourist location you would like to visit with your family. In addition, you will highlight the number of things that are typical of that place and the activities tourists can do there. The end product will be a written travel plan, also known as a travel itinerary of your ideal family trip. You will work on your own and then share it with the whole class. By sharing it, you can compare and contrast your plans with your classmates'.

C Process

1. Circle the cultural features of Chile, according to your general knowledge.

pasties with many different ingredients
 many types of sandwiches
 a lot of pasta
 a lot of seafood
 several tacos and tortillas
 a lot of street markets
 many hills and mountains
 a lot of huge statues
 a lot of skyscrapers
 many big squares
 several shopping malls
 many docks and ships

2. Now match these cultural features to the countries. Check the information in the following website <https://www.ivisa.com/visa-blog/top-10-destinations-for-exploring-traditions>

Features	Country
Tanzania	a lot of unusual food and beverages.
Jordan	a lot of vendors, food and drinks in the Old Town.
Malasya	a river with many traditions called Ganges
Poland	many local artisans.
Nigeria	many summer events.
Phillipines	natural parks and safaris.
Morocco	several palaces.
India	some waterfalls.

3. If you won a trip to one of the countries in activity 2, which country would you choose?
4. Research what attractions and activities there are in that country. You can go to:
 - <https://www.ivisa.com/visa-blog/top-10-destinations-for-exploring-traditions>
 - <https://www.lonelyplanet.com/>
 - <https://www.tripadvisor.com/>
5. Look at the itinerary in this website <https://ua.venngage.com/templates/human-resources/pastel-travel-itinerary-64dc797c-88c2-470f-9091-9bd4e908584c>
6. Now create your own travel itinerary and share it with your classmates.



D Resources

- <https://www.ivisa.com/visa-blog/top-10-destinations-for-exploring-traditions>
- <https://www.lonelyplanet.com/>
- <https://www.tripadvisor.com/>
- <https://ua.venngage.com/templates/human-resources/pastel-travel-itinerary-64dc797c-88c2-470f-9091-9bd4e908584c>

E Evaluation

The travel itinerary will be evaluated with a grade for preparation and accuracy of information. Also, talking about it clearly will be highly valued. Rubric is as follows:

- Quality of travel itinerary preparation: 40%
- Level of English: 40%
- Clarity when speaking: 20%

F Conclusion

The task you have just completed has allowed you to gain some insights into the number of places and activities you can do in another country different from Chile. You have also been able to expand your vocabulary related to that country's culture and attractions. Reflect on the following questions:

- Why did you choose that country?
- Does it have many similar aspects to Chile?
- What aspects are different from Chile?



WebQuest 3

C

1. **Respuestas:**

- ✓ pasties with many different ingredients
- ✓ many types of sandwiches
- ✓ a lot of seafood
- ✓ a lot of street markets
- ✓ many hills and mountains
- ✓ several shopping malls
- ✓ many docks and ships

2. **Respuestas:**

Tanzania – natural parks and safaris
Jordan – many local artisans
Malaysia – a lot of unusual food and beverages
Poland – many summer events
Nigeria – several palaces
Philippines – some waterfalls
Morocco – a lot of vendors, food and drinks in the Old Town
India – a river with many traditions called Ganges.

3. Algunas respuestas pueden ser: I would choose India, because...



WebQuest 4 Future travel: Mars

Name: _____ Date: _____

A Introduction

Humanity has studied and discovered the beauty of Earth and life on Earth for ages. This century it is time for human beings to explore other planets. One of the reasons why we are studying Mars is that it may be possible for humans to travel there and test living on a different planet. Going to Mars is not easy, fast or affordable. Several engineers and scientists are working on it at some of the biggest airspace companies and organizations, such as NASA and SpaceX. Therefore, there are a lot of innovations on the way to make the dream of human life on Mars possible.

B Task

In this WebQuest, you will do some research in order to identify some of the technological advances about space travel and what facilities are necessary to live on Mars. You will work in groups of three or four in order to browse websites, select information and arrange it in order to make a news report about travelling to Mars. After that, you will share it with your class.

C Process

- When is the best time to travel to Mars?
Check this webpage <https://mars.nasa.gov/mars2020/timeline/cruise/> and complete the explanation.



A mission to Mars is launched when Earth and Mars are aligned in a certain _____ at which it takes less _____ to travel. Our planet and Mars orbit the _____ at different speeds and _____ so every around 2 years, they have the _____ position for an energy-efficient _____.

- Now read the mission itinerary to Mars at <https://mars.nasa.gov/mars2020/timeline/cruise/> and complete the itinerary with these activities:

Adjust entrance to the atmosphere of Mars.
Back up maneuver if necessary.
Point spacecraft towards Mars.
Refine the path of the flight to Mars.
Make sure spacecraft speed is right.

ITINERARY OF A MISSION TO MARS

AFTER LAUNCH	Activity
15 days	
62 days	
BEFORE LANDING	Activity
Around 8 days	
Around 2 days	
Around 1 day	
9 hours	



3. Starship is a spacecraft designed to travel to Mars. Read the information and watch the simulation at <https://www.spacex.com/human-spaceflight/mars/> and mark this information True or False.

- a. ____ The starship spacecraft and the Super Heavy rocket are not a reusable transportation system.
- b. ____ The cost of oxygen and methane is extremely high.
- c. ____ Mar's atmosphere is hot.

4. Now go to <https://www.businessinsider.com/5-undeniable-reasons-why-humans-should-go-to-mars-2015-4> and check the five reasons for humans to go to Mars.

- ☐ Survival of our species
- ☐ Survival of technology
- ☐ Discovering technology on Mars
- ☐ Discovering life on Mars
- ☐ Improving the quality of life on Earth
- ☐ Improving the quality of life in space
- ☐ Growing as a community
- ☐ Growing as a species
- ☐ Demonstrating universal leadership
- ☐ Demonstrating political and economic leadership

5. What recommendations can scientists give people about living in Mars? Match the phrases below to form ideas.

- a. You should to wear a spacesuit.
- b. You shouldn't eat well and drink a lot of water.
- c. I recommend you produce a lot of waste.

6. Prepare a summary of the information you found in this WebQuest as a news report in the format below.



Good evening dear viewers! Today we are going to talk about space travel, in particular, travelling to Mars. Here's the information we collected from different sources:

So, if you want to go to Mars, here are some recommendations:

7. Record a short video of a news report. Share the lines in activity F with your team.

D Resources

- <https://mars.nasa.gov/mars2020/timeline/cruise/>
- <https://www.spacex.com/human-spaceflight/mars/>
- <https://www.businessinsider.com/5-undeniable-reasons-why-humans-should-go-to-mars-2015-4>

E Evaluation

The post will be evaluated with a common grade for group work, creativity and accuracy. Rubric is as follows:

- Group work distribution: 40%
- Creativity of news report video: 40%
- Accuracy of English vocabulary: 20%

F Conclusion

The task you have just completed has allowed you to acquire some insights into space travel and what travelling to Mars entails. Reflect on the following questions:

- a. What do we call the group of planets that orbit around the Sun?
- b. What color is Mars in the sky?
- c. Would you like to be an astronaut? Why/Why not?

Webquest 4

C

- 1. Respuestas:
position; power; Sun; distances; ideal; trip.
- 2. Respuestas:

ITINERARY OF A MISSION TO MARS

AFTER LAUNCH	Activity
15 days	Point spacecraft towards Mars.
62 days	Make sure spacecraft speed is right.
BEFORE LANDING	Activity
Around 8 days	Refine the path of the flight to Mars.
Around 2 days	
Around 1 day	Back up maneuver if necessary.
9 hours	Adjust entrance to the atmosphere of Mars.

- 3. Respuestas: a. F; b. F; c.T.
- 4. Respuestas posibles.
 - ✓ Survival of our species
 - ✓ Discovering life on Mars
 - ✓ Improving the quality of life on Earth
 - ✓ Growing as a species
 - ✓ Demonstrating political and economic leadership
- 5. Respuestas posibles.
 - a. You should eat well and drink a lot of water.
 - b. You shouldn't produce a lot of waste.
 - c. I recommend you to wear a spacesuit.



Diagnostic Test



Name: _____ Date: _____ Score: _____ /25 p.

1 Listen to the radio news carefully. Check (✓) the two natural disasters you hear.

2 p.

- a. _____ Tornadoes c. _____ Tsunamis
b. _____ Earthquakes d. _____ Volcanic eruptions

2 Listen again and circle the ideas you hear.

4 p.

- a. Today we are speaking about a natural **disaster** / **catastrophe** in Hawaii.
b. Many people **relaxed** / **ran**.
c. Finally, there was just **fire** / **smoke** in the air.
d. **Hurricanes** / **Earthquakes** sometimes announce other possible disasters.

3 Read the Internet article about climate change and answer the questions below.

3 p.

Bill Gates changed our lives with the software he developed. He also created a foundation to eliminate polio, tuberculosis and malaria. In addition, he wants to combat climate change. When he wrote his book *How to Avoid a Climate Disaster*, he described the transformation necessary to reverse the effects of decades of catastrophic practices. Bill Gates says “when we remove greenhouse gases from the atmosphere every year, the planet recovers”.

For getting rid of those tons of greenhouse gases and achieving carbon zero emissions by 2050, we need to use more renewable resources and fewer fossil fuels. When we change how we manufacture our goods, how we grow our food, how we travel, and how we keep our houses and buildings warm or cool, climate change will go backwards. To achieve this, Gates proposes new technologies. Just as his health initiatives specialized in scientific solutions to combat disease, he will look for a technology to fix climate change. Bill Gates’ principal interest is in technological innovation, the environmental equivalent of the Manhattan Project or the landing on the Moon.

Adapted from: Brown, G. (2021, February 17). How to Avoid a Climate Disaster by Bill Gates review – why science isn’t enough. Retrieved from

a. Who developed software that changed our lives?

b. What book did he write recently?

c. What does he propose as a solution?

4 Label the categories of words.

3 p.

Government organizations

People

Natural disasters

tsunamis, earthquakes, wildfires, landslides.	environment, agriculture, infrastructure, education.	community, authorities, activists, scientists.

5 Match the causes and possible effects.

4 p.

- | | |
|--|---|
| a. If environmental activists protest, | i. they will probably start a wildfire. |
| b. If people smoke in the forest, | ii. you don't pollute the air. |
| c. When there is a tsunami, | iii. the authorities will make changes. |
| d. When you ride your bike, | iv. the beach disappears. |

6 Add the sequencing words to the narration of a natural disaster.

4 p.

Next

Finally

After that

First

I was on vacation on the beach city last January. _____, I went to the shops to buy some sandwiches. _____, I went to the beach to meet a friend. It was cloudy and the water was deep blue. The air was very strange. _____, it got very windy so we decided to go to the hostel. _____, we felt the earth moving and we heard the tsunami siren in the streets!

7 Write the possible effects of these natural disasters.

5 p.

When there is a hurricane, _____

 _____.

When there is a landslide, _____

 _____.

Outstanding! (25 – 22)	Very good (21 – 19)	Needs improvement (18 – 15)	Not good enough (less than 14 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!

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 45 minutes to do 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 escuchen cuidadosamente un reporte de noticias. Luego de escucharlo, deberán indicar con un tick los dos desastres naturales que lograron escuchar en el texto. Dígales: *Now, listen to a news report carefully. After you finish, check the two natural disasters that were mentioned.*

Respuesta:

earthquakes; volcanic eruptions.

2. En esta actividad, indique a los estudiantes que deberán escuchar el mismo audio de la actividad uno nuevamente, pero ahora deben encerrar en un círculo las palabras en negrita, para que las oraciones coincidan con las ideas mencionadas en el texto. Dígales: *Now, you are going to listen to the same news report, and circle the words in bold according to the ideas you hear.*

Respuesta:

a. disaster; b. ran; c. smoke; d. Earthquakes.

3. Para esta actividad, indique a los estudiantes que deberán completar los espacios que se proveen con los títulos correspondientes, de acuerdo a su relación con los desastres naturales que se listan. Dígales: *In this activity, you will have to read the titles and write them above the corresponding column, according to the natural disasters listed.*

Respuesta:

Natural disasters	Government organizations	People
tsunamis, earthquakes, wildfires, landslides.	Environment, Agriculture, Infrastructure, Education.	Community, authorities, activists, scientists.

4. En esta actividad, explique a los estudiantes que deben leer comprensivamente el artículo de internet sobre el cambio climático y responder las preguntas que se proveen. Dígales: *Read the internet article about climate change carefully, making sure that you understand all the ideas, and then answer the questions provided.*

Respuesta:

- a. Bill Gates.
- b. He wrote the book How to Avoid a Climate Disaster.
- c. He proposes new technologies.

5. Para esta actividad, explique a los estudiantes que deben leer las causas y efectos que se proveen en ambas columnas y unir las ideas. Dígales: *In this activity, you will read the causes and effects provided in both columns and match them.*

Respuesta:

- a. If environmental activists protest, the authorities will make changes.
- b. If people smoke in the forest, they will probably start a wildfire.
- c. When there is a tsunami, the beach disappears.
- d. When you ride your bicycle, you don't pollute the air.

6. En la siguiente actividad, indique a los estudiantes que deberán leer el párrafo que se provee y completar los espacios en blanco con las palabras que se proveen. Dígales: *Now, read the paragraph and fill in the blanks with the corresponding words, selecting them from the ovals above.*

Respuesta:

First; After that; Next; Finally.

7. Para finalizar el test, indique a los estudiantes que deberán completar los párrafos, escribiendo posibles efectos de los desastres naturales que se indican. Dígales: *Now, you will have to complete the paragraphs, writing possible effects of the natural disasters mentioned.*

Respuesta:

Algunas respuestas pueden ser: When there is a hurricane, winds blow very strongly...
When there is a landslide, houses can be in danger...

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: _____ /28 p.

- 1  Listen to a radio advertisement about tourism in Australia. What can you do there?

Circle six correct options.

6 p.

- | | | |
|-------------------------|------------------------------|-----------------------------|
| a. See the Opera House. | d. Eat delicious food. | g. Buy crafts. |
| b. Visit the aquarium. | e. Go surfing. | h. Have an Aussie barbecue. |
| c. See parks. | f. Visit the Chinese Garden. | |

- 2  Listen again and circle the ideas you hear.

5 p.

- a. Australia is one of the most popular places to visit for **old** / **young** tourists.
b. In Australia, you can visit a **lot of** / **some** famous attractions.
c. Do you want to try **cultural** / **traditional** food?
d. You **recommend** / **shouldn't** miss an Aussie barbecue.
e. **A lot of** / **Several** Australians go to many parks and public areas.



- 3 Read the Internet article and write the correct title for each paragraph.

4 p.

Visit the Marine Reserve

Go to Whakaari Island

Crossing the Alps

New Zealand and adventure

Some great ecotourism activities in New Zealand

By John Brave

It is a very popular destination for outdoor activities! If you like sustainable travel experiences, you should go to this New Zealand!

Famous for *The Lord of the Rings* movie, the alpine mountains in the oldest national park have amazing views. We recommend that you see the unique landforms, hot springs, lava

flows and craters with water in the area. It looks like a fantasy land or the surface of Mars.

It is formed from ancient volcanoes on some islands. You can go diving to explore the fish, sea plants and many underwater caves. This natural sea area is protected because it has a lot of flora and fauna!

It is on the east coast of the North Island of New Zealand. It has a landscape of crystalline craters, sulfur cliffs and a vibrant and colorful lake. We shouldn't miss this island because it is beautiful and it looks like the Moon!

Adapted from: Coates, J. (2020, November 5). The 10 Best Ecotourism Experiences in New Zealand. Retrieved from <https://bit.ly/3iSw9d6>

4 👤 Read the article in activity 3 again and write four recommendations.

4 p.

- a. _____
- b. _____
- c. _____
- d. _____

5 Look at the pictures and label them with the activities in the boxes.

4 p.

Visit many tourist places.

Try a lot of traditional food.

Buy some traditional crafts.

Go to several traditional festivals.



Ministerio de Educación.
KB
Prohibida su comercialización.

6 Write recommendations to visit Chile (around five sentences).

5 p.

Outstanding! (28 – 25)	Very good (24 – 21)	Needs improvement (20 – 17)	Not good enough (less than 16 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!

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 escuchar una propaganda de radio sobre turismo en Australia, y encerrar en un círculo las posibles actividades que se pueden llevar a cabo, de acuerdo al texto. Dígales: *Now, you are going to listen to a radio advertisement about tourism in Australia. Listen carefully and then read and circle the options below that you think are correct, according to what the audio track says.*

Respuesta:

- ✓ See the Opera House
- ✓ See parks
- ✓ Eat delicious food
- ✓ Go surfing
- ✓ Visit the Chinese Garden
- ✓ Have an Aussie barbecue

2. En esta actividad, indique a los estudiantes que deberán escuchar el mismo audio de la actividad uno nuevamente, pero ahora deben encerrar en un círculo las palabras en negrita, para que las oraciones coincidan con las ideas mencionadas en el texto. Dígales: *Now, you are going to listen to the same news report, and circle the words in bold according to the ideas you hear.*

Respuesta:

- a. young
- b. a lot of
- c. traditional
- d. shouldn't
- e. Several

3. Para esta actividad, indique a los estudiantes que deberán leer el artículo de internet y completar los espacios que se proveen con los títulos correspondientes, de acuerdo a su relación con párrafos. Dígales: *In this activity, you will have to read the article and the titles, and write them above the corresponding column, according to what each paragraph says.*

Respuesta:

New Zealand and adventure; Crossing the Alps; Visit the Marine Reserve; Go to Whakaari Island.

4. En esta actividad, indique a los estudiantes que deberán leer el artículo de la actividad 3 nuevamente y escribir cuatro recomendaciones sobre turismo en New Zealand. Dígales: *Now, read the article in activity 3 again and write four recommendations regarding tourism in New Zealand.*

Respuesta:

Respuestas posibles:

- a. You should go to New Zealand.
 - b. We recommend that you see the unique landforms, hot springs, lava flows and craters with water in the area.
 - c. You can go diving to explore the fish, sea plants and many underwater caves.
 - d. We shouldn't miss this island because it is beautiful and it looks like the Moon!
5. Para esta actividad, indique a los estudiantes que deberán observar las fotos que se proveen y etiquetarlas con las actividades en los recuadros. Dígales: *Now, make sure you take a careful look at the pictures and label them with the words provided in the boxes above.*

Respuesta:

Respuestas posibles:

- a. Buy some traditional crafts.
 - b. Go to several traditional festivals.
 - c. Visit many tourist places.
 - d. Try a lot of traditional food.
6. Para la última actividad, indique a los estudiantes que deberán escribir alrededor de cinco oraciones con recomendaciones para visitar Chile. Puede ser algún lugar que ellos conozcan, cerca de donde viven, etc. Dígales: *Now, to finish the test, you will have to write some recommendations to visit Chile. It can be places you already know, places near where you live, etc. Make sure you write around five full sentences.*

Respuesta:

Algunas respuestas pueden ser: If you come to Chile, you should visit different regions, such as the south of Chile, the north and its desert, etc...

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 work in groups to learn about traditions from unfamiliar cultures.

Traditions from unfamiliar cultures

- 1 Work in groups of three or four.
- 2 Circle three cultural aspects and two countries from the grid.

Countries Cultural aspects	Japan	India	Israel	Nigeria	United Arab Emirates
Food					
Religion					
Language					
Landmarks					

- 3 Search for information about the cultural aspects of the countries chosen in activity 2.
- 4 Describe the three cultural aspects of the two countries you selected.
Example: In India, the most important religion is...
- 5 Describe two landmarks from your grid. Use two words to describe them.
Example: Japanese gardens are tidy and colorful.
- 6 Promote one of the cultures in this project. Use a website to make a digital post or brochure.
- 7 Share your post or brochure with your classmates.



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 deberán trabajar en grupos para aprender sobre tradiciones provenientes de culturas lejanas o no familiares.

La idea es que los estudiantes trabajen en grupos, elijan al menos tres aspectos culturales de los que se mencionan en la tabla y luego busquen información sobre los aspectos culturales en internet o enciclopedias, los describa, y luego promocionen una de las culturas en su proyecto. La idea es que diseñen un folleto o posteo digital con la ayuda de internet, si es posible. 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

Espere de los estudiantes respuestas pertinentes a las comidas que se piden, como rice, noodles, etc, y oraciones como las que se ejemplifican: In Japan, the most important religion is..., Indian landmarks are impressive, etc.



Alternative Test 1

Name: _____ Date: _____ Score: _____ /23 p.

1  Listen to the recording and circle the topic of the conversation.

2 p.

- Traveling.
- Working.
- Studying.

2  Listen again and circle the alternatives you hear.

4 p.

- a. Alex went to **Brazil** / **Bosnia**.
- b. He saw **amazing** / **unusual** beaches.
- c. He took lots of **buses** / **photos**.
- d. He saw **attractions** / **celebrities** there.



3 Read the article and select a suitable title for it.

2 p.

Top three countries to live in.

Top three cities to visit.

Top three cultures to know.

The best cities you can visit usually have beautiful landmarks. Here are the top 3 cities for travelers who look for amazing modern and ancient architecture.

Paris, France

Travelers love Paris for the traditional or modern galleries and museums. Others want to see the amazing Eiffel Tower, the old Notre-Dame Cathedral, and the famous Arc de Triomphe in person.

New York City, United States of America

Most tourists visit New York City to see the traditional Statue of Liberty, a famous Broadway show, the Times Square and to watch beautiful elaborate floats in the Thanksgiving Day parade.



London, England

Millions of tourists visit the old Tower of London, the magnificent Westminster Abbey and St. Paul's Cathedral. London's transportation is very modern and efficient. Very popular landmarks are also the Tower Bridge, and the modern London Eye and Skydeck at The Shard, 800 feet high.

Adapted from: Hamper, A. (2020, July 16). 14 Top Cities in the World to Visit. Retrieved from <https://bit.ly/2TND2BD>

4 Complete the chart with six words from the article in each category.

6 p.

Description (adjectives)	Attractions

5 Write the opposite idea changing the adjective in **bold**.

4 p.

a. Drinking coffee is a **usual** tradition in Australia.

b. People living in big cities are **happy**.

c. Japanese and Indian cultures are **familiar** to ours.

d. In some cultures, if you break a mirror, you will be **lucky**.



6 Imagine you have a travel blog. Write about the places you visited in Chile and the food you ate. Use sequence connectors. (around 50 words)

5 p.

Outstanding! (23 – 20)	Very good (19 – 17)	Needs improvement (16 – 14)	Not good enough (less than 13 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!

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 45 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 seleccionar el tema de conversación en una lista de temas. Dígales: *In this first activity, you will listen to a recording and identify its topic. Try to focus on specific vocabulary that you are familiar with.*

Respuesta:

Traveling.

2. En esta actividad, los estudiantes deberán escuchar el audio otra vez y seleccionar las alternativas que identifiquen. Dígales: *Now, you will listen to the recording again and circle the correct alternatives, according to what you hear.*

Respuesta:

a. Brazil; b. amazing; c. photos; d. attractions.

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:

Top three cities to visit.

4. En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con seis palabras extraídas del artículo de la actividad 3. Dígales: *In this activity, you will have to complete the chart with six words from the article in each category.*

Respuesta:

Respuestas posibles:

Description	Attractions
best, beautiful, modern, ancient, traditional, old, amazing, famous, magnificent, efficient, popular, high.	Eiffel Tower, Notre-Dame Cathedral, Arc de Triomphe, Statue of Liberty, Times Square, Tower of London, Westminster Abbey, St. Paul's Cathedral, Tower Bridge, London Eye, Skydeck at The Shard.

5. En esta actividad, los estudiantes deberán escribir la idea opuesta a lo que se presenta, cambiando solamente el adjetivo en negrita. Dígales: *Now, write the opposite idea, only changing the word in bold.*

Respuesta:

a. Drinking coffee is an **unusual** tradition in Australia.

b. People living in big cities are **unhappy**.

c. Japanese and Indian cultures are **unfamiliar** to ours.

d. In some cultures, if you break a mirror, you will be **unlucky**.

6. En esta última actividad del test, indique a los estudiantes que deberán imaginar que tienen un blog de viajes, y escribir un posteo tipo "blog personal" sobre los lugares que han visitado en Chile y la comida que probaron, en no más de 50 palabras. Dígales: *In this activity, you will have to imagine you are a travel blogger. Write a blog post about your trips along Chile, the places you visited and the food you ate. Make sure you write full sentences, not more than fifty words, and pay attention to punctuation.* Utilice la rúbrica para evaluación escrita de los Alternative Tests que se provee en la página xxiii de esta guía.

Respuesta:

I want to write about the different places I have visited in this beautiful country. First, I visited...

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: _____ /21 p.

1  Listen to the recording and circle the topic of the conversation.

2 p.

- Traveling.
- Working.

2  Listen again and match the halves.

4 p.

- | | |
|--------------------|-------------------|
| a. Alex went to | i. beaches. |
| b. He saw amazing | ii. Brazil. |
| c. He took lots of | iii. attractions. |
| d. He saw | iv. photos. |

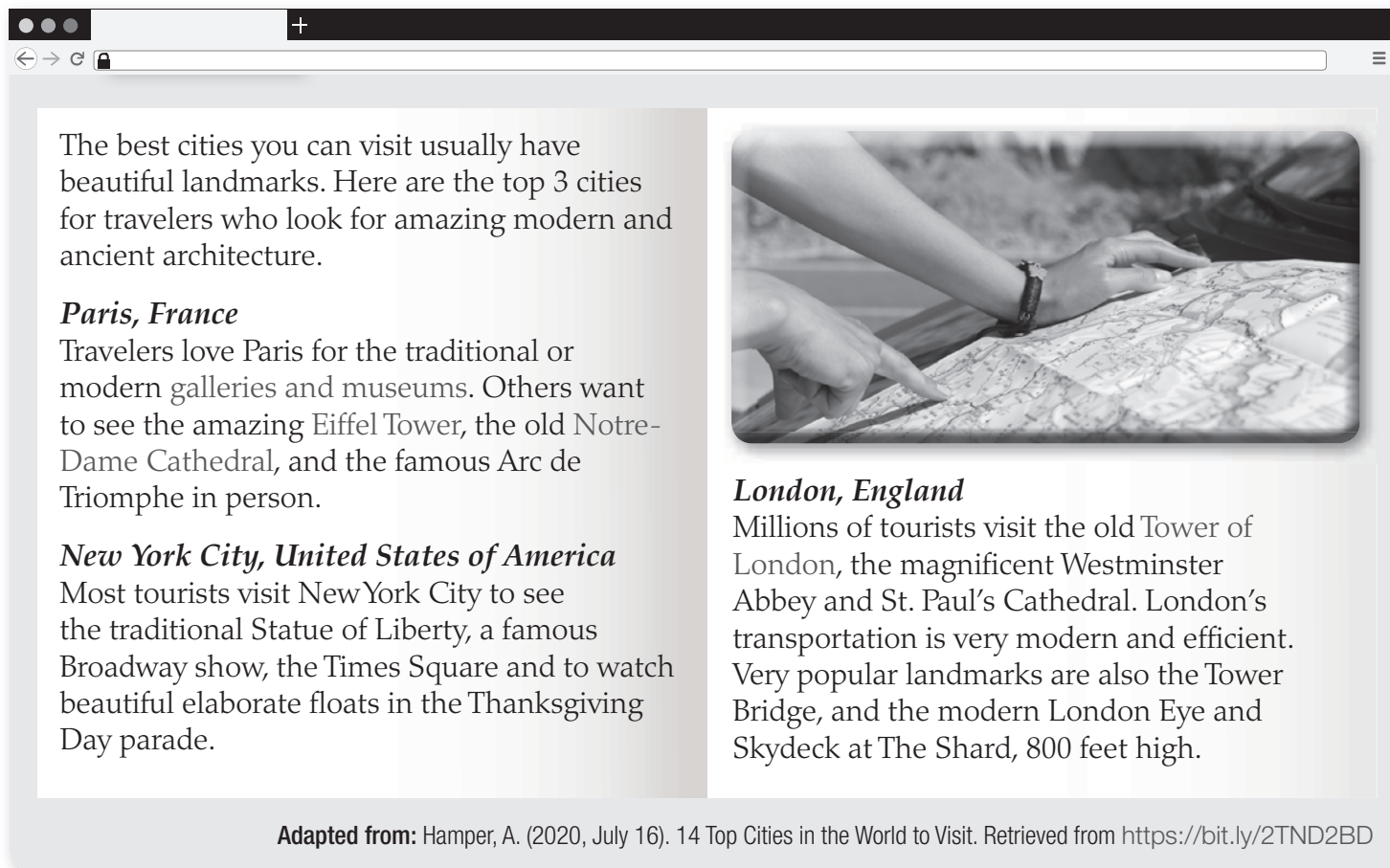


3 Read the article and select a suitable title for it.

2 p.

Top three countries to live in.

Top three cities to visit.



The best cities you can visit usually have beautiful landmarks. Here are the top 3 cities for travelers who look for amazing modern and ancient architecture.

Paris, France
Travelers love Paris for the traditional or modern galleries and museums. Others want to see the amazing Eiffel Tower, the old Notre-Dame Cathedral, and the famous Arc de Triomphe in person.

New York City, United States of America
Most tourists visit New York City to see the traditional Statue of Liberty, a famous Broadway show, the Times Square and to watch beautiful elaborate floats in the Thanksgiving Day parade.

London, England
Millions of tourists visit the old Tower of London, the magnificent Westminster Abbey and St. Paul's Cathedral. London's transportation is very modern and efficient. Very popular landmarks are also the Tower Bridge, and the modern London Eye and Skydeck at The Shard, 800 feet high.

Adapted from: Hamper, A. (2020, July 16). 14 Top Cities in the World to Visit. Retrieved from <https://bit.ly/2TND2BD>



- 4 Complete the chart with four words from the article in each category.

4 p.

Description (adjectives)	Attractions

- 5 Write the opposite idea changing the adjective in **bold**.

4 p.

a. In some cultures, a black cat is **lucky**.

b. Coffee is a **usual** beverage in Australia.

c. Japanese and Chilean cultures are **familiar**.

d. People are **happy** in big polluted cities.



- 6 Imagine you have a travel blog. Write about the places you visited in Chile and the food you ate. Use sequence connectors. (around 30 words)

5 p.

Outstanding! (21 – 19)	Very good (18 – 16)	Needs improvement (15 – 13)	Not good enough (less than 12 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!

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 45 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 some people talking. What are they talking about? Circle the correct topic below.*

Respuesta:

Traveling.

2 En esta actividad, los estudiantes deberán escuchar la grabación nuevamente y unir las dos ideas que se presentan en distintas columnas, de acuerdo a lo que escuchan. Dígales: *Now, you are going to listen to the recording once more and match the two halves, according to what you hear.*

Respuesta:

- a. Alex went to Brazil.
- b. He saw amazing beaches.
- c. He took lots of photos.
- d. He saw attractions.

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:

Top three cities to visit.

4 En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con cuatro palabras extraídas del artículo de la actividad 3. Dígales: *In this activity, you will have to complete the chart with four words from the article in each category.*

Respuesta:

Respuestas posibles:

Description	Attractions
best, beautiful, modern, ancient, traditional, old, amazing, famous, magnificent, efficient, popular, high.	Eiffel Tower, Notre-Dame Cathedral, Arc de Triomphe, Statue of Liberty, Times Square, Tower of London, Westminster Abbey, St. Paul's Cathedral, Tower Bridge, London Eye, Skydeck at The Shard.

5 En esta actividad, los estudiantes deberán escribir la idea opuesta a lo que se presenta, cambiando solamente el adjetivo en negrita. Dígales: *Now, write the opposite idea, only changing the word in bold.*

Respuesta:

- a. In some cultures, a black cat is **unlucky**.
- b. Coffee is an **unusual** beverage in Australia.
- c. Japanese and Chilean cultures are **unfamiliar**.
- d. People are **unhappy** in big polluted cities.

6 En esta última actividad del test, indique a los estudiantes que deberán imaginar que tienen un blog de viajes, y escribir un posteo tipo "blog personal" sobre los lugares que han visitado en Chile y la comida que probaron, en no más de 30 palabras. Dígales: *In this activity, you will have to imagine you are a travel blogger. Write a blog post about your trips along Chile, the places you visited and the food you ate. Make sure you write full sentences, not more than thirty words, and pay attention to punctuation.* Utilice la rúbrica para evaluación escrita de los Alternative Tests que se provee en la página xxiii de esta guía.

Respuesta:

I want to write about the different places I have visited in this beautiful country. First, I visited...

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: _____ /22 p.

1  Listen to a voice message and check (✓) the places the tourists went to.

3 p.

- ☐ A beach
- ☐ A lake
- ☐ The desert
- ☐ The mountains
- ☐ An island

2  Listen again and circle the alternatives you hear.

4 p.

- a. I'm here in the **south** / **north** of Chile.
- b. After that, we **have** / **eat** dinner in the city.
- c. We go cycling or **swimming** / **snorkeling** in the cold sea.
- d. You **will** / **should** visit Chile one day!

3 Read the brochure and circle the topic of the text.

2 p.

- Chilean traditions.
- Restaurants in Chile.
- Traveling to Chile.

Chile is the longest and most narrow country in the world from the Andes to the Pacific Ocean and from the border with Peru to the end of the continent. If you go to Chile, you will experience a lot of adventures in the middle of the desert, in the forests of the south, near ancient glaciers beside the Andes Mountains, or in the middle of a modern capital city, Santiago de Chile.



When you travel around the country, you will discover many contrasts between the landscape and the people. From high mountains to several narrow beaches. From the hot desert to the icy south. From the calm southern people to the busy Metropolitan citizens. Warm, energetic, and kind, Chileans share a love for their land. That invites you to build relationships beyond boundaries, and to discover Chile.

Adapted from: Chile (n.d.).
Retrieved from <https://bit.ly/3x1MJes>

4 Complete the list with four quantity expressions from the text.

4 p.

- a. _____.
- b. _____.
- c. _____.
- d. _____.

5 Complete the paragraph with four activities a tourist should do in Chile.

4 p.

In Chile, you should _____,
_____, _____, and

 _____.



6 Write a description of an ideal tourist place. Describe the activities tourists should do there and the different attractions they should visit. (around 50 words)

5 p.

Outstanding! (22 – 19)	Very good (18 – 16)	Needs improvement (15 – 13)	Not good enough (less than 12 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!

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 45 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 marcar con un tick los lugares que los turistas visitaron. Dígales: *In this first activity, you will listen to a recording and check the places the tourists visited. Try to focus on specific vocabulary that you are familiar with.*

Respuesta:

- ✓A beach
- ✓The desert
- ✓The mountains.

2. En esta actividad, indique a los estudiantes que deberán escuchar el mismo audio de la actividad uno nuevamente, pero ahora deben encerrar en un círculo las palabras en negrita, para que las oraciones coincidan con las ideas mencionadas en el texto. Dígales: *Now, you are going to listen to the same news report, and circle the words in bold according to the ideas you hear.*

Respuesta:

- a. north
- b. dinner
- c. swimming
- d. should

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar el tema, de acuerdo a lo que leen. Dígales: *Now, you have to read the article and choose the correct topic from the list provided, according to what you read.*

Respuesta:

Traveling to Chile.

4. En la siguiente actividad, los estudiantes deberán completar la lista con cuatro expresiones de "cantidad" extraídas del texto en la actividad 3. Dígales: *In this activity, you will have to complete the list with four expressions of "quantity" taken from the text in activity 3.*

Respuesta:

Respuestas posibles:

- a. a lot of adventures
- b. many contrasts
- c. many mountains
- d. many delicious traditional meals

5. En esta actividad, los estudiantes deberán completar el párrafo con cuatro actividades que un turista debería realizar en Chile. Dígales lo siguiente: *Now, complete the paragraph with four activities you think a tourist should do in Chile. Make sure you use the vocabulary seen throughout the unit.*

Respuesta:

In Chile, you should visit the Vega central and try the local food, etc.

6. En esta última actividad del test, indique a los estudiantes que, en no más de cincuenta palabras, deberán escribir una descripción de un lugar turístico ideal, describiendo las actividades que los turistas deberían realizar ahí y las diferentes atracciones que deberían visitar. Dígales: *Now, you will write a description, in not more than fifty words, of an ideal tourist place. The idea is that you describe the activities that tourists should do there and describe the attractions they should visit.* Utilice la rúbrica para evaluación escrita de los Alternative Tests que se provee en la página xxiii de esta guía.

Respuesta:

San Pedro de Atacama is an ideal place for tourists to visit. They should visit the geisers, the church, the museum...

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: _____ /18 p.

1  Listen to a voice message and check (✓) the places the tourists went to.

3 p.

- ☐ A beach
- ☐ A lake
- ☐ The desert
- ☐ The mountains

2  Listen again and circle the alternatives you hear.

4 p.

- a. I'm here in the **north** / **south** of Chile.
- b. After that, we have **dinner** / **lunch** in the city.
- c. We go cycling or **trekking** / **swimming** in the cold sea.
- d. You **can** / **should** visit Chile one day!



3 Read the brochure and circle the topic of the text.

2 p.

- Restaurants in Chile.
- Traveling to Chile.

Chile is the longest and most narrow country in the world from the Andes to the Pacific Ocean and from the border with Peru to the end of the continent. If you go to Chile, you will experience a lot of adventures in the middle of the desert, in the forests of the south, near ancient glaciers beside the Andes Mountains, or in the middle of a modern capital city, Santiago de Chile.



When you travel around the country, you will discover many contrasts between the landscape and the people. From high mountains to several narrow beaches. From the hot desert to the icy south. From the calm southern people to the busy Metropolitan citizens. Warm, energetic, and kind, Chileans share a love for their land. That invites you to build relationships beyond boundaries, and to discover Chile.

Adapted from: Chile (n.d.).
Retrieved from <https://bit.ly/3x1MJes>

4 Complete the list with two quantity expressions from the text.

2 p.

a. _____

b. _____

5 Complete the paragraph with two activities a tourist should do in Chile.

2 p.

In Chile, you should _____,
_____, _____, and



6 Write a description of an ideal tourist place. Describe the activities tourists should do there and the different attractions they should visit. (around 30 words)

5 p.

Outstanding! (18 – 16)	Very good (15 – 13)	Needs improvement (12 – 10)	Not good enough (less than 9 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!

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 45 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 marcar con un tick los lugares que los turistas visitaron. Dígales: *In this first activity, you will listen to a recording and check the places the tourists visited. Try to focus on specific vocabulary that you are familiar with.*

Respuesta:

- ✓ A beach
- ✓ The desert
- ✓ The mountains.

2. En esta actividad, indique a los estudiantes que deberán escuchar el mismo audio de la actividad uno nuevamente, pero ahora deben encerrar en un círculo las palabras en negrita, para que las oraciones coincidan con las ideas mencionadas en el texto. Dígales: *Now, you are going to listen to the same news report, and circle the words in bold according to the ideas you hear.*

Respuesta:

- a. north
- b. dinner
- c. swimming
- d. should

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar el tema, de acuerdo a lo que leen. Dígales: *Now, you have to read the article and choose the correct topic from the list provided, according to what you read.*

Respuesta:

Traveling to Chile.

4. En la siguiente actividad, los estudiantes deberán completar la lista con dos expresiones de "cantidad" extraídas del texto en la actividad 3. Dígales: *In this activity, you will have to complete the list with two expressions of "quantity" taken from the text in activity 3.*

Respuesta:

Respuestas posibles:

- a. a lot of adventures
- b. many contrasts
- c. many mountains
- d. many delicious traditional meal

5. En esta actividad, los estudiantes deberán completar el párrafo con dos actividades que un turista debería realizar en Chile. Dígales lo siguiente: *Now, complete the paragraph with two activities you think a tourist should do in Chile. Make sure you use the vocabulary seen throughout the unit.*

Respuesta:

In Chile, you should visit the Vega central and try the local food, etc.

6. En esta última actividad del test, indique a los estudiantes que, en no más de treinta palabras, deberán escribir una descripción de un lugar turístico ideal, describiendo las actividades que los turistas deberían realizar ahí y las diferentes atracciones que deberían visitar. Dígales: *Now, you will write a description, in not more than thirty words, of an ideal tourist place. The idea is that you describe the activities that tourists should do there and describe the attractions they should visit.* Utilice la rúbrica para evaluación escrita de los Alternative Tests que se provee en la página xxiii de esta guía.

Respuesta:

San Pedro de Atacama is an ideal place for tourists to visit. They should visit the geisers, the church, the museum...

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 would like to share their correct answer with the rest of the class? Are there any volunteers to come to the board and write their answers for the whole class to see?* 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.*



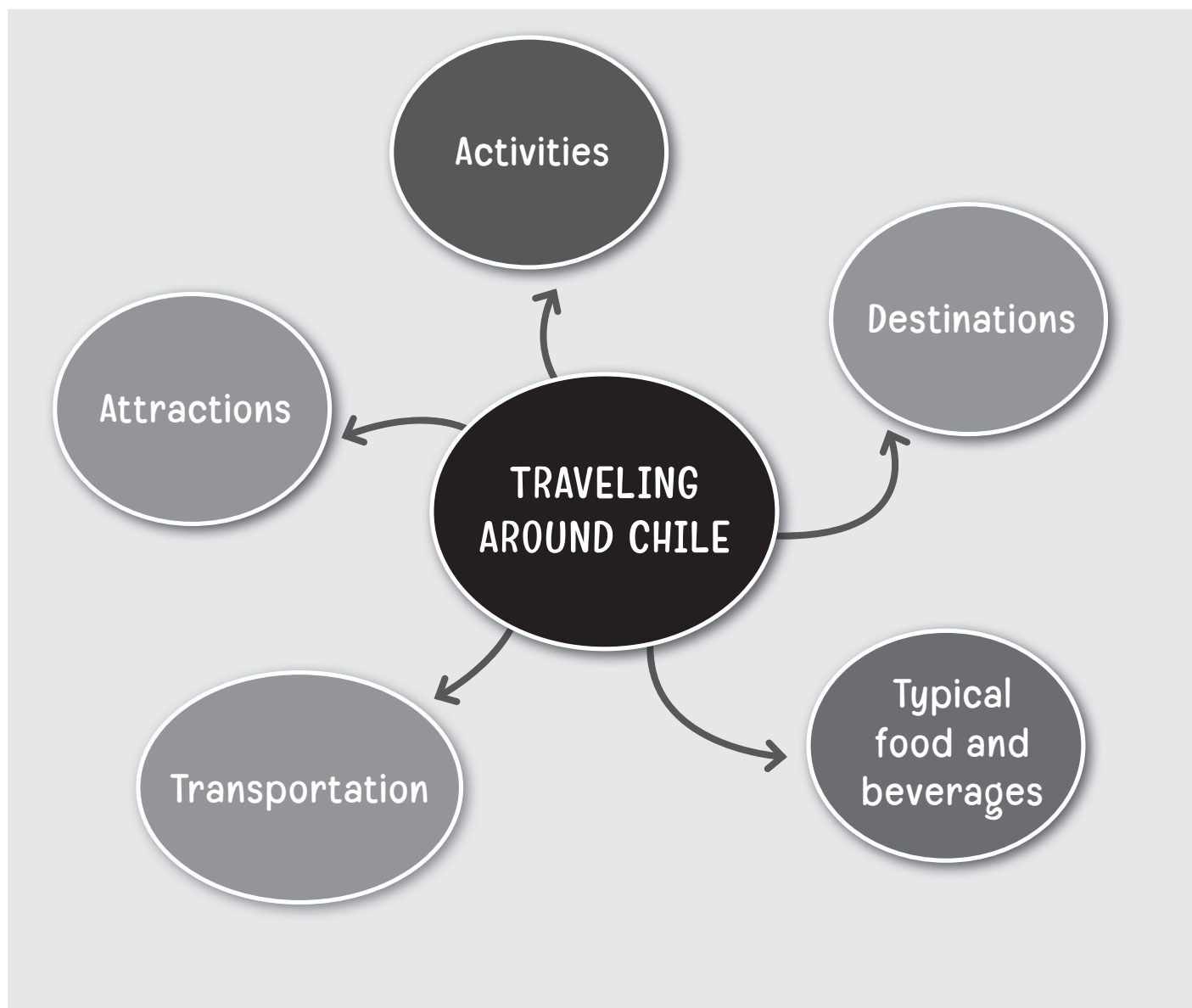
Writing Template

Name: _____ Date: _____

Diagrams

We use diagrams to organize information. This information is a synthesis of a written text such as a news article, a website or a brochure. Diagrams help us remember specific information. You can also make a diagram to speak about a place or to remember information.

- 1 Search for information about Chile in Unit 3 and other sources.
- 2 Add it to the bubbles in the diagram below.

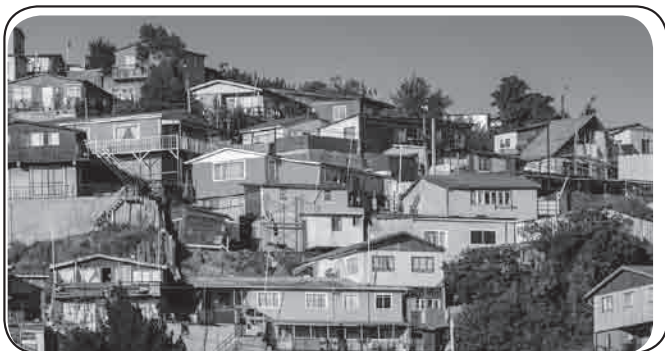


Speaking Template

Name: _____ Date: _____

Giving a tour

- 1 Choose a landmark in Chile and find some information about it.



Valparaíso



Antofagasta



San Pedro de Atacama



Anakena Beach, Easter Island

- 2 Read this model to describe a landmark to tourists.

Valdivia is in the **south** of Chile.

In Valdivia, there are many things to see and do.

You can visit the Botanical Gardens, the Naval Museum and the sea food market.

You can walk around the Oncol Park, the Curiñaco Natural Reserve and the shore.

You can take photos at the German Cemetery, the San Francisco Church and in the Tower del Barro.

You should come to Valdivia!

- 3 Now use the model in activity 2 to talk about one of the landmarks in activity 1.



51))) Student's Book Unit 3 – Page 69 – What Do I Know? – Activity 3

- A: When is the Tapati festival?
B: It's in February.
A: Where does it take place?
B: It takes place on Easter Island.
A: What is it about?
B: It's about physical skills competitions and body painting.

52))) Student's Book Unit 3 – Lesson 1 – Page 70 – Vocabulary in Context – Activity 1

- I come from Colombia, a country with many big beautiful beaches.
- My country is Italy, where you can find many ancient churches.
- I love my country, Scotland, because there are so many amazing old castles.
- My country, South Korea is famous for its traditional architecture.
- Iceland is a small country but full of wide open spaces.
- Chiloe, in Chile, is full of old wooden houses and buildings.

53))) Student's Book Unit 3 – Lesson 1 – Page 70 – Vocabulary in Context – Activity 2

- a building where people go to worship or pray.
- an open area in a town.
- a building that contains the local government offices.
- a room or hall for doing physical exercise.
- a building where you can find artistic, cultural and historical objects.

54))) Student's Book Unit 3 – Lesson 1 – Page 75 – Listening – Activity 1

- Languages
- Flags and national symbols
- Traditional clothes
- Music and dances

55))) Student's Book Unit 3 – Lesson 1 – Page 75 – Listening – Activity 2

- Make a bow
Shake hands
Give a hug
Give a kiss



56))) Student's Book Unit 3 – Lesson 1 – Page 75 – Listening – Activity 3

Adam: Nowadays, many people go to live in different places, and the rituals to greet people are often very different from country to country. Unfamiliar customs can sometimes be confusing and can make you face a difficult situation. ... What do you think about this Miss Peabody?

Miss Peabody: You are right! Immigrants or travelers usually need a manual just not to make a mistake when meeting and greeting.

Adam: Can you give us some examples?

Miss Peabody: Certainly! In the US, for example, it is normal for men to shake hands when they meet, but it is quite unusual to kiss when they greet each other. A handshake and a 'hello' will do just fine. The British often simply say 'hello' when they meet friends. They usually shake hands only when they meet for the first time. In Japan, the common greeting for men and women is to bow. In Arab countries, they shake hands with the right hand only. Chinese tend to be more conservative. They usually nod their heads and smile, or shake hands if it's a formal situation. It is important to remember that the world is full of diversities, and we need to be tolerant and make an effort to learn the proper way to behave.

Adam: I agree Miss Peabody, thank you very much, Auf Wiedersehen!

Miss Peabody: Sayōnara

57))) Student's Book Unit 3 – Lesson 1 – Page 77 – Speaking – Activity 1

hand – have – hair – head – hello – hug – honor – hour – honest – heir

158))) Student's Book
Unit 3 – Lesson 1 – Page 77 –
Listening – Activity 2

shake hands – kiss – say hello – bow- hug – nod – smile

159))) Student's Book
Unit 3 – Lesson 1 – Page 77 –
Listening – Activity 3

In the USA, men shake hands when they meet. The British often say 'hello' when they meet friends. They usually shake hands only when they meet for the first time. In Japan, the common greeting is to bow. Chinese usually nod their heads and smile, or shake hands if it's a formal situation.

160))) Student's Book
Unit 3 – Lesson 1 – Page 79 –
Cultural Spot – Activity 2

In this interview, Professor Ben Ross shares his expert insights into Chinese culture and food.

Nancy: What can you tell us about Chinese celebrations?

Ben Ross: There are numerous festivals; the most popular ones are the Chinese New Year and the Lantern festival.

Nancy: After living for many years in this country, did you become a fan of Chinese food? What are your favorite dishes?

Ben Ross: China has a distinctive traditional food. The most traditional dishes are: fried rice, Chicken Chow Mein, Peking duck, hot and sour soup, egg rolls and sweet and sour pork.

Nancy: Can you share a traditional Chinese recipe with our readers, Ben?

Ben Ross: Sure! I think the easiest dish to begin with is fried rice.

Fried Rice

Ingredients

1 green onion, 2 large eggs, 1 teaspoon of salt, and pepper to taste, 4 tablespoons of oil, 4 cups of cold cooked rice, 1 tablespoon of light soy sauce.

- First, wash and chop the green onion, and beat the eggs with salt and pepper.
- Next, cook the eggs until they are scrambled.
- Then, add oil and the rice in the wok. Stir for a few minutes and add the soy sauce.
- Finally, add the scrambled eggs and mix everything very well.



161))) Activity Book
Unit 3 – Lesson 1 – Page 42 –
Listening – Activity 2

Jamie: So... Carol, how was your trip to the Eastern world?

Carol: It was unforgettable!

Jamie: Tell me more, please!

Carol: Well, we first visited Japan and Korea. Then we flew to China and finally, we went to the Eastern coast of India. What I loved the most was to live among such unfamiliar customs like eating with your hands or greeting with a bow. But what impressed me the most was how color has such different meanings according to the culture...

Jamie: I don't quite get it... What do you mean?

Carol: For example, I always associate red with strong emotions like love, or passion, or anger. But in Eastern cultures, it means luck, prosperity, and courage. Chinese people wear red on the New Year, during funerals and weddings, too. In Indian culture it has varied meanings such as fear and fire, wealth and power, purity, fertility, love, and beauty.

Jamie: OK. What does yellow mean, then?

Carol: Well, it means bravery, wealth, and refinement in Japanese culture; wisdom and knowledge in India. In China, it's a symbol of power. While yellow is the lucky color in Thailand, it is considered unlucky in some Western cultures. It also signifies jealousy, betrayal, weakness, and contradiction.

Jamie: Wow! What about blue? I know it means cold. And there's blues music, isn't there? You can say, 'I feel blue' in English...

Carol: True. In Western cultures, blue is commonly associated with feeling melancholy. Mexican people wear it at funerals because it is connected to death and mourning. And while that's true, it's also considered to be a calming and soothing color that symbolizes trust, security, and authority. It is a symbol of masculinity and represents the birth of a boy, too. This is the opposite of China, where blue is considered a feminine color.

Jamie: Do you know what pink means?

Carol: It's widely accepted in Western cultures as the color for femininity, love, romance, caring, tenderness, and the birth of a girl. While many Eastern countries associate pink with these meanings, they don't apply to every culture. In Japan, for example, pink relates more to men than women, although both genders wear this color. In Korea, it symbolizes trust, and for many years, pink was an unrecognized color in China!

Jamie: Wow! Unbelievable! How much you've learned, Carol!

162))) Activity Book
Unit 3 – Lesson 1 – Page 42 –
Speaking – Activity 1

have - head - hill - how

63))) Activity Book
Unit 3 – Lesson 1 – Page 43 –
Speaking – Activity 2

Sophie: Tom, what do you know about birthday traditions around the world?

Tomás: Well, birthday cakes are popular across the world, but in China, the person celebrating their birthday needs to slurp a super-long noodle. Long noodles signify longevity.

Sophie: How interesting! And did you know that in many countries in Europe, people often have two birthdays? One for the name of the saint they are named after and another for their own.

Tomás: Wow! I didn't know that! What I do know is that in Vietnam, everyone's birthday happens on the New Year or Tet. It is considered unlucky to celebrate the actual birthday. As presents, adults give children red envelopes with "Lucky Money."

Sophie: That's awesome!

64))) Teacher's Book
Unit 3 – Lesson 1 – Diagnostic Test –
Page 219 – Activity 1

Welcome to the morning news on Capital Radio! First, we are speaking about yesterday's natural disaster in Hawaii. Hawaii is an island in the Pacific Ocean. Last night, there was a serious earthquake and after that there was a volcanic eruption. Next, many people ran to take refuge but finally there was just smoke in the air. Volcanic eruptions are very frequent in this paradise island and earthquakes sometimes announce another possible disaster. Now, let's talk about another island in the Pacific Ocean Easter Island or Rapa Nui is ...

65))) Teacher's Book
Unit 3 – Lesson 1 – Formative Test –
Page 222 – Activity 1

Australia is one of the most popular places to visit for young tourists. There, you can visit a lot of famous attractions. You should see the famous. Opera House theater, the incredible bridge, many great parks, eat a lot of delicious food, and go surfing on several amazing beaches. We recommend that you visit the Chinese Garden because it is very relaxing. You should also see Uluru, a giant round rock covering eight kilometers. Do you want to try traditional food? You shouldn't miss an Aussie barbecue! You should have an Aussie barbecue because it is a serious tradition. Several Australians go to many parks and public areas. In fact, I don't know what Australia would be without a barbecue.

66))) Student's Book
Unit 3 – Lesson 2 – Page 80 –
Vocabulary in Context – Activity 1

- a. My brother and I go cycling every weekend.
- b. I used to go swimming with my aunt.
- c. Going to festivals is one of our favorite activities.
- d. Visiting national parks is an amazing outdoor experience.
- e. My mom usually buys traditional arts and crafts to support local artists.
- f. I love trying traditional food every time I travel.

67))) Student's Book
Unit 3 – Lesson 2 – Page 86 –
Listening – Activity 3

Introducer: This is our section "Travel blogs" with our reporter Jim Robinson. Where are you this week, Jim?

Jim: Hi! I'm in front of the Town Hall of San Pedro, in the middle of the Atacama Desert. It's a small but beautiful village near Calama, in the north of Chile. I'm with two young friends, Sofía and Marcos. Do you live in San Pedro?

Sofía: No, we're from Calama, but we usually work here as tourist guides in the summer.

Jim: Great! What do you recommend to visit here?

Marcos: This is a lovely town to visit. Everything is made of clay! While they walk around the town, people can visit the church. Then, they should visit the Archeological Museum and see more than 1000 pieces in exhibition. It's next to the Town Hall.

Sofía: After that, people shouldn't miss the handcrafts fair. It's amazing!

Jim: Are there any attractions near the town?

Marcos: Sure! People can visit the ruins of an ancient fortress, the Pukará de Quitor. They are very near San Pedro.

Jim: I see everything is within walking distance. Can visitors park their cars near the downtown?

Sofía: There is a big parking lot behind the stadium. Visitors can park there before they enter the town.

68))) Student's Book
Unit 3 – Lesson 2 – Page 88 –
Speaking – Activity 1

What do you recommend...?
Are there...?
What can people...?
People can...
I recommend...
They should visit...
People shouldn't...



69))) Student's Book
Unit 3 – Lesson 2 – Page 88 –
Speaking – Activity 2

Tourist: What do you recommend to visit here?

Guide: This is a nice town to visit. While they walk around, people can visit the Town Hall and the cathedral. They shouldn't take pictures inside the church. Then, they should visit the Museum of History and the old district. After that, you may get off the bus to buy some souvenirs in the handcrafts fair.

70))) Student's Book
Unit 3 – Page 94 –
Final Check – Activity 2

Guide: ...During this tour, we're going to visit the most typical and important places in Valdivia. Let's start our trip! On your left, you can see the Calle-Calle river. After the tour, you can walk along the river, or take a boat or a kayak. Now, on your right, you will see the fluvial market, with our local variety of fish and fruit. We'll stop now to visit the market pets, the sea lions!
OK, across from the market you can see a bridge. After we cross it, we will see the Universidad Austral, on the right; we're going to visit it and walk around the botanical garden. Good news! We'll finish our tour in the market, where you can find some typical restaurants and try the 'curanto', a typical dish made with seafood, meat, and potatoes. Ah! Just one more thing before we go to have lunch. If you want to rent a horse at Fundo Teja Norte or buy a ticket for a rafting experience, just contact us. You can also try canopy, kayaking, hiking, and trekking. Our city offers a lot of possibilities for practicing sport adventures.

71))) Activity Book
Unit 3 – Lesson 2 – Page 50 –
Listening – Activity 2

Guide: Good morning, everyone! Welcome aboard! My name is Javiera and I'll be guiding you from now on. Today, we'll start our trip around Iquique city. Please, fasten your seatbelts and enjoy the bus ride!

Tourist: Good morning, Javiera! May I seat at the front, please?

Guide: Sure! No problem. Well... We will visit the famous Iquique Regional Museum. It is one of the most diverse and informative museums in South America. It explains the progression of the Earth from its creation to the existence and disappearance of the dinosaurs. Then it provides a more specific history of the Chinchorro people and the foundation of Iquique. And it's free!

Tourist: Can we go there now, Javiera?

Guide: I'm afraid we can't. We will go to Corbeta Esmeralda first. It's a life-size replica of the ship sunk during the War of the Pacific. You can take a 40-minute tour around this museum.

Tourist: How interesting! May I ask you a question?

Guide: Of course, go ahead!

Tourist: What is the most exciting activity to do in town?

Guide: Well, going to the beaches of Iquique is a good plan, but you shouldn't miss going to Cerro Dragon. It's a gigantic mountain of sand. There you should try surfing down or sandboarding, and then wait for the sunset. It's definitely one of the most beautiful views you will ever see; the most special sunset experience you will ever have.

Tourist: Oh, my! That sounds amazing! I can't wait to go!

72))) Activity Book
Unit 3 – Lesson 2 – Page 50 –
Speaking – Activity 1

May I seat at the front, please?

Can we go there now...?

May I ask you a question?



73))) Activity Book
Unit 3 – Lesson 2 – Page 51 –
Speaking – Activity 2

Guide: We will visit the famous Iquique Regional Museum. It is one of the most diverse and informative museums in South America. And it's free!

Tourist: Can we go there now, Javiera?

Guide: I'm afraid we can't. We will go to Corbeta Esmeralda first. You can take a 40-minute tour around this museum.

Tourist: How interesting! May I ask you a question?

Guide: Of course, go ahead!

Tourist: What is the most exciting activity to do in town?

Guide: Well, going to the beaches of Iquique is a good plan, but you shouldn't miss going to Cerro Dragon. It's a gigantic mountain of sand.

74))) Teacher's Book
Unit 3 – Lesson 2 – Alternative Tests 1
and 2 – Pages 227 and 230 – Activity 1

Alex: Hey, Jason! How are you?

Jason: Hi Alex, I'm fine thanks! Where have you been?

Alex: I went to Brazil last week.

Jason: Nice! What attractions did you see?

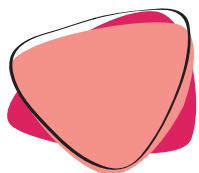
Alex: I saw an enormous football stadium, the Statue of Christ the Redeemer and the amazing beaches.

Jason: Did you take many photos?

Alex: Yes, I took lots of photos of all the landmarks and attractions!

75))) Teacher's Book
Unit 3 – Lesson 2 – Alternative Tests 3
and 4 – Pages 233 and 236 – Activity 1

Hi Jack! What's up? I'm here in the north of Chile with Anthony and Lea. It's very hot and dry. On a typical weekend, we go to the mountains in the morning. After that, we have dinner in the city in the evening. Sometimes, we go to the beach after school on Friday. At the beach, we go cycling or swimming in the cold sea. We went to the desert with my Chilean family last weekend. You should visit Chile one day!



Introducción



MEDIA & THE NEWS



La cuarta unidad introduce a los estudiantes en el mundo de las noticias, artículos noticiosos, conversaciones, entrevistas, etc. sobre temas de actualidad. 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 *In the news!* preguntas tales como, ¿cuál es la importancia de los medios de comunicación en el mundo? y ¿cómo distinguir entre hechos y opiniones? 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 noticia periodística, y se les presentará a los estudiantes el desafío de escribir el reporte de una noticia de actualidad. De igual manera, podrán escuchar distintos extractos de noticias radiales, y al final de la lección, realizarán un breve informe radial sobre una noticia de actualidad.

En esta lección, además se les presentará la instancia de jugar un juego de dados para practicar construir una noticia periodística de una manera motivante. En la sección *Cultural spot* tendrán la oportunidad de aprender sobre la importancia de la educación por medio de un artículo periodístico. Así, se les invitará a reflexionar sobre las dificultades que se les han presentado a las mujeres para acceder al estudio.

A continuación, en la segunda lección *Breaking news*, los estudiantes podrán plantearse preguntas a partir del material presente en esta sección, como: ¿cuáles son las expresiones culturales de Chile? ¿cómo son algunos lugares del país? etc. Serán expuestos a un texto de lectura que es un artículo periodístico sobre un invento hecho por un adolescente, y el desafío de escritura es desarrollar una entrevista breve al creador de un invento útil.

Se les presentará junto con ello una nueva y motivante oportunidad de practicar vocabulario relacionado con acciones pasadas e

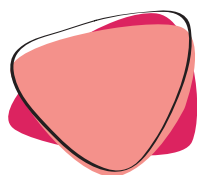
interrumpidas a través de un juego de memoria. En la sección *Literary Circle* podrán comprender y apreciar un texto narrativo relacionado con el control ejercido por los medios de comunicación, particularmente en el extracto de una reconocida novela.

En la lección podrán también escuchar noticias deportivas en un programa de radio, así como crear y representar un diálogo sobre una noticia deportiva. 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.

También, en la sección *Subject connection*, podrán leer un artículo periodístico sobre la influencia y el aporte positivo del uso de la tecnología por medio de la robótica en las discapacidades que los conectará con la asignatura de tecnología.

En cuanto a los objetivos de aprendizaje, en esta unidad se busca que los estudiantes puedan leer críticamente noticias, artículos noticiosos, conversaciones, entrevistas, etc. sobre temas de actualidad. La unidad se presenta entonces como una experiencia en la que ellos podrán reconocer un hecho de una opinión en textos audiovisuales y podrán reconocer y describir acciones que ocurren simultáneamente en el pasado o fueron interrumpidas.

Para lograrlo, se espera que puedan describir acciones que interrumpen u ocurren simultáneamente en el pasado; conectar ideas; formular y responder preguntas sobre rutinas y acciones presentes y pasadas. Junto a lo anterior, se espera que demuestren conocimiento y uso apropiado del sonido inicial /h/.

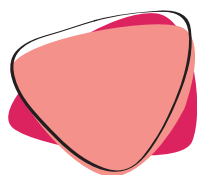


Objetivos de Aprendizaje



OAs	Contenidos	Clase	Tiempo (min)
Conocimientos previos de la unidad EN07 OA05	→ Did you know that? → What do I know?	1	90
Conocimientos previos de la unidad EN07 OA05	→ Diagnostic Test	2	45
Comprensión de lectura EN07 OA04 EN07 OA05 EN07 OA06 EN07 OA07	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
Expresión escrita EN07 OA11 EN07 OA12 EN07 OA13	→ WRITING <i>A news report</i>	4	45
Comprensión auditiva EN07 OA01 EN07 OA02 EN07 OA03	→ Let's play <i>Dice game</i> → LISTENING <i>Different types of radio news</i>	5	90
Expresión oral EN07 OA03	→ Language in use <i>Adjectives ending in -ing</i>	6	45
Expresión oral EN07 OA09 EN07 OA10 OAs de la lección EN07 OA04 EN07 OA07	→ SPEAKING <i>Short news report</i> → Checkpoint → Cultural spot (opcional) <i>Studying changed my life</i>	7	90

OAs	Contenidos	Clase	Tiempo (min)
Comprensión de lectura EN07 OA06 EN07 OA07	Lesson 2: Breaking news → Vocabulary in context <i>Types of news</i>	8	45
Expresión escrita EN07 OA04 EN07 OA05 EN07 OA11 EN07 OA12 EN07 OA13	→ 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	90
EN07 OA04 EN07 OA07 EN07 OA01	→ Let's play <i>A memory game</i> → Literary circle (opcional) <i>Fake news</i>	10	45
Comprensión auditiva EN07 OA01 EN07 OA02 EN07 OA03 Expresión oral EN07 OA08 EN07 OA09 EN07 OA10	→ LISTENING <i>Sports news on the radio</i> → Language in use <i>Expressing interrupted actions in the past (continued)</i> → SPEAKING <i>Talking about a piece of news</i>	11	90
OAs de la lección	→ Checkpoint → Subject connection (opcional) <i>Technology</i>	12	45
OAs de la unidad	→ Formative Test	13	90
OAs de la unidad	→ Extra readings/activities/WebQuests, etc.	14	45
EN07 OA09 EN07 OAA B EN07 OAA C	→ Project	15	90
OAs de la unidad.	→ Final check	16	45



Sugerencias metodológicas del TE y CA

CLASE 1 • 90 minutos

OBJETIVO Activar motivación y conocimientos previos.

MATERIALES Lápiz, cuaderno y audio.

Las actividades en estas páginas 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.
- permitir que los estudiantes reconozcan y recuerden lo que saben acerca del tema en inglés.



INICIO (15 min.)

Solicite a los estudiantes observar la imagen y dígales lo siguiente: *Have a look at the picture. What can you see in this image? What is happening?*

Apunte a la imagen y tome nota de los aportes de los estudiantes en el pizarrón.

Invételes a leer las preguntas frente al curso.

Diga: *Who wants to read the questions?* Luego deben reflexionar sobre las respuestas. Puede extender la actividad preguntando a los estudiantes si alguna vez leyeron o escucharon “fake news” (noticias falsas) y cómo las identifican. Diga: *Have you ever heard or read the expression “fake news”? If so, how do you identify them or recognize them? Do you think that most people are able to spot if news is real or fake? Why/why not? What is the most important/ dangerous issue about fake news?*

Respuestas:

Algunas respuestas posibles pueden ser: Yes, most people are able to know if news is fake, because...No, I don't think so, because..., the most dangerous issue about fake news is that they make people believe things that are not true, etc.

Can you always believe everything you see and hear on the news? Why? Why not?



Solicite a un voluntario para leer frente al curso los objetivos de la unidad, presentados en la página 97. Indíqueles: *Can you read the objectives of the unit, please?*

Explique que estos serán los objetivos que alcanzarán a lo largo de la unidad: *These are the unit's learning goals, what you are expected to achieve. Make sure you read them carefully, so that you can fully understand them. Then, we'll be ready to start the unit.*





UNIT 4

MEDIA & THE NEWS

OBJECTIVES OF THE UNIT

You will...

- Listen to and show comprehension of news reports and interviews about topics of interest.
- Read and identify general and specific information from paper news and articles.
- Report a piece of news.
- Write simple paper news about topics of interest.

- 1 Discuss the questions in your group.
 - a. What means of communication do you use to be informed?
 - b. Do you think it is important to know what is happening around the world?
 - c. How can you evaluate the veracity of a piece of news? Discuss.
- 2 What are the advantages and disadvantages of these means of communication? Discuss.



UNIT 4 • Media & the news

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- 1 Indique a los estudiantes que se organicen en pares para realizar la actividad. Diga: *Now, you will work in groups. Read these questions. I want you to discuss the answers in your group first. Then you will share your ideas with the rest of the class.*

Si los estudiantes utilizan español, ayúdelos proporcionándoles las siguientes ideas en inglés: *I normally listen to my parents or adults comment about the news, or I normally read the news in my cellphone, etc.*

Respuestas:

- a. I usually watch the news on TV, or on the internet...
- b. Yes, I think it is important, because these events affect us all...
- c. You can evaluate the veracity of the piece of news by double-checking sources, etc...



- 2 Invite a los estudiantes a formar grupos. Pregunte: *What are the advantages of watching the news on TV? What about the Internet?*

Continúe con el resto de los medios de comunicación. Luego pida que piensen las desventajas de usar cada uno de ellos. Copie la tabla en el pizarrón y complete con las ideas de los estudiantes.

Es posible que algunas respuestas de los estudiantes puedan contener varias palabras en español, por lo cual deberá ayudar proveyendo las palabras y estructuras necesarias (orales y/o escritas) de andamiaje para que los estudiantes puedan responder adecuadamente, incrementen su vocabulario en un tiempo reducido y no pierdan interés en el tema.

Respuestas:

Algunas posibles respuestas pueden ser:

Television

Advantages: It's very direct, entertaining, and shows you images of what is happening.

Disadvantages: Lots of advertisement.

Newspaper

Advantages: They are usually very serious and the sources tend to be reliable.

Disadvantages: Advertisements and it can be a bit difficult to read.

Internet

Advantages: Very direct, fun, and accesible on the phone.

Disadvantages: Lots of fake news.

Radio

Advantages: Accesible in far away places, reliable sources and well used in rural areas.

Disadvantages: It's not as fun as watching tv or using the internet, and it usually has lots of advertisements too.

Teoría e investigación

Revise la información sobre las conexiones personales con el tema en la sección de contenidos pedagógicos de la página 286 de esta guía.

Sugerencia pedagógica

Preguntas para despertar la curiosidad

Para dirigir la atención de los estudiantes sobre un tema, el docente puede usar la técnica de las preguntas con tiempos limitados de respuesta. Esto es muy eficaz para activar su curiosidad e interés, motivándolos así a conocer más y más sobre el tema presentado. Un ejemplo de pregunta puede ser: *Do you think that in the future the radio and television will disappear?*



DESARROLLO (60 min.)

- 1 Comience la actividad con la pregunta: *What are the different sections of a newspaper?* Ayúdelos a responder, dando ejemplos tales como: *Home, Politics, International, Business, Sports, Entertainment, Science, Weather, Classified Ads, etc.*

Luego indique que deben leer los titulares e identificar a qué sección de un diario pertenecen. Dígalos: *Now, you will read some headlines and identify which section of the newspaper they belong to.* Revise con todos los estudiantes de manera oral, para que toda la clase confirme sus respuestas.

Respuestas:

- a. Sports.
- b. Entertainment.
- c. Home.
- d. Classified Ads.
- e. Politics.
- f. Business.

- 2 En esta actividad, pida que analicen el texto cuidadosamente y dígalos: *To do this activity, you must remember what you learned in your language class about the parts of the news.*

Continúe explicando: *Look at the words. Then look at the text and identify the parts of the news.*

Diga: *Can you point to the headline of the article, please?*

Continúe pidiendo que identifiquen el autor, cuerpo e imágenes de la noticia. Dígalos: *Now, identify the author, body and images of the piece of news.*

Una vez que los estudiantes hayan concluido la actividad, revise el ejercicio como clase, invitándolos a participar dando sus respuestas. Dígalos: *Now, let's check the activity as a class. (Name of student), would you please share your answers with everybody?*

Respuestas:

Author: William Preston

Headline: Scientists discover a relative of the T-rex.

Body: (el texto completo de la noticia).

Visuals: (la foto que acompaña la noticia).



What do I know?

- 1 Read the headlines carefully and identify the newspaper section where they are found. Share your answers with your classmates.

Arts & Entertainment

Business

Classified ads

National

Sports

World

a. **Peter Rogers to quit tennis courts**

b. **Ellie Bilish meets her fans in Chile**

c. **Chilean schools promote anti-obesity programs**

d. **FOR SALE: Children's bicycle**

e. **The Parliament approves political reforms**

f. **DOLLAR increases value**

- 2 Identify and point to the different parts of this piece of news.

Author

Body

Headline

Visuals

November 8, 2022

CITY TIMES

Scientists discover a relative of the T-Rex

By William Preston



Yesterday, a local museum showed to the public a new type of dinosaur discovered in this area. The discovery proves that giant dinosaurs similar to the T-rex existed 10 million years earlier than we thought.

The skeleton shows a dinosaur smaller than the famous Tyrannosaurus Rex, but very similar to it. Scientists say it was a T-Rex's close relative that lived 80 million years ago.

Adapted from: Lewis, S. (2020, August 13). New dinosaur closely related to the Tyrannosaurus rex discovered in England. Retrieved April 06, 2021, from <https://cbsn.ws/31NFZmE>

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UNIT 4 • Media & the news

Sugerencia pedagógica

Activar conocimientos previos

Antes de continuar con la siguiente actividad, desafíe a los estudiantes a nombrar el propósito de cada parte de la noticia. Para esto, pídeles que trabajen en grupos y pregunte: *What is the purpose of the headline? Why is the author named?* etc. Asigne un tiempo para que discutan las preguntas y luego revise con toda clase, corrigiendo y aclarando dudas de ser necesario.

3 Read the piece of news in activity 2 and answer the questions.

- Who wrote the story?
- When did it happen?
- Who is the protagonist of the story?
- Why is the story important?

4 Read the definitions below. Which part of a piece of news do they refer to? Discuss with your partner.

- It catches your eye and sums up the story. It is often in bold.
- It tells who wrote the article.
- It supplies additional information. It is divided into small paragraphs.
- These are images used to make a text easier to understand or more interesting.

5 Listen to a piece of news. Then, answer the questions.

- What is the story about?
- When did the story happen?
- What happened in the story?
- How did the dogs meet?
- Who were the guests?



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3 Continúe haciendo que los estudiantes hagan conexiones con lo aprendido en lenguaje y comunicación acerca de la redacción de una noticia. Recuérdeles que toda noticia debería incluir información sobre el protagonista, el lugar y fecha, el desarrollo de los hechos y la razón de su relevancia.

Diga: News reports are supposed to answer some of these questions: *Who? What? Where? When? Why? How? Now analyze the article and answer the questions.*

Respuestas:

- William Preston.
- On November 7, 2022 (It was published on November 8, 2022).
- A new type of dinosaur.
- Because this dinosaur is very similar to the T-rex and lived 80 million years ago.

4 Repase el vocabulario sobre las partes de una noticia. Luego, anime a los estudiantes: *Now, you will relate the news' elements to their definitions. Work in pairs. When you finish, check your answers with a different classmate and then with the rest of the class.*

Respuestas:

- Headline.
- Author.
- Body.
- Visuals.

5 Ahora indique que escucharán una noticia breve. Reproduzca la grabación y luego, de manera general, lea las preguntas en voz alta y pida que identifiquen las respuestas. Si es necesario, reproduzca la grabación nuevamente. Digales: *Now, you will listen to the recording of a brief piece of news. Pay attention and then we will check the answers together.*

Respuestas:

- Two cute dogs.
- Last week.
- The dogs got married.
- Through a website.
- 350 humans and the canine friends.

CIERRE (15 min.)

Invite a algunos pares a reflexionar sobre el fenómeno de las noticias falsas. Haga las siguientes preguntas:

What do you think about the power of fake news? Are they dangerous? Why? Why not? How do you think we can identify a piece of fake news?

CLASE 2 • 45 minutos

OBJETIVO	• Revisar conocimientos previos.
MATERIALES	Fotocopia del Diagnostic Test

Este es un buen momento para implementar la evaluación diagnóstica de la página 301.

Al momento de implementarla, 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 the previous unit. Come on, you can do it!*



CLASE 3 • 90 minutos

OBJETIVO

- Explorar nuevo vocabulario.
- Usar estrategias de comprensión lectora.

MATERIALES

Lápiz, cuaderno, audios y Cuaderno de Actividades.

Las actividades en esta clase tienen como propósito introducir nuevo vocabulario y permitir que los estudiantes usen estrategias de lectura.



INICIO (15 min.)

Pregunte: *What are the elements of a piece of news? What questions should a piece of news answer?*



DESARROLLO (60 min.)

- 1 Explique a los estudiantes: *Now you will learn new vocabulary. First, I want you to look at the pictures and then read each definition.* En este punto, confirme si los estudiantes entendieron y aclare dudas. Después, reproduzca el audio y anímelos a leer y escuchar. Finalmente, responderán la pregunta.

Respuestas:

The purpose of media is to communicate information of interest.

PROBABLES ERRORES

Si bien **news** parece plural (termina en -s), es singular al igual que **economics** y **athletics**. Además, es un sustantivo no contable, por lo que nunca puede usarse el artículo **a**. Los verbos entonces deben conjugarse en singular. Diga a los estudiantes: *Even though the word "news" seems to be plural, it is singular, the same as economics and athletics. Moreover, it is an uncountable noun, therefore it can never be preceded by the article "a". The verbs, then must be conjugated in the singular form.*

Ejemplos: *Is there any news? The news starts at 7.*

Para expresar una noticia en particular, se usa: *an item of news / a piece of news*

- 2 Pida que piensen sobre las diferencias entre un hecho y una opinión y luego completen las definiciones. Reproduzca la grabación para que verifiquen sus respuestas.

Respuestas:

- fact.
- opinion.



LESSON 1

In the news!

VOCABULARY IN CONTEXT

- 1 Read and listen to the sentences below each picture. What is the purpose of media? Discuss.



a. The **newspaper** is one of the oldest forms of media.



b. The **news report** is usually broadcasted during **prime time**.



c. **Online newspapers** are the digital version of printed media.



d. **Radio** continues to be one of the most popular means of communication.



e. **Social Media** can keep people informed in real time.



f. Nowadays, **journalists** usually work for a variety of news media.

- 2 Think about the difference between a **fact** and an **opinion** and complete these sentences. Then, listen and check.

- A(n)... is something that can be proven true.
- A(n)... refers to someone's feelings about a particular topic.

- 3 Read these statements and decide if they are **facts** or **opinions**. Compare with other classmates.

- Sunday is the best day of the week.
- Christmas is celebrated in December.
- Some families eat turkey on Thanksgiving.
- This has been a terrible week.

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UNIT 4 • Media & the news • LESSON 1

Sugerencia pedagógica

Algunos ejemplos de hechos (facts) y opiniones (opinions) para aclarar las definiciones pueden ser:

Fact: The Earth is round.

Opinion: I believe nature is beautiful.

- 3 Diga: *Now, read the statements. Do they express a fact or an opinion? Explain your answers.* Revise la actividad con toda la clase.

Respuestas:

- opinion.
- fact.
- fact.
- opinion.

52

Este contenido puede ser reforzado en la página 52 del Cuaderno de Actividades. *You can continue practicing on page 52 in your Activity Book.*

- 1 Look at the text below and answer the questions.
 - a. What type of text is it? How do you know?
 - b. What elements does it have?
- 2 Read the text and confirm or correct your ideas. Then find and point to these elements in the text.

Headline

Reporter

Visuals

End

Body

20th September 2022

Giant baby panda born at the zoo for the first time

Written by Daniel Boyle

Wonderful news comes from the Metropolitan Zoo. For the first time in 16 years, a giant baby panda was born there two days ago.

The **zookeepers** are very **cautious**. They say: "The first few days are too dangerous for a baby panda to survive. Most of the cubs born in zoos die."

The zoo director said: "It's too early to know its gender yet. We have to leave the mother panda and her baby alone to let its immune system develop."

The cub belongs to China and has to return there when it turns two years old.

The general public will have to wait three months before they can see it. Meanwhile, people can visit the zoo's website.



Adapted from: Giant Panda Cub born At SMITHSONIAN'S National Zoo. (2020, August 23). Retrieved March 31, 2021, from <https://s.si.edu/3whhXOQ>

UNIT 4 • Media & the news • LESSON 1

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

- Recognizing the textual and visual elements of a text.
- Identifying the type and purpose of the text.
- Identifying the most important information in the text.

- 1 Motive a los estudiantes a trabajar en parejas. Pida que examinen el texto de la actividad 6, identificando el tipo de texto. Pregunte: *What type of text can you see in activity 6?* Continúe preguntando: *How do you know it?* Evite el uso del español proporcionándole las respuestas a fin de que incrementen su vocabulario: Ejemplo: *Informative text, because it gives information about a fact that has recently occurred or happened. It has a photograph or it has a picture with the information, etc.*

Por ultimo, pregunte: *What elements can you identify in the text?*

Revise las respuestas con toda la clase y asegúrese de que todos hayan hecho una vista previa correcta para verificar que comprenden la lectura.

Respuestas:

- a. A piece of news. Because of the text organization and elements.
- c. Headline, visuals, byline, body, lead, end.

- 2 Invite a los estudiantes a continuar trabajando en parejas. Motíuelos a observar nuevamente los elementos textuales y las imágenes, para luego identificar las distintas secciones.

Explique: *Now that you have read the text, please go back to activity 4 and check your ideas. Were they right or wrong?*

Corrija las respuestas de manera general, pidiendo a los estudiantes que lean el contenido de cada sección. (en el caso de Visuals, que apunten a la imagen que acompaña la noticia).

Respuestas:

Headline: Giant baby panda born in the zoo for the first time

Reporter: Daniel Boyle

Visuals: picture

Lead: Wonderful news comes from the Metropolitan Zoo. For the first time in 16 years, a giant baby panda was born there two days ago.

Body: "The zookeepers are very cautious (...) The cub belongs to China and has to return there when it turns two years old."

End: "The general public will have to wait three months before they can see it. Meanwhile, people can visit the zoo's website."

Sugerencia pedagógica

Invite a los estudiantes a reflexionar de qué forma les ayudó conocer el tipo de texto y sus elementos principales a tener una comprensión lectora más clara. Dígales: *How did the elements help you have a better understanding of the text? What about the pictures or the headline? Did they help?*



- 3 Indique: *Start by reading the questions. Then reread the text, trying to identify the answer for each of them. Write the answers in your notebook.*

Respuestas:

- Because the first few days are too dangerous for a baby panda to survive.
- To let the panda's immune system develop.
- When the panda turns two years old.

- 4 Explique: *Look at these question words. You must write questions with them. What questions can you ask? Go back to the text and formulate the questions that can be answered there.*

Respuestas sugeridas:

- Who was born at the zoo?
- What happened at the zoo?
- Where was the panda born?
- When was the panda born?
- Why must the zoo return the cub?
- How does the zoo take care of the panda?

LANGUAGE IN USE Connecting ideas

- a. Pregunte: *How would you replace the words in bold in these sentences? How do you know it?* Guélos leyendo las oraciones en voz alta y reemplazando las palabras por cada uno de los adverbios sugeridos, para que puedan responder.

Respuestas:

extremely

- b. Continúe: *Now, how can we connect them using the words you learned?* Colabore escribiendo la primera oración en el pizarrón y mostrando cómo unirlos.

Respuestas:

- The news is too good to be true.
- It's too early to have breakfast.
- The ring is too expensive to buy it.
- He was too late to get the bus.

PROBABLES ERRORES

Recuerde a los estudiantes que en otros contextos, la palabra *too* significa "también". En el caso de estas oraciones significa "demasiado". Dígalos: *Remember the Word "too" means "also, "apart from", etc, and it also means: too much of something.*

- 3 Read the text again and answer the questions.
- Why are the zookeepers very cautious?
 - Why do they have to leave the mother panda and her baby alone?
 - When does the cub have to return to China?
- 4 Create questions about the text using the question words below.

Who?

What?

Where?

When?

Why?

How?

LANGUAGE IN USE

Connecting ideas

- a. Read these sentences from the text. Then answer the question.

- The first few days are **too** dangerous for a baby panda **to** survive.
- It's **too** early **to** know its gender yet.

Which of these words would you use to replace the word **too**? Discuss.

easily

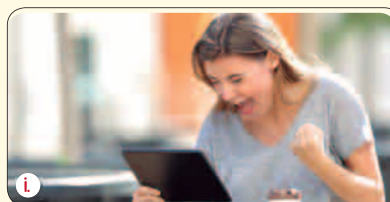
hardly

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reasonably

moderately

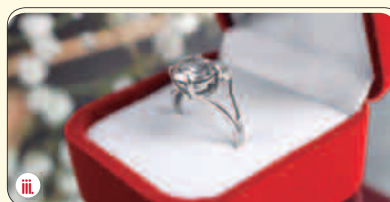
- b. Write one sentence per picture, connecting the ideas with the words **too** and **to**. Use the pictures as help.



i. The news is good. It can't be true.



ii. It is very early. He can't have breakfast.



iii. This ring is expensive. I can't buy it.



iv. He was late. He couldn't get the bus.

- c. Write three sentences of your own with the connectors "too... to...".

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- c. Diríjalos al Cuaderno de Actividades, páginas 53, 54 y 55.

CIERRE (15 min.)

Motive a los estudiantes a dar un par de ejemplos como estos y que los escriban en la pizarra: *I'm too young to retire. This morning, I woke up too late to have breakfast.*



Model text

- 1 Read this news article. What is it about? Discuss.

Kittens at International Airport

By James Monroe

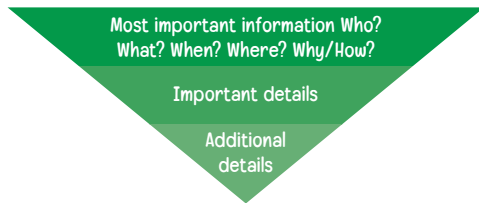
Airport officials called firefighters to the International Airport yesterday because of a strange noise coming out of a case at the baggage counter.

The discovery: a kitten and a puppy taken on a trip by the owner. He said: "I could not leave them home alone for three days." The pets went back home with their owner. "I decided to stay home with them", he said.



Organizing ideas

- 2 Think about an interesting or amazing piece of news you would like to report. Use this inverted triangle diagram to collect information about it.



- 3 Write sentences narrating the events you want to report.

Drafting

- 4 Put the sentences together into a short piece of news. Use the model text to help you.

Revising and editing

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

Writing

- 6 Write the final version of your article on a separate piece of paper and attach some visuals. If possible, type the article and print several copies.

Publishing

- 7 Publish your article on a visible place in the classroom.

- 2 Dirija su atención hacia el diagrama y recuérdelos: *These are the questions that a piece of news must answer. Think of an item of news and take notes in the diagram answering each question.*
- 3 Explique: *Now expand your notes in activity 9, writing complete sentences.*
- 4 Indique: *Expand your sentences now and write a draft.*

Sugerencia pedagógica

Organice las parejas combinando las habilidades o simplemente juntando a estudiantes de similar habilidad según su criterio y las necesidades de la clase.

- 5 Indique: *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?* Luego de esto, deberán revisar el texto con usted.
Dígales: *While you check each other's texts, I will correct your work. Please make the changes I suggest. Then use your notes, mine and your partner's feedback, to write your final version of the piece of news.*
- 6 Entrégueles una hoja de papel en blanco para que escriban la versión final. Asista a quienes demuestren dificultades.
- 7 Indíqueles: *Now, you are going to share the text with other classmates. Invite: Get together in groups and take turns to read your items of news.* Procure que haya un clima de respeto y confianza.

- 56 Invítelos a realizar las actividades en el Cuaderno de Actividades, páginas 56 y 57. Dígales: *Now, open your Activity Book and do the activities on pages 56 and 57.*

CLASE 4 • 45 minutos

OBJETIVO • Seguir los pasos de escritura para crear un texto propio.

MATERIALES Lápiz, cuaderno y Cuaderno de Actividades.



INICIO (10 min.)

Organice una conversación general acerca de lo que recuerdan de los elementos de una noticia. Haga una lluvia de ideas y tome notas en el pizarrón.



DESARROLLO (30 min.)

- 1 Indique a los estudiantes que deberán leer detenidamente el texto modelo. Motíuelos a leer el texto en silencio, para priorizar la comprensión, y luego dígales: *Read the text. Then, identify the organization and its elements.*



CIERRE (5 min.)

Pida a los estudiantes que voten por la noticia más interesante. Dígales: *In your opinion, what is the most interesting piece of news? Let's vote for the most interesting piece of news.*



CLASE 5 • 90 minutos

OBJETIVO

- Incorporar vocabulario a través del juego.
- Responder preguntas de comprensión en base a un texto de audición.
- Relacionar texto e imágenes.

MATERIALES

Lápiz, cuaderno y Cuaderno de Actividades.



INICIO (10 min.)

Comience la clase pidiendo a los estudiantes que observen detenidamente las ilustraciones. Motíuelos a que piensen cómo podrían escribir una noticia a partir de ellas, pensando en la estructura aprendida (la pirámide invertida). Dígales: *Now, take a look at the drawings carefully. Then think how you could write a piece of news based on the pictures and thinking about the structures you have learned so far.*

Asigne un tiempo para que trabajen en grupos, piensen en la noticia y cuando concluyan su trabajo, pídeles compartir sus ideas.

Dibuje un diagrama en la pizarra y pida a un grupo voluntario que lo complete con su propia información. Dígales: *Complete the diagram with your own information.*



DESARROLLO (70 min.)

- 1 Explique a los estudiantes que deberán trabajar en grupos de seis y que un estudiante por grupo deberá registrar por escrito las ideas del resto.

Luego lea detenidamente las instrucciones y asegúrese de que se entiendan perfectamente. Los estudiantes deberán tirar el dado y, de acuerdo al número que obtienen, proveer la información necesaria para la redacción de una noticia.

Así, el estudiante que obtenga el número uno deberá decir en una oración quién es el protagonista de la historia; el que obtenga el dos deberá decir cuándo suceden los hechos, y así sucesivamente.

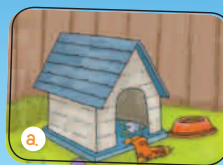
Si el número obtenido está repetido, el estudiante deberá tirar el dado tantas veces como sean necesarias hasta obtener uno que no haya salido antes. Dígales: *In this activity, you will have to throw the dice and, according to the number you get, provide the necessary information to write a piece of news. If you get number 1, you will have to say who the protagonist of the story is, if you get number 2, you will have to say when the events take place, and so on. If your number has already been obtained before, you must throw the dice as many times as necessary to get a different one.*

LET'S PLAY

- 1 Become a journalist!

INSTRUCTIONS

1. Get in groups.
2. You must create sentences informing about the events in the pictures.
3. Throw the dice. The number you get will tell you which question your sentence needs to answer. One student in your group must take notes of all the sentences.
4. After you finish, read and compare your reports with other groups.



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Al finalizar la actividad, solicite a los estudiantes que oficiaron de redactores que lean las noticias en voz alta al frente de sus compañeros. Dígales: *Once you finish your activity, read your piece of news out loud in front of the whole class.*

Teoría e investigación

Revise la información sobre el juego, instrumento privilegiado de intervención educativa, en la sección de contenidos pedagógicos de la página 286 de esta guía.



LISTENING

- 1  Listen to these extracts of some radio programs and identify the type of programs they are.

The news

The weather forecast

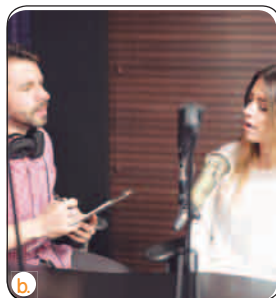
Sports events

Music show

- 2  Listen to the extracts again and take notes of the words that helped you identify the type of program. Copy and complete the chart below.

Extract 1	Extract 2	Extract 3	Extract 4
-----------	-----------	-----------	-----------

- 3  Listen to other extracts of radio programs and decide which pictures represent them. Check with your partners.



- 4  Listen again. What are the people doing in each case? Point as you listen.

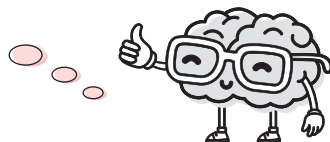
a. Reporting the effects of a natural disaster.

b. Describing the origin of earthquakes.

c. Reporting the weather.

LET'S REFLECT

- Are these types of reports useful for the public? Why do you think that?



- 1  Explique: *You will listen to different types of radio programs. Listen and point to the alternative you think is correct.*

Respuestas:

Extracto I: the weather forecast.

Extracto II: Sports events.

Extracto III: a music show.

Extracto IV: the news.

- 2  Antes de escuchar, invite a los estudiantes aventajados a mencionar una palabra de los textos que los ayudaron en la tarea anterior. Dígalos: *Now, mention one word in the texts that helped you during the previous task.*

Luego, pídale copiar la tabla en sus cuadernos, reproduzca la grabación nuevamente y haga que la completen con las palabras requeridas. Dígalos: *Now, copy the chart in your notebook and listen to the recording to complete it with the required words.*

Respuestas:

Extract I: fifteen degrees, blue skies.

Extract II: results, position, teams, goals, players.

Extract III: DJ, song.

Extract IV: tornado is amazing, devastation is incredible.

- 3  Explique que ahora escucharán otros extractos de programas: *Listen to this recording. What picture corresponds to each extract?*

Respuestas:

a. Extract III.

b. Extract I.

c. Extract II.

- 4  Reproduzca el audio nuevamente. Diga: *Let's listen again. This time, focus your attention on what the people are doing in each case. Then, point to the actions the people are doing, as you listen.*

Respuestas:

Extract I: b.

Extract II: c.

Extract III: a.

Sugerencia pedagógica

En la actividad 3, organice una lluvia de ideas sobre lo que ven los estudiantes en cada foto antes de escuchar para que realicen predicciones sobre el contenido. Dígalos: *Look at the pictures. What can you see in each of them? Can you predict what the text will be about?*



- 5  Invítelos a formar grupos y trabajar de acuerdo a los contenidos del Extracto I. Explique que deben formular cuatro preguntas para las oraciones propuestas. Dígales: *Listen to Extract 1 again and write four questions for the answers provided in this activity.*

Respuestas:

- What's the name of the station?
- Who is talking about earthquakes?
- Why did the station invite her?
- What are earthquakes?

 CIERRE (10 min.)

- 6  Para cerrar la clase, solicite a los grupos: *What can you tell me about Extract III? What did you notice about the reporter's voice? Does he sound happy? Sad? Worried? How is he speaking? Now, read the sentences and choose the alternatives you think are correct.*

Respuestas:

c., b., s.

CLASE 6 • 45 minutos

OBJETIVO • Analizar y aplicar la estructura de gerundio.

MATERIALES Lápiz, cuaderno y Cuaderno y de Actividades.

 INICIO (15 min.)

LANGUAGE IN USE Adjectives with prefix *un-*

- a. Para comenzar, indique que lean las oraciones poniendo atención a las palabras en negrita. Dígales: *Now, read the sentences, paying special attention to the words in bold.*

 DESARROLLO (15 min.)

- b.  Pida a un par de estudiantes: *Would you read and answer questions a and b?*
- c.  Pregunte: *Who can say sentences about the elements in the pictures using the words given?*

Respuestas sugeridas:

- Reading (novels) is (are) very interesting to me.
 - Watching the sunset is very relaxing.
 - Doing exercise is an exciting activity.
 - Science-fiction movies are frightening.
- d.  Diga: *Open your Activity Book to page 58 and finish the sentences with adjectives ending in -ing.*

- 5  Write questions for these answers about Extract 1.

- The name of the radio station is WWKL.
- Stephanie from the National Seismological Service.
- To talk about earthquakes.
- It is the Earth's natural means of releasing stress.

- 6  Now, focus on Extract 3. What did you notice about the speaker's tone of voice? Discuss with your group.

LANGUAGE IN USE

Adjectives ending in -ing

- a. Read these sentences from the recording. Pay attention to the words in **bold**.

- Dan Johnson reports on the **alarming** news of the intense rainstorm in the South.
- Forecasters say this **surprising** rain is expected to continue until the end of the week.
- I tell you, the flood is **amazing**!
- The scene is **shocking**.

- b.  Discuss these questions with your partner.

- What do the words in bold describe?
- What do these words have in common?

- c.  Create adjectives ending in *ing* sentences, using the words in the boxes as clues, to describe the pictures.

interest

bore

amuse

relax

frighten

surprise

excite

confuse



i Reading/novels



ii watching the sunset



iii doing exercise



iv science-fiction movies

- d.  Finish the sentences with an adjective ending in *-ing*.

 CIERRE (15 min.)

Para finalizar la clase, pida a los estudiantes que evalúen la tarea de audición que acaban de realizar en grupos. Dígales: *Now, you will evaluate the audition task in groups.* Escriba en la pizarra:

For me, the most challenging/easy part of the task was...

PROBABLES ERRORES

Los estudiantes podrían confundir los adjetivos terminados en *-ing* y en *-ed*.

Explique la diferencia copiando esta tabla en la pizarra:

Description	Feeling / Opinion
Something (a noun) is / are _____ +ing	A person is /feels _____ +ed
Lord of the Rings is an exciting novel.	He is excited because he will visit New Zealand.

Preparing to speak

- 1 Read the list of words below. Then listen and check the pronunciation of the initial sound.

have heavy hair heir helicopter hen hit honor
horrible hot hour hut husband honest hurt

- 2 Listen and repeat these phrases.

Let's welcome ...

Dan Johnson reports...

It's amazing!

Alarming news come...

It's incredible!

It's shocking.

Modeling

- 3 Listen to this news extract. Then, practice reading it aloud with your partner, imitating the pronunciation and intonation.

Good evening and welcome to our report on the latest sports news. Yesterday, Rhonda Campbell, the famous cyclist from Dublin, Ireland, had an amazing performance! She got a surprising first place in the Tour de France after 3 days of exhausting competition.

Let's speak

- 4 In pairs, find a piece of news (sports/weather/natural event/etc.) on TV or on the newspaper and prepare a short report like the one you practiced. Use the transcript as a model and the **USEFUL EXPRESSIONS** provided.
- 5 If possible, record the report and share it with your classmates. If not, read it aloud in front of the class.

USEFUL EXPRESSIONS

- Welcome to...
- This is...
- Surprising news...
- It's amazing!

CLASE 7 • 90 minutos

OBJETIVO

- Incorporar estructuras del lenguaje para formar adjetivos usando el sufijo *-ing*.
- Seguir los pasos de modelamiento para crear un reporte de una noticia.
- Revisar los contenidos y habilidades ejercitados en la lección.

MATERIALES

Audio, lápiz, cuaderno y Cuaderno de Actividades.



INICIO (15 min.)

Comience la clase preguntando: *What is more interesting for you, going to a concert or watching a sports match? What things do you find amazing?*



DESARROLLO (65 min.)

- 1 Pida a los estudiantes que lean en voz alta la lista de palabras. Preste especial atención a las palabras que llevan la letra h silenciosa al comienzo. Luego reproduzca la grabación y permita que revisen su pronunciación después de cada palabra. Dígalos: *Read the list of words out loud. Pay special attention to the words with the silent h at the beginning. Then, listen to the recording and repeat every word after you listen.*

PROBABLES ERRORES

Recuérdelos que la pronunciación silenciosa es excepcional y que las palabras así pronunciadas deben ser memorizadas. Dígalos: *Remember that silent pronunciation is exceptional and that words pronounced like this must be memorized.*

- 2 Explique: *Listen to these phrases and pay attention to their pronunciation and intonation. Then play the audio and invite them to repeat.*
- 3 Reproduzca el audio nuevamente. Solicite a los estudiantes escuchar y luego practicar el reporte, turnándose para repetirlo en parejas. Dígalos: *Listen to the text and then practice it out loud, taking turns to repeat it in pairs.*
- 4 Solicite a un estudiante: *Can you read the instruction?*
Luego indique: *Organize in pairs and read the instructions carefully.*
Indique el tiempo asignado para la actividad. Mientras las parejas trabajan, monitoree y asegúrese que usen las expresiones provistas.
- 5 Diga: *Now give your report to your classmates? Thanks! Good job!*

Luego, pida que expresen qué aspecto de la actividad oral les resultó más difícil y que piensen acerca de algunas acciones remediales para adoptar en el futuro. Dígalos: *Which aspect of the oral activity did you find more challenging? What can you do to improve your performance in the future?*

- 59 Invite a los estudiantes a realizar las actividades de la página 59 del Cuaderno de Actividades. Dígalos: *Continue your work on page 59 in the Activity Book.*



Recuerde que las actividades de esta sección tienen como propósito ofrecer una instancia de reflexión, autoevaluación y revisión de los contenidos y objetivos de aprendizaje de la lección.

Para comenzar, explique: *Today you are going to take a test to review the contents, skills and attitudes from Lesson 1.* Si desea hacer una breve revisión antes, puede recurrir al uso del póster para repasar algunas estructuras gramaticales y vocabulario.

Monitoree el trabajo y observe qué tan confiados se sienten con las tres actividades propuestas, indicando: *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.*

Una vez que hayan terminado, indique que en base a las actividades realizadas en esta sección, deberán autoevaluarse de acuerdo con los criterios de avance en la escala de rendimiento.

Diga: *Now you have completed the activities, 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. 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 han logrado alguno de los objetivos de aprendizaje, 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.

CIERRE (10 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? Why? Is there any particular content you need to reinforce?*

Try these challenges.

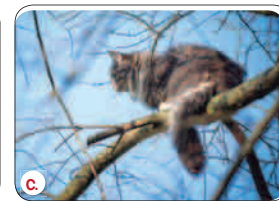
- Write three sentences using too... to and the clues in the pictures.



Difficult/solve



Late/study



High/rescue

- Describe the following actions/situations to your partner, using adjectives ending in -ing.

listening to music

earthquakes/storms

watching action movies

- Think about an interesting piece of news you have just read/listened to. Exchange information about it using the question words in the boxes.

Who...?

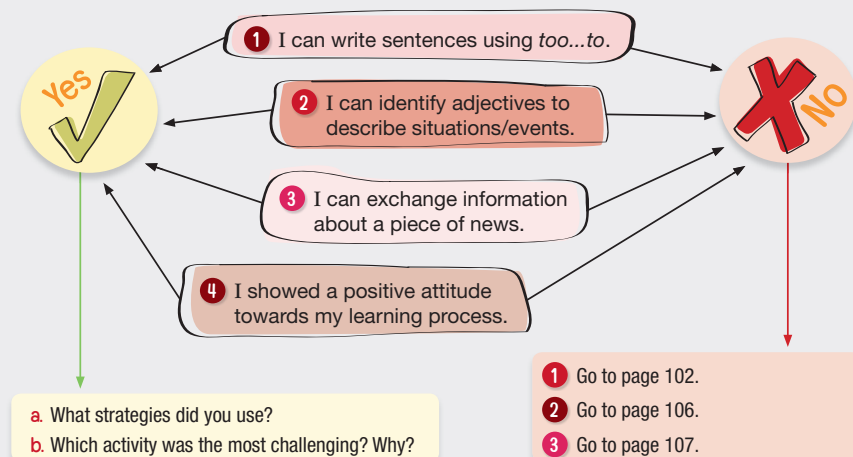
What...?

When...?

Where...?

How...?

CHECK AND TAKE ACTION



Sugerencia pedagógica

Asegúrese que los estudiantes aventajados trabajen de manera colaborativa en todos los grupos, de manera que apoyen al resto de sus compañeros.



NEWS

Studying changed my life

Around the world, there are approximately 62 million girls who are not in school. Each year, many international organizations make great efforts to change this situation. Carol Hullin's story is an example of that.

By Brenda Monroe

Many girls in developing countries usually leave school, when they are very young, to work as **maids**. Dr. Carol Hullin was born in La Legua, in Santiago, in a vulnerable context. At 7, she used to sell sweets and chocolates on the buses. "My school years were traumatic," she remembers. "I didn't have good marks. When I finished school, my father wanted me to work, but my mother pushed me to continue studying." She became a medical technician. After that, an uncle invited her to travel to Australia.

There, thanks to a special international organization program, she studied and earned a P.H. degree in Health Engineering, with a concentration on Artificial Intelligence.

"To continue studying changed my life and my world," Carol says. "Education is a synonym for freedom".

Her story is familiar to girls growing up in many poor areas all over the world. There, educating girls is still considered a **waste** of money.

Carol is a woman; she is indigenous and was born in a deprived context. Nothing prevented her to become a doctor.



Adapted from: Gómez, M. E. (2018) CAROL HULLIN: "ESTUDIAR ME CAMBIÓ EL MUNDO". Retrieved from: <https://bit.ly/3rSCp5h>

1. Discuss these questions.

- What professions are more popular with men/women? Why?
- How is the situation different from your parents' generation?
- Is it more difficult for girls to study than it is for boys? Why? Why not?

2. What are the "general topic" and the "purpose" of the text? Read and discuss with your partner

3. Read the text again. Identify a **fact** and an **opinion** in it.

4. Reflect on the situation in your city/area. Discuss and exchange opinions with other groups.

- Do you think it is more difficult for girls to study? Why? Why not?
- Do you think boys have more possibilities to go to the university? Why? Why not?

MINIPROJECT

Find information about a similar example in Chile or other country. Write a short news article about it. If possible, get some pictures to illustrate it. Display your work in a visible place in your classroom.

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LECTURA OPCIONAL

OBJETIVO

- Usar estrategias de comprensión lectora para entender un texto informativo acerca de los temas revisados en la lección.

MATERIALES

Lápiz y cuaderno.

Esta sección es optativa, y puede utilizarla si dispone de tiempo en aula, para estudiantes más aventajados o para designarla como tarea. El propósito de esta sección es fomentar en los estudiantes el conocimiento de aspectos culturales relacionados con el tema de la lección.



INICIO (10 min.)

Explique a sus estudiantes: *In this section, we will read an interview about Dr. Carol Hullin. Who has heard or read about this remarkable woman? Why is she prominent? What is her profession? Where is she from?*

Si los estudiantes no conocen el nombre, adelante que es una científica chilena destacada que ha desarrollado su carrera en Australia. Luego invítelos

a conocer más de ella a través del artículo.



DESARROLLO (30 min.)

- Solicite a los estudiantes conversar sobre las preguntas propuestas. Asigne un tiempo breve a esta actividad, que tiene por objeto introducir el tema de la entrevista.

Respuestas:

Algunas respuestas pueden ser:

- Men: builder, military, mechanic. Women: nurse, babysitter, teacher.
- Now it's different because there is more parity between men and women and also more opportunities for both genders.
- Yes, especially in some countries with more restrictive laws and more conservative in terms of religion.

- Solicite a los estudiantes que lean el texto y que identifiquen los elementos (gráficos y textuales) de una noticia. Dígalos: *Read and discuss with your partner what the general topic and the purpose of the text are.*

- Invítelos a leer nuevamente el texto y extraer un hecho y una opinión del mismo. Revise de manera general, tomando nota en el pizarrón. Dígalos: *Read the text again and identify in it a fact and an opinion, and write them on a separate sheet of paper.*

- Motive a los grupos a reflexionar sobre las preguntas propuestas, haciendo conexiones con su propia. Dígalos: *Now, discuss and exchange opinions with other groups about the situation in your city or area.*

MINIPROJECT

Asigne esta actividad como tarea si no dispone tiempo suficiente en la clase. Explique que cada grupo debe buscar información sobre un ejemplo similar (en Chile o de otro país) y escribir un artículo como el que han leído. Dígalos: *Now, you will have to find information about a similar example in Chile and write a short article similar to the one you have just read.*

Si es posible, deben acompañar el artículo con un elemento visual.

Exhiba los trabajos de los grupos en un lugar visible de la clase.



CIERRE (5 min.)

Solicite a algunos grupos que compartan sus conclusiones y guiando una conversación acerca de la situación de las niñas frente a la escolaridad. Dígalos: *What do you think about the situation of girls and their possibilities to study all around the world? Share your conclusions with the class.*

CLASE 8 • 45 minutos

OBJETIVO	• Explorar nuevo vocabulario relacionado con las noticias y los medios de comunicación.
MATERIALES	Lápiz, cuaderno, audio, Cuaderno de Actividades y diccionario.

Las actividades en estas páginas tienen como propósito:

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



INICIO (10 min.)

Inicie la clase indagando acerca de los medios de comunicación favoritos de los estudiantes para estar al tanto de lo que acontece en el país y en el mundo y sobre las secciones favoritas de los medios.

Para esto, pregunte: *What are your favorite means of communication? Do you prefer watching TV, listening to the radio or surfing the Internet? Why?*

How do you get informed? Do you easily recognize fake news?

Organice una conversación breve y tome nota de las respuestas de los estudiantes en el pizarrón.



DESARROLLO (30 min.)

- 1 Antes de leer la instrucción de esta actividad, indique a los estudiantes: Look at the pictures. *What kind of texts do you think they are? How do you know?* Luego reproduzca el audio y permítale leer mientras escuchan. Asegúrese que todos comprendan las noticias antes de que den sus opiniones. Recuérdeles: **Remember to explain your opinions.** Se recomienda revisar esta actividad como clase.

Respuestas:

Algunas respuestas posibles pueden ser: Sports news are the most interesting for me, because I enjoy knowing my team's results.

Arts reviews are the most interesting for me, because I like watching movies and learning about the latest releases.

- 2 Explique claramente: *Now, you will listen to some people talking about their means of communication. As you listen, please take notes. Then you will discuss with your partner if you agree or don't agree with the speakers, explaining your answers.* Reproduzca la pista de audio más de una vez si es necesario.

LESSON 2

Breaking news

VOCABULARY IN CONTEXT

- 1 Read and listen to the sentences. Which type of news is the most interesting for you? Why? Discuss.

a. STRAY DOGS
Last night's **news story** was about the problem of stray dogs.

b. International news
International news informs us about events taking place abroad.

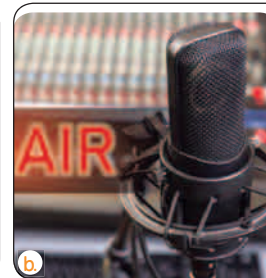
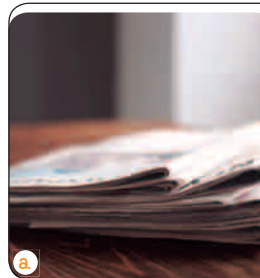
c.
My father watches the **sports results** every evening.

d.
Feature news focus on the "people aspect" of a particular story.

e.
I usually read the **arts reviews** before attending a cultural event.

f.
Fake news usually goes viral on social media.

- 2 Listen to some people talking about their favorite means of communication. Which one do you agree/disagree with? Why? Discuss.



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Respuestas:

Algunas respuestas posibles pueden ser: My favorite means of communication is the Internet, because I can inform myself and also find some interesting and fun videos.

- 60 Este contenido puede ser reforzado en la página 60 del Cuaderno de Actividades. Dígalos: *You can continue practicing on page 60 in your Activity Book.*



CIERRE (5 min.)

Para cerrar, pregunte a los estudiantes qué medio de comunicación es el más popular en su país para informarse y/o entretenerse. Dígalos: *Which means of communication is the most popular in your country to inform and entertain yourselves? Is it your favorite one?*

Revise con toda la clase.



- 1  Read what the girl says. Then, answer the questions.
 - a. Who is the protagonist of the story?
 - b. Where did it happen?
 - c. When did it happen?
 - d. What did the boy do?
 - e. Why is it important?
- 2 Read the text and confirm your ideas.

"I'm reading a story about a boy from Florida, in the USA.

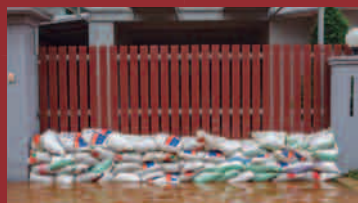
Last month, he discovered an important device to help people when there is a flood."



THE SANDLESS SANDBAG

A 13-year-old boy has invented a sandbag without sand to use in flood defense.

By Megan Donovan



A month ago, Peyton Robertson, from Fort Lauderdale, Florida, was watching the news on television. A reporter was showing the damage caused by a strong hurricane in Puerto Rico.

After that, Peyton used his math and science skills to create sandbags filled with liquid polymer. The bags only expand when wet, so they are exceptionally light and easy to transport to areas affected by storms and flooding.

Peyton and his family usually experience the terrifying impact of super storms in Florida. He said: "Eighty percent of the damage caused by hurricanes is caused by flooding. This made me think about how people can prepare for floods."

"I love learning about things in the world that are hard to explain. You can find science in everything," he added.

Experts believe the invention could be widely used in the future and potentially save many lives. The Sandless Operative Sandbag impressed the judges of a national science contest so much that he was **awarded** the title of 'America's Top Young Scientist'.

Well done, Peyton!



Adapted from: Dolasia, M. (2021, March 26). 11-Year-Old Florida Boy's redesigned Sandbag could help millions during natural disasters. Retrieved April 08, 2021, from <https://bit.ly/3mCymSY>

CLASE 9 • 90 minutos

OBJETIVO	• Usar estrategias para el desarrollo de la comprensión de lectura.
	• Aprender a expresar cantidades.
MATERIALES	• Seguir los pasos de escritura para crear un texto propio, utilizando vocabulario y estructuras de la lección.
	Lápiz, cuaderno, audio, Cuaderno de Actividades y diccionario.



INICIO (10 min.)

- 1  Invite a los estudiantes a leer atentamente lo que expresa la niña. Basado en ello, invítelos a hacer predicciones sobre el contenido de la noticia que leerán. Diga: *Let's read what the girl says. Then, make predictions about the story she is talking about.*

Se sugiere invitar a los estudiantes a compartir sus predicciones con el resto de la clase. Para esto, pida a algunos voluntarios que respondan las preguntas, diciendo: *Can you please share your predictions with the class? Why do you think your prediction is correct?* Anote las respuestas de cada voluntario en la pizarra y luego indique: *Now, we will read the text.*

Respuestas:

- a. A boy from Florida, in the USA.
- b. Last month.
- c. He discovered a device to help people when there is a flood.
- d. Because floods usually happen where he lives

- 2 Explique que en esta actividad deberán leer el texto con el propósito de confirmar sus predicciones. Asigne un tiempo para la lectura silenciosa. Si es necesario, pídeles que lean el texto más de una vez.

Escriba lo siguiente en el pizarrón para apoyarlos al momento de chequear sus predicciones e indique que deben escribir un breve párrafo en su cuaderno. En este párrafo, deberán expresar si sus predicciones fueron correctas o si no, dando razones:

I thought the text was about ... because ... I was right, the text talked about ...

I thought the text was about ... because... but I was wrong. I made this prediction based on ... but the text was about ...

- 61 Los estudiantes continúan practicando la lectura en la página 61 del Cuaderno de Actividades. Dígalos: *You can continue practicing on page 61 in your Activity Book.*

Sugerencia pedagógica

Si durante la lectura los estudiantes se encuentran con palabras cuyo significado desconocen, puede pedirles lo siguiente:

- a. A los estudiantes que presentan mayor dificultad, invítelos a buscar las palabras en el diccionario.
- b. A los estudiantes más aventajados, animelos a inferir el significado según el contexto y chequear sus inferencias buscando las palabras en el diccionario.

Posteriormente, pida a ambos grupos que tomen nota del vocabulario aprendido en sus cuadernos.



- 3  Instruya a los estudiantes a leer nuevamente el texto, de manera de identificar la información específica solicitada. Revise con toda la clase.

Respuestas:

- A boy from Florida who made a remarkable invention.
- Because he wanted to help people prepare for floods.
- He calls it "Sandless Operative Sandbag" because it is a sandbag without sand.

- 4  Explique: Read the text again if necessary. *Please remember to explain your opinions and ideas.* Asigne un tiempo y luego revise las respuestas.

Respuestas:

Algunas respuestas posibles pueden ser:

- Yes, the article is useful because it shows children can also invent important things.
- Yes, it is, because floods are also common in our country.

LANGUAGE IN USE Expressing actions in the past

- a. Dígalos: *Let's read the following sentences from the text and answer the questions.* Asigne un tiempo para la actividad y recuérdelos fundamentar sus respuestas.

Respuestas:

- A continuous action.
 - By combining the Past tense of the verb To be with the Present of the verb+ing
- b.  Guíe las respuestas haciendo las siguientes preguntas: *Look at picture 1. What was happening last weekend? What about picture 2? What was this boy doing yesterday at 5?*

Respuestas:

- It was raining heavily.
- He was watching TV (playing video games).

PROBABLES ERRORES

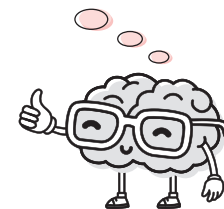
Escriba los siguientes ejemplos en la pizarra para recordar a los estudiantes cómo se forman las oraciones negativas e interrogativas:

It wasn't raining heavily. They weren't watching TV. Was she having breakfast? Were they traveling?

- 3  Read the text again and answer these questions.
- Who is Peyton Robertson?
 - Why did he invent a device to use in flood defense?
 - What does he call it? Why?
- 4  Discuss these questions about the article.
- Is the article useful? Why? Why not?
 - Is the invention useful to your own reality? Why? Why not?

LET'S REFLECT

- Do you think this text can be fake news? How can you check it?



LANGUAGE IN USE

Expressing actions in the past

- a. Read these sentences from the text. Then answer the question.

*A month ago, Peyton Robertson, from Fort Lauderdale, Florida, **was watching** the news on television. A reporter **was showing** the damage caused by a strong hurricane in Puerto Rico.*

- Do the sentences refer to a **specific action** or to a **continuous action**? Discuss.
 - Take a look at the actions in bold in the text above. How are they expressed? Analyze them.
- b.  Write sentences expressing what was happening in these pictures. Use the time expressions provided.
- 

i.

Last weekend.



ii.

Yesterday at 5:00.
- c.  Fill in the blanks with the correct form of the verb in your Activity Book.

- c.  Diga: *Open your Activity Book on page 63 to continue practicing.*

- 61  El contenido visto en esta parte de la lección puede ser reforzado en las páginas 61, 62 y 63 del Cuaderno de Actividades. Dígalos: *You can continue practicing on pages 61, 62 and 63 in your Activity Book.*



Model text

- 1 Read this interview. How is it organized? Analyze it with your partner. Then check with your teacher.

THE SCHOOL HERALD

By Maureen Baldwin

With so many problems caused by climate change, we wanted to know more about Peyton, a young problem solver.

How did you become interested in science?
I've been a curious person since I was a child.

What made you decide to take on the sandbag?
The idea came out of my experience living through hurricanes in South Florida.

The key to my design is the addition of salt to the polymer.

Do you have any advice for other kids who want to get involved in problems affecting their areas?

You should start by making a list of all the problems that affect your area and then get to work!

Adapted from: Bast, M., Morton Bast & Burchardt, J. (2016, January 03). 3 brilliant inventions from a 12-year-old scientist. Retrieved April 08, 2021, from <https://bit.ly/3rV0qHa>

Organizing ideas

- 2 Imagine you are going to interview a scientist who will talk about a useful invention. Use these questions to take notes.
 - a. Who is the inventor?
 - b. What did he/she do?
 - c. Why is the invention useful?

Drafting

- 3 Write some questions you would like to ask to the scientist. Follow the examples in the model text. Then find the answers to the questions you formulated.
- 4 Put the questions and answers together to write the interview. Invent a title for your interview and a name for the scientist. Follow the model and include all the necessary information (title, name of interviewer, introduction).

Revising and editing

- 5 Check that your questions follow a logical sequence. Check for spelling mistakes.

Writing

- 6 Write the final version of your interview on a separate piece of paper.

Publishing

- 7 Practice the interview with your partner, taking turns to be the interviewer and the interviewee. If possible, publish the interview on a visible place in your classroom.

Continúe la clase haciendo una lluvia de ideas sobre los conocimientos previos de los estudiante acerca de una entrevista. Dígales: *Can you think of the basic elements of an interview? Let's brainstorm some ideas and write them on the board. Discuss with your partner next to you.*

- 1 Dígales: *Read this interview. It's the model of the text you will write in this class.* Asigne un tiempo para la lectura y luego pregunte: *What is the text about? Please identify its organization and the main ideas.*
- 2 Indique: *Work in pairs. Think of an invention that is interesting to you. Read the questions and answer them doing some research using various sources. Write the answers in your notebook.*
- 3 Explique: *Now, you will write more questions to ask the inventor of your interest. Once again, you will have to research different sources to find the answers.*

- 4 Continúe dando las instrucciones: *It's time you give the text its format. Go back to the model text and use it as a guide. Include a title, write an introduction, and don't forget to indicate the name of the scientist and the interviewer.*
- 5 Continúe: *Swap your texts and read each of them aloud. Is the text correct? Do you suggest any correction.* 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! Your interview must include your partner's and my corrections. Write your interview on a separate sheet of paper.*
- 7 Diga: *Can you please role-play the interview in front of the class? Who is going to be the interviewer and the interviewee?* Camine por la sala asistiendo a quienes demuestren dificultades.

CIERRE (10 min.)

Pida a los estudiantes votar y escoger el invento más interesante. Dígales: *What is the most interesting invention, in your opinion? Can you explain why?*

- 64 Los estudiantes pueden continuar practicando la escritura en las páginas 64 y 65 del Cuaderno de interesante. Dígales: *What is the most interesting invention, in your opinion? Can you explain why?*



CLASE 10 • 45 minutos

OBJETIVO

- Aplicar lo aprendido en la lección realizando una tarea lúdica y comunicativa.
- Hacer conexiones con experiencias propias.

MATERIALES

Lápiz, diccionario y bolsa plástica.



INICIO (5 min.)

Comience la clase revisando las estructuras aprendidas para expresar las acciones continuas en tiempo pasado. Indague acerca de lo que los estudiantes o sus familias estaban haciendo cuando el reloj dio las 12 el 31 de diciembre del año anterior.

Pregunte de manera general: *When the clock struck 12 on New Year's Eve, what were you doing? Do you remember?*

Tome nota de algunas respuestas en el pizarrón.



DESARROLLO (35 min.)

- 1 Explique que practicarán la estructura del tiempo Pasado Continuo a través de un juego. Lea las instrucciones cuidadosamente y asegúrese de que todos comprendan de qué se trata la actividad.

Los estudiantes deben formar grupos de cuatro o cinco. Luego explíqueles las instrucciones del juego: *First, write the numbers one to five in some small pieces of paper. Then put these pieces of paper in a plastic bag.*

Every group member will take a piece of paper, and this will be the turn in which you will describe what the people were doing in the illustration. To make this description, you must use the Past continuous. It would be good to go back to page 112 and review the information in the section Language in use.

The students who provide the correct description will win two points. The group member that has the highest score wins the game.

Sugerencia pedagógica

Antes de comenzar el juego, se recomienda que revise el vocabulario de los objetos y acciones de la imagen y los anote en la pizarra.

También puede motivar a los estudiantes a que busquen ellos mismos en el diccionario el vocabulario que necesitan para hacer sus descripciones.

LET'S PLAY

- 1 Look at the picture of the park yesterday. Then close your book for ten seconds and take turns with your partners to report what was happening. Example: The family was running. Compare your answers with other groups.



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CIERRE (5 min.)

Al terminar esta actividad, dedique unos momentos de la clase a permitir que los estudiante se autoevalúen con las siguientes preguntas:

Was the task difficult or easy for me?

What was the most challenging part? Why?



FAKE NEWS

Fake news is news that has been made,
Knowing full well that it's not true.
Some is false to make it **satire**
Some as rumors from sadism.

And some to **mislead** the reads,
False news motivated is no good.
Truth adulterated is bad too,
Impersonation and insertion
Made, fake news is manufactured.

Fakes news are circulated
With **ulterior** intention,
Fake news is forwarded to others,
Thinking that it is a true one.

Stop believing news in receipt,
Unless you trust the source with your soul.

Retrieved and adapted from: <https://bit.ly/3EDGIOZ>

1. Can you explain the term "Fake News" in your own words?
2. Read the poem and answer.
 - a. 🧑🧑 How is fake news spread?
 - b. 🧑🧑 Have you heard any fake news recently? What was it about? Share it with the class.
 - c. 🧑🧑 What, do you think, is the purpose of spreading fake news? Discuss.
 - d. 🧑🧑 Recite the poem.

MINIPROJECT

Get in groups and find some news on the Internet and/or newspapers about the proliferation of fake news. Gather all the information and create your own piece of news about the topic, following the models seen throughout the unit.

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LECTURA OPCIONAL

OBJETIVO

- Usar estrategias de comprensión lectora para entender un texto informativo acerca de los temas revisados en la lección.

MATERIALES

Lápiz y cuaderno.

Esta sección es optativa, y puede utilizarla si dispone de tiempo en aula, para estudiantes más aventajados o para designarla como tarea. El propósito de esta sección es fomentar en los estudiantes la lectura de textos literarios relacionados directamente con el tema y contenidos de la lección.



INICIO (5 min.)

Para comenzar con la clase, motive a los estudiantes a que, en parejas, discutan la primera pregunta: *Can you explain the term "Fake News" in your own words?*

Luego de eso, invítelos a compartir las respuestas de manera breve con el resto de la clase.



DESARROLLO (30 min.)

Inmediatamente, invite a los estudiantes a leer el poema y a responder las siguientes preguntas: *How, do you think, fake news is spread? Have you ever been exposed to fake news in your everyday life? What was it about? Did you believe it?*

La idea es que los estudiantes comenten sus experiencias personales respecto del tema. Deles algo de tiempo para que lean el poema, discutan con sus compañeros y luego invítelos a compartir sus experiencias con el resto de la clase, diciendo: *Now, would you like to share your experience with the rest of the class?* Procure que los estudiantes prioricen la fluidez y luego de que hayan terminado revise con ellos posibles errores gramaticales.

Luego de eso, invite a los estudiantes a que, en parejas, lean el poema en voz alta, repartíéndose las estrofas o tomando turnos para leerlo completo. Dígales: *Now, recite the poem out loud. You can subdivide the poem between you and your partner or read the whole poem before your partner finishes.*

MINIPROJECT

Asigne esta actividad como tarea, con calificación formal si lo estima conveniente. Dígales: *Now, for this miniproject, get in groups and find some news or articles about the proliferation of fake news. The idea is that you gather all the information and create your own piece of news about this topic. Make sure you follow all the models seen throughout the unit.* La clase siguiente, dedique la primera parte a la presentación de cada grupo. Si es necesario, lea detenidamente las instrucciones que proveen en el texto del estudiante para que los estudiantes resuelvan sus dudas, en caso de que las tengan.



CIERRE (10 min.)

Finalice la clase invitando a sus estudiantes a discutir la pregunta c: *What, do you think, is the purpose of spreading fake news?* Invite a los estudiantes a que la discutan en parejas, escriban sus conclusiones en una hoja y luego las compartan con el resto de los grupos. Dígales: *Now, share your conclusions with the rest of the class.* Monitoree el trabajo de los estudiantes, procurando que los estudiantes analicen críticamente la pregunta.



CLASE 11 • 90 minutos

OBJETIVO

- Desarrollar estrategias para comprender un reporte de noticias deportivas.
- Relacionar texto e imágenes.
- Aprender a expresar acciones continuas en tiempo pasado usando los conectores *when / while*.
- Seguir los pasos de modelamiento para crear un diálogo sobre una noticia.

MATERIALES

Lápiz, cuaderno y Cuaderno de Actividades.



INICIO (5 min.)

Dé comienzo a la clase indagando: *Do you usually listen to the radio?*

Do you listen to the news reports? Why? Why not?



DESARROLLO (80 min.)

1 Diga: *Discuss the questions. Then share your comments with the class.*

2 Explique: *The sentences a – c are the purposes of three questions that you will listen to. First, read them. Then listen and identify the purpose related to each question.*

Respuestas:

a. 3 b. 1 c. 2

3 Indique: *Look at the pictures. Do you recognize these sports events?* Asigne un tiempo para que respondan la pregunta y busquen información.

Ayúdelos a recordar lo que han escuchado o leído en las noticias deportivas.

Respuestas:

a. Skating. c. Tennis.
b. Racing. d. Soccer.

4 En esta actividad, explique a los estudiantes que escucharán un reporte de noticias sobre deportes y que, luego de escuchar, deberán copiar y completar la tabla que se presenta con información que escuchan. Dígalos: *In this activity, you will have to listen to a sports news report and then copy and complete the chart with information you hear.*

Respuestas:

- Name: Kendra Davies - Sport: Tennis - Event: Australian Open - Place: Australia - When: Last Tuesday.
- Name: Roland Dupont - Sport: Racing - Event: Grand prix - Place: Monaco - When: A week ago.

LISTENING

1 Answer the questions and then share your comments with your classmates.

- How do you get information about sports?
- Do you usually listen to sports news on the radio? Yes? No? Why?
- What sports programs do you usually listen to?

2 Read and listen to these questions. What is their purpose? Discuss.

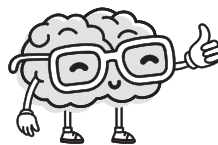
- When did that happen?
- Where did he begin?
- Did they play badly?

3 Have a look at the pictures. Do you recognize the events? Find information about them with your partner and report them to other groups.



4 Listen to a sports news report. Then copy this diagram and complete it with the information you hear.

Name	Sport	Event	Place	Time
------	-------	-------	-------	------



LET'S REFLECT

- Are sports events experienced in a different way today, compared to the past? Discuss with your partner.

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- Name: Kaley bird - Sport: Skating - Event: Olympic Games - Place: No information - When: Yesterday.
- Name: American Women's soccer team - Sport: Soccer - Event: Women's Soccer World Cup - Place: USA - When: Last night.

5 Invite a los estudiantes a trabajar en grupos conversando acerca de lo escuchado y respondiendo las preguntas propuestas. Dígalos: *Now, work in groups and talk about what you have just heard and answer the questions provided.*

66 Este contenido puede ser reforzado en la página 66 del Cuaderno de Actividades. Dígalos: *You can continue practicing on page 66 in your Activity Book.*



5 Answer these questions. Then compare the answers in your group.

- Have you ever practiced any of the sports mentioned? Which one(s)?
- Would you like to try some of them? Which one?
- Which item of the report you heard is important to you? Why?
- Can you relate any of them with your place of origin? How?

LANGUAGE IN USE

Expressing interrupted actions in the past (continued)

- Read these sentences from the recording, and other examples, and practice them with your partner.
 - She **twisted** her shoulder badly **while** she **was playing**.
 - While** she **was winning** 4 - 2, thousands of people **watched** the terrible moment on TV!
 - We **were playing** soccer **when** my brother **injured** himself last week.
 - The accident **happened while** I **was watching** the match on TV.
- Answer the questions.
 - Do the sentences express a single event or two simultaneous events? Discuss.
 - Which words are used to connect the events?
- Write three sentences telling what you and your classmates were doing when the teacher arrived this morning. Compare your answers with other groups.
- Finish the sentences with your own ideas in your Activity Book.

SPEAKING

Preparing to speak

- 1 Listen and repeat the expressions in the boxes.

What happened...?

Have you heard about...?

Where did it happen?

When was it?

Did they play...?

Continúe la clase dando ejemplos personales de eventos que sucedieron mientras usted estaba realizando una actividad.

Diga: *My little cat disappeared while I was having breakfast this morning.*

Luego pida: *Now, mention two related events that happened this morning.*

LANGUAGE IN USE

Expressing interrupted actions in the past (continued)

- Explique diciendo: *With your partner, read these sentences aloud and take turns practicing them.*
- Indique: Reread the sentences and analyze them: *What do you think they express? How are they connected? Which words are used?*
- Luego de eso, invite a sus estudiantes a escribir tres oraciones relacionando eventos que sucedieron cuando usted llegó en la mañana.
Dígalos: *Let's think about this morning. What were you doing when I arrived? Write three sentences about it. Then compare the answers with other groups?*

- d. Dígalos: *Now, continue practicing in your Activity Book, page 66.*

PROBABLES ERRORES

Explique que se usa *while* como antecedente a la acción en proceso, mientras que *when* es usado indistintamente con la acción en proceso o con el evento que interrumpe dicha acción.

Nunca se usan juntas en una oración. Dígalos: *"While" describes something that is happening at the same time as something else, whereas "when" is used with the action in process or with the event that interrupts that action.*

Ejemplos: *My father called while I was watching TV. My father called when I was watching TV.*

- 1 Reproduzca el audio y pida que escuchen y repitan los comienzos de las preguntas poniendo especial énfasis en la entonación de cada una. Dígalos: *Now, listen to the track once more and repeat the beginning of each question, paying special attention to their intonation.*

- Este contenido puede ser reforzado en la página 66 del Cuaderno de Actividades. *You can continue practicing on page 66 in your Activity Book.*



2 Solicite a los estudiantes escuchar y luego practicar el diálogo. Monitoree el trabajo mientras practican, permitiendo que lean los parlamentos si es necesario. Recomiende cambiar de roles diciendo: *Take turns to be Gina and Luke.*

3 Los estudiantes realizan la actividad guiada para desarrollar la expresión oral.

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 ellos puedan trabajar de forma autónoma indicando: *Work in pairs and write a dialogue about a piece of news related to sports.*

Mientras las parejas trabajan, monitoree y asegúrese de que usen las expresiones provistas.

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

Sugerencia pedagógica

A los estudiantes con mayores dificultades para las tareas de conversación, solicíteles que actúen la conversación leyendo sus parlamentos.



CIERRE (5 min.)

Para finalizar, invite a los estudiantes a evaluar la relevancia de la tarea realizada, así como a realizar una autoevaluación. Dígalos: *Write the following expressions in your notebook and reflect about your performance.* Escriba lo siguiente en el pizarrón y motíuelos a reflexionar sobre su desempeño:

I learned to ...

I learned to use these expressions: ...

I feel ...about my communication skills.

Modeling

2 Listen to this dialogue. Then, practice reading it aloud with your partner imitating the pronunciation and intonation.

Gina:
Hi, Luke! Have you heard the news report?

Luke:
No! I was studying for the test.

Gina:
The national soccer team won... It's in the finals now!

Luke:
Cool! When did that happen?

Gina:
Last night! The reporter said it was an incredible match.

Luke:
Really? Tell me about it...

Gina:
Well, during the second half, and almost at the last minute, the two teams were 1 - 1. Suddenly, the team's captain ran very fast and he shot into the goal! While the people were shouting "Gooooaaal!!!!!" the referee finished the match.

Let's speak

3 In pairs, find a piece of sports news on TV, radio or the newspaper and write a short dialogue, exchanging information about it. Use the transcript as a model and the **USEFUL EXPRESSIONS** in the box.

4 Role-play the dialogue in front of your classmates.

USEFUL EXPRESSIONS

- Have you heard...
- When did it happen?
- Where was it?
- How did he/she/they play?

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UNIT 4 • Media & the news • LESSON 2

Teoría e investigación

Revise la información sobre el uso de los *exit slips* en la sección de contenidos pedagógicos de la página 286 de esta guía.

67 Este contenido puede ser reforzado en la página 67 del Cuaderno de Actividades. *You can continue practicing on page 67 in your Activity Book.*



Checkpoint

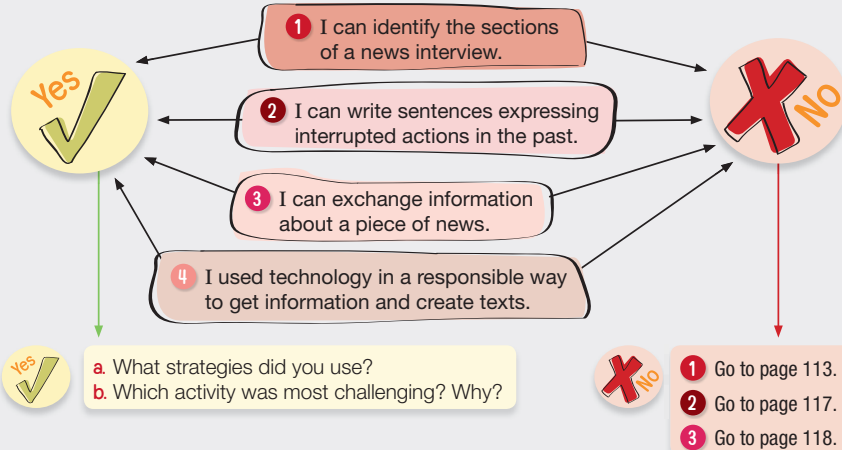
Try these challenges.

1. 🧑🏫 Read the headlines in the pictures. Identify the section of the news report they belong to.



2. Write three sentences saying what you were doing at 12 o'clock last Christmas.
3. 🧑🏫 Choose one of the headlines above and create a short paragraph about the news. Then share it with the class.

CHECK AND TAKE ACTION



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CLASE 12 • 45 minutos

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

MATERIALES Lápiz, cuaderno y póster.



INICIO (10 min.)

Para comenzar, explique el objetivo de la clase a los estudiantes y escríbalo en la pizarra: *Today you are going to review the contents, skills and attitudes from Lesson 2.*

Si desea hacer una breve revisión antes, puede recurrir al uso del póster para repasar algunas estructuras gramaticales y vocabulario.



DESARROLLO (30 min.)

Explique a sus estudiantes que es tiempo de enfrentar el desafío de revisar su progreso. Monitoree su trabajo y observe qué tan confiados se sienten con las tres actividades propuestas, indicando: *It is time to check your progress. Work in pairs or groups to carry out these challenges. Feel confident to ask questions.*

Indique el tiempo asignado y monitoree. Recuérdeles que en base a las actividades realizadas, deberán autoevaluarse de acuerdo con los criterios de avance en la escala de rendimiento.

Diga: *After doing the activities, 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 de aprendizaje lo consolidarán con algunas preguntas metacognitivas y de reflexión. Quienes no, 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 de "yes" y acceder a las preguntas de metacognición.



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? Why? Is there any particular content you need to reinforce?*

CLASE 13 • 90 minutos

OBJETIVO

- Revisar los contenidos y habilidades ejercitados en toda la unidad.

MATERIALES

Fotocopia de Formative Test, lápiz.

En esta etapa de la planificación se sugiere realizar la evaluación formativa de la página 304 de esta guía didáctica. Dígales: *Now, you are going to take a formative test, to evaluate what you have learned up to this point.*



LECTURA OPCIONAL

OBJETIVO

- Usar estrategias de comprensión lectora para entender un texto informativo acerca de los temas revisados en la lección.

MATERIALES

Lápiz y cuaderno.

Esta sección es optativa, y puede utilizarla si dispone de tiempo en aula, para estudiantes más aventajados o para designarla como tarea. El propósito de esta sección es fomentar en los estudiantes el conocimiento de aspectos de la lección relacionados con otras asignaturas.



INICIO (5 min.)

Comience preguntando: *How do you think technology and science can help people with disabilities or mobility problems?* Permita que los estudiantes den sus opiniones y ejemplos en voz alta frente a toda la clase. Dígales: *Share your thoughts with the whole class.*



DESARROLLO (30 min.)

1. Para comenzar la clase, invite a los estudiantes a hacer una lista de las maneras en que los robots pueden mejorar la vida de las personas. Si es necesario, anote algunos ejemplos en el pizarrón:

*They collaborate in the car or vehicle industry.
They help in domestic chores.*

Respuestas:

Algunas respuestas pueden ser: Robots can help people with disabilities. They can help children with learning problems, etc.

2. En esta actividad, solicite a los estudiantes que lean el texto y verifiquen sus predicciones. Dígales: *Now, read the text below and check your predictions about it. Make sure you look at the pictures carefully, as support for your comprehension.* Revise con toda la clase, ojalá de manera oral para que todo el curso pueda escuchar las respuestas de los estudiantes.
3. En esta actividad, explique la instrucción y diga a los estudiantes que respondan las preguntas respecto de lo que comprenden del texto. Luego de eso, revise con toda la clase de manera oral. Puede invitar a algunos estudiantes a responder las preguntas en el pizarrón. Dígales: *Read the statements first and identify the keywords. Then read the text once more and contrast the information.*

Respuestas:

- a. true.
- b. false.
- c. true.
- d. false.
- e. not mentioned.

HOW ROBOTICS IS HELPING THOSE WITH DISABILITIES

Some statistics recovered by the UK government show that 14.1 million people reported a disability in the UK in 2018-19, meaning 21% of the population.

The encouraging news is that technology, especially robotics, is improving the quality of life for disabled people, to help them enjoy the sense of freedom and independence that more able members of the population already have.

Prostheses

Prosthetic limbs have been available for several years now, but the field is advancing to the point where the products that are being created may soon be better than natural limbs in their performance and functionality.

Prostheses are also being developed with bionic skins that integrate with the nervous system, in much the same way as a normal limb.

Other advancements have seen prosthetics created using 3D printers, allowing children and adults to use lightweight limbs through everyday life, especially in areas affected by war.



Exoskeletons

Also known as orthoses, exoskeletons are revolutionizing the lifestyles of disabled people and those recovering from brain or spinal cord injuries. Also, advancements are being made that will enable exoskeletons to be controlled from the mind.

The evolution of AI has been developed to advance the world of robotics within the medical field greatly. The future is looking much brighter now for people with disabilities.



Taken and adapted from: Polly. (2020, December 16).

How robotics is helping those with disabilities. Robotics & Automation News. <https://bit.ly/3l2slju>

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UNIT 4 • Media & the news

Sugerencia pedagógica

Pida a algún estudiante avanzado que explique por qué la primera oración es verdadera. Pregunte: *Can you explain why the first sentence is true?*

De la misma manera, solicite a toda la clase que justifiquen sus respuestas y que luego compartan sus justificaciones con la clase. Dígales: *Make sure you justify your answers and then share your ideas with the class.*



1. 🗒️ Make a list of the aspects in which robotics can improve people's lives.
2. Read the article and check your ideas.
3. 👥 Read the text again. Identify the ideas that are true, false or not mentioned. Discuss them with your partner.
 - a. Robotics is being used to help people with disabilities.
 - b. Prosthetic limbs will never perform better than real limbs.
 - c. Some prosthetic limbs are using bionic skins that integrate with the nervous system.
 - d. It is impossible to create prosthetic limbs by using 3D printers.
 - e. AI is also being used to improve the automotive field.
4. 👥 Discuss these questions.
 - a. Have you ever met anyone with prosthetic limbs?
 - b. Do you agree that robotics can improve the lives of people with disabilities? Why?
 - c. Do you think robotic prosthetics will be available for everyone in the future? Why? Why not?



MINIPROJECT

1. 👥 Find information about present and future advances in robotics for people with disabilities in Chile.
2. Copy and complete this graphic organizer on a piece of cardboard.
3. 👥 Share your work with your classmates. Display the poster in a visible place in your classroom.

4. 👥 Motive a los grupos a discutir sobre las preguntas propuestas y a hacer conexiones con la realidad del área en que viven. Dígales: *Now, read the questions in activity four and discuss them with your partners. Are these advances present in your country or area where you live? How are they being used? If not, would you like them to be? Why?*

Respuestas:

Algunas respuestas posibles pueden ser:

- a. Yes, I have met a person with prosthetic limbs / No, I have never met anyone with prosthetic limbs.
- b. I agree with that, because they can help people do things they can't do right now because of their disabilities.
- c. I think prosthetic limbs will be available for everyone in the future, because 3D printing will be more popular and the technology will be cheaper.



MINIPROJECT

Puede asignar esta actividad como tarea, y proponer que sea evaluada formalmente para aquellos estudiantes que necesiten mejorar su rendimiento. Explique a los estudiantes que, en este mini proyecto, deberán encontrar información sobre avances presentes y futuros en Chile, en materia de robótica utilizada para el mejoramiento de la vida de las personas con discapacidad. Explique que, luego de obtener la información, deberán copiar el diagrama que se presenta en una cartulina y completarlo con la información que se requiere. Al terminar, deberán compartir el trabajo realizado con el resto de la clase, publicándolo en un lugar visible en su sala de clases. Dígales: *In this Mini Project, you will have to find information about present and future advances in robotics for people with disabilities in Chile. After you have gathered all the information, you will have to copy the diagram provided on a piece of cardboard and complete it with the required information. After you finish, make sure you share your work with the rest of the class, ideally by placing it on a visible place in your classroom.*

Revise la pertinencia de las respuestas de los estudiantes, idealmente verificando las fuentes desde donde obtuvieron la información, para asegurarse de que están realizando un trabajo con información veraz y confiable.

CIERRE (10 min.)

Al momento de cerrar la clase, procure generar una conversación para reflexionar, a la luz de lo que aprendieron del texto, sobre la siguiente pregunta: *How do you think the future for people with disabilities will change?* Procure que los estudiantes revisen su miniproyecto y respuestas de las actividades anteriores, de manera que tengan claridad sobre el tema, y que eso les permita iniciar un diálogo claro y fluido con el resto de sus compañeros.

- 67 Este contenido puede ser reforzado en la página 67 del Cuaderno de Actividades. Dígales: *You can continue practicing on page 67 in your Activity Book.*

CLASE 14 • 45 minutos

OBJETIVO

- Complementar las actividades realizadas a lo largo de la unidad.

MATERIALES

Fotocopias del material complementario.

Utilice esta clase para desarrollar el material complementario que sea pertinente, respecto del avance de los estudiantes y su nivel alcanzado. 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 do a project that integrates contents from the unit. This time, you will prepare some news reports to be presented on a radio program.*

Luego, en voz alta, repase los materiales que necesitarán para realizar el proyecto.

Diga: *Listen and read. These are the materials you need for this project.*



DESARROLLO (70 min.)

Una vez que se hayan formado los grupos, indique que deberán escuchar varios reportes de noticias y tomar nota de las secciones incluidas en ellos. Dígales: *Now, you will have to hear several news reports and take notes of the sections you can identify.* Si es posible, facilite el uso de teléfonos móviles para estos efectos. Si no es posible, asigne esta parte como tarea para el hogar.

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

Sugerencia pedagógica

Considere si es conveniente que sean grupos homogéneos o bien heterogéneos en cuanto a capacidades cognitivas y habilidades. Si optara por grupos heterogéneos, reparta papeles con números del uno al ocho (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!*



Project: News report

MATERIALS

Dictionary



Audio recorder or recording app (if possible)



Examples of news reports



Printed text



As a class, you will prepare some items of news to be reported in a radio program.



PREPARATION

1 Work in groups. Follow these steps.

- Listen to some news reports on the radio, TV or the Internet and take notes on the different sections and types of news they include.
- Assign a section to each member of the group. Search for an interesting piece of news to be reported in the section you were assigned. (One student must take the role of presenter).

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UNIT 4 • Media & the news

Sugerencia pedagógica

Puede evaluar cada paso del proyecto en forma individual con el objetivo de que sus estudiantes comprendan que el proceso es tan importante como el resultado final.

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. In this project, you will perform a radio news report.*

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.



PRODUCTION

- 2 Prepare a short report on the item of news, including all the necessary information to answer these questions: Who? When? Where? What/How?
- 3 Write a script of a news report program. Use any of the models in this unit.
- 4 Practice reading your report aloud and role-playing the program. Imitate the intonation and pronunciation in the models of the unit.



PRESENTATION

- 5 Present your news report to your classmates. (If possible, record your performance and then show it to your classmates).



PEER ASSESSMENT

Read these indicators and check your performance with your group.



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 (10 min.)

Recuerde a los estudiantes que la etapa de evaluación será una coevaluación grupal. Diga: *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

Revise la información sobre la utilidad de los proyectos grupales en la sección de contenidos pedagógicos de la página 286 de esta guía.

Este es un buen momento para implementar el mini project de la página 307, a modo de alternativa a este proyecto.

Al momento de implementarlo, diga lo siguiente a los estudiantes: *Now, you're going to do a mini project. There, you're going to show your ability to follow instructions and work in groups. Come on, you can do it!*



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 en su trabajo y a prepararse para compartir su trabajo.

CLASE 16 • 45 minutos

OBJETIVO

- Evaluar los aprendizajes, habilidades y actitudes de la unidad.

MATERIALES

Cuaderno, lápiz y póster.



INICIO (5 min.)

Para iniciar la clase, explique el objetivo y escríbalo en la pizarra: **Review the contents, skills and attitudes from the unit.** Utilice el póster de la unidad para hacer un repaso antes de comenzar la evaluación sumativa.

Asegúrese de indicarles: **Write your answers on a separate sheet of paper/ in your notebook. Write this information at the top: Final Check Unit 4, Name, School year/ class, Date.**

Revise que todos lo hagan antes de comenzar a explicar. Indique el tiempo diciendo: **You have 45 minutes.**

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



DESARROLLO (35 min.)

- 1 Indique que lean la noticia y luego identifiquen la información verdadera, falsa y no mencionada. Lea las preguntas en voz alta y asegúrese de que todos las entiendan perfectamente. Recuérdeles: **We did this type of exercise during the unit. Remember to read the statements carefully and go back to the text to revise it.**

Respuestas:

- a. False (He teaches math).
- b. False (no students could hear it).
- c. False (the image froze, not the teacher).
- d. False (Students waved their arms).
- e. True.
- f. False (The teacher offered students to repeat the lecture).



Final Check

Total: 22 points

- 1 Read the piece of news. Identify if the statements are correct, incorrect, or not mentioned. Answer on a separate sheet of paper.

6 p.

It may happen to anybody

Last week, a university professor in Singapore gave a two-hour online class but didn't realize he was on mute. Professor Wang teaches math and was not aware that in his online presentation the microphone on his computer was switched off! None of the students attending his online class heard what professor Wang was talking about.

His class started well but then it froze. The video came back but the microphone was off and professor Wang did not notice.

Students tried many times to contact professor Wang during the lesson but could not get through to him. They waved their arms and even tried calling him on his personal phone. A video of the moment he understood the situation has gone viral on the Internet. It has received more than 653,000 views. After realizing what happened, professor Wang offered to redo the lesson at a different time so his students did not miss that class.

Adapted from: Ibbetson, R. (2021) Maths professor in Singapore delivers two-hour lecture on Zoom only to realise he was on mute the entire time. Retrieved from: <https://bit.ly/3u0IRx4>

- a. The professor teaches computer coding.
- b. Only a single student heard what the professor was saying.
- c. The article said the professor froze.
- d. Students waved their phones at the professor.
- e. A video of the professor has gone viral on the Internet.
- f. The professor said he would not redo the lecture.

- 2 Read the article again. Identify the information to create the essential questions of a piece of news.

5 p.

Who?

Where?

When?

What?

Ending?

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UNIT 4 • Media & the news

- 2 Recuerde a los estudiantes: **News reports must always answer some essential questions. These questions are the ones you are reading here. Read each one and reread the text to identify the answers.**

Respuestas:

- a. Who? a university professor.
- b. Where? in Singapore.
- c. When? Last week.
- d. What? He gave a two-hour online class but didn't realize he was on mute.
- e. Ending: Professor Wang offered to redo the lesson at a different time, so his students would not miss that class.

- 3 Listen to the recording and answer these questions.
- What type of recording is it?
 - What is the means of communication used?
 - What section of the program does it belong to?
 - When and where do the events happen?
 - Who are the protagonists of the story?

5 p.

- 4 Read the piece of news below and exchange information about it with your partner, asking and answering questions.

6 p.

http://www.l

A 4-legged hero

By Cathy Jones

Natural disasters are terrible experiences for everyone who suffers them.

However, there are always inspiring stories of heroism. That's certainly the case of Hero, the ironical name of a black Labrador. Last month, the dog saved a man before he disappeared in rising flood waters.

After that, the dog was rescued by a special team and was honored at Genesis Awards.

Hero received a standing ovation and a huge bone!

Created by publishing team.



Outstanding! (6.0 – 7.0) (22 points)	Very good (5.0 – 5.9) (21 –14 points)	Needs improvement (4.0 – 4.9) (13–9 points)	Not good enough (1.0 – 3.9) (Less than 9 points)
You achieved the learning goals.	You are achieving the goals. Analyze the few mistakes you made.	Your performance can improve. Review your mistakes.	You need to review the contents and practice more.
Congratulations!	Well done!	Keep on working!	You can do it!

UNIT 4 • Media & the news

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- 3 Lea las preguntas en voz alta y asegúrese de que todos las entienden. Luego reproduzca la grabación (dos veces si es necesario). Explique que deben escuchar y responder las preguntas. Dígales: *Now, read the questions out loud and make sure you understand them. Then, listen to the recording and answer the questions.*

Respuestas:

- A news report.
- Radio.
- The afternoon report.
- Last week, in the south of France.
- Two young inventors from France.

- 4 Mientras trabajan, camine alrededor de la clase y verifique el intercambio de información sobre la noticia propuesta. Dígales: *Now, read the text below about a very special dog, and exchange information about it with your partner. After you finish, you should ask and answer questions. Make sure you pay special attention to fluency, clarity of the message, contents and pronunciation.*

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 alternativas de evaluación final, puede aplicar adicionalmente los instrumentos que encontrará en la página 309 de esta guía didáctica.



3. Read the news article again and check (✓) the incorrect information. Correct those statements below.

- a. ✓ Adults will play a significant role in getting us to a sustainable world.
Young people will play a crucial role in getting us to a sustainable world.
- b. The portable purifier uses cleansing UVC light to sanitize water in 60 seconds.
- c. ✓ The portable purifier only purifies water from taps and fountains.
The portable purifier purifies water from taps and fountains, and from streams and ponds.
- d. ✓ The robot tutor uses a camera to help teachers detect changes in students.
The robot tutor uses a camera to help students detect changes in themselves.
- e. ✓ Less than 10 million gamers in the U.S. have a disability.
About 46 million gamers in the U.S. have a disability.

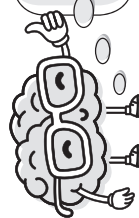
4. Read the news once more and comment on the invention you like the most. Explain your reasons. *The invention I like the most is... because...*

5. Discuss these questions.

- a. Where do you usually get the latest news? *I usually get the latest news in/on...*
- b. What piece of fake news do you remember the most? Why? *I remember... the most because...*
- c. How much do you believe in the media? *I believe in the media a lot/a little.*
- d. Why do people read newspapers? *I think people read newspapers because...*

6. Research different sources and find out the different types of newspapers in Chile. Then complete the chart.

Type of newspaper	Characteristics	Examples
1. National	Usually issued daily or weekly that circulates generally in each internal territory of a country.	La Tercera.
2. Local	Serves a town or small city.	La Estrella de Iquique.
3. Tabloid	With pages half the size of those of the average broadsheet, popular in style and dominated by sensational stories.	L.U.N., La Cuarta.
4. Broadsheet	With a large format, and regarded as more serious and less sensationalist than tabloids.	El Mercurio.
5. Online	With minimal graphics and black on white colors; only headlines and excerpts; space for advertisement.	Emol; El Dinamo.



LET'S REFLECT

- What is the most interesting thing you learned in this reading section?
The most interesting thing I learned is...

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UNIT 4 • Media & the news • LESSON 1

3. Para reforzar la lectura de la página web, diga a los estudiantes: *Read the text again but this time identify correct and incorrect information. Later, correct the statements with your partner.*
4. With your partner, talk about which invention you liked the most and give your reasons.
5. After reading the text again, form small groups and discuss the questions given. Then share your ideas with the class.
6. Digales: *Again work with your group. This time research different types of Chilean newspapers, and then complete the chart.*

7. Underline the connectors "too... to..." in the text in activity 2. Then copy each sentence, analyze its meaning, and take notes of your ideas.

- The issues are too serious to continue the old way.
- But this is too unsustainable to maintain in the long run.
- ... she felt most robots were too expensive to get one at home.
- They were too technical to use in real life.
- ... standard controllers are too hard to use.

LANGUAGE IN USE Activity c.

Write three sentences of your own with the connectors "too... to..."

- a. *I'm too tired to wake up early tomorrow.*
- b. *My big sister is too old to ride a tricycle.*
- c. *My sneakers are too heavy to wear them for running.*

You can learn more about this content here: <https://bit.ly/3spqicX>

8. Look at the pictures carefully. Write sentences using the connectors "too... to..." and the prompts given.



These tomatoes / green.

These tomatoes are too green to eat.



The child / drive.

The child is too young to drive a car.



The ice of the lake / walk upon.

The ice of the lake is too thin to walk upon it.



Mel and Sam / weak.

Mel and Sam are too weak to lift that armchair.

fifty-five 55

UNIT 4 • Media & the news • LESSON 1

- LET'S REFLECT. Please take some minutes to reflect upon the question in the bubble. Then share your ideas with the class.
7. Indique a los estudiantes: *Please, underline all the connectors with "too... to..." in the text, and then copy them in the space provided.*

102. c. This activity is connected with the Student's Book. You have to write three sentences using the connector "too... to..."

8. Como síntesis del tema gramatical, señale: *Now, look at the pictures of different situations and use the prompts to write sentences with the connector "too... to..."*

Modeling

- 1 You are going to write a short news report about a trending topic. Before writing it, read this piece of news and discuss the questions with your partner.

Counting T. Rexes

By Shay Maunz

Some 2.5 billion Tyrannosaurus rexes walked the Earth. That's according to a new study published in the journal Science.

The reptiles were not alive all at the same time. They roamed for about 1.2 million to 3.6 million years, nearly 70 million years ago. At any one time, there were probably about 20 000 adult T. rexes.

Only about 100 T. rex fossils were found.

Researchers arrived at 2.5 billion by looking at key facts about T. rex, including its average body size and energy needs.

Experts were surprised by the estimate. Charles Marshall is a biology professor at the University of California, Berkeley, and the study's lead author. "That's a lot of jaws," he says. "That's a lot of teeth. That's a lot of claws."

Taken from: Time for Kids. (2021, April 23). Retrieved from <https://bit.ly/3xy0ZJ0>

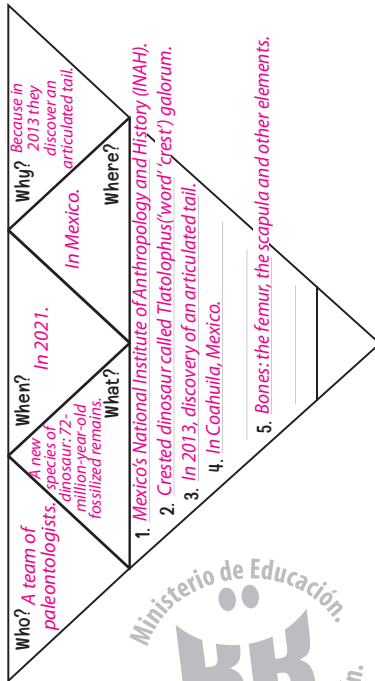


April 23, 2021

- What is the main idea of the news article? How do you know?
- What article parts can you identify? There is a headline, the date, the author's name, and the body answering questions What, Where, When, How, and Why.

Organizing Ideas

- 2 Choose a story to write about and complete the diagram below.



Permita a los estudiantes trabajar y planificar su escritura. Para ello, indiqués: *In this section, you're going to create a news report. 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 diagram, and use them to write the news report. It will be a draft or your first version of the news report. Therefore, don't worry about mistakes.*

Otórqueles tiempo suficiente para trabajar mientras monitorea su trabajo personal.

Drafting

- 3 Use the notes you took in activity 2 to write your first draft.

A team of paleontologists in Mexico identified a new species of dinosaur. Mexico's National Institute of Anthropology and History (INAH) announced it after they found 72-million-year-old fossilized remains. The investigation began in 2013 with the discovery of an articulated tail in Coahuila, Mexico. "The surprise was that we began to find bones such as the femur, the scapula and other elements," said a scientist involved in the discovery.

Later, the scientists collected, cleaned and analyzed other bone fragments from the front part of the dinosaur's body. The paleontologists discovered the crest of the dinosaur and other parts of the skull: lower and upper jaws, and palate. INAH said. Anthropologists also explained the meaning of the name – Tlatolophus galorum. Tlatolophus is a mixture of two words: the indigenous Mexican language of Nahuatl that means 'word' and the Greek term meaning 'crest'. Galorum refers to the people connected to the research, INAH said.

Revising and editing

- 4 Revise your news story with your partner and answer the questions below.
 - Do our news stories follow a similar structure as the one in activity 1? *Yes, they do. / No, they don't.*
 - Have we included all the ideas in the chart 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 news story. Then share it in small groups.

New dinosaur discovered in Mexico

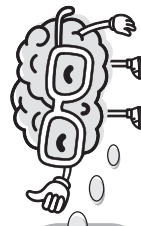
A team of paleontologists in Mexico have identified a new species of dinosaur. Mexico's National Institute of Anthropology and History (INAH) announced it after they found 72-million-year-old fossilized remains. The investigation began in 2013 with the discovery of an articulated tail in the Mexican state of Coahuila. "The surprise was that we began to find bones such as the femur, the scapula and other elements," said a scientist involved in the discovery. Later, the scientists could collect, clean and

analyze other bone fragments from the front part of the dinosaur's body. The paleontologists discovered the crest of the dinosaur as well as other parts of the skull: lower and upper jaws, and palate. INAH said. The Mexican anthropology body also explained the meaning of the name – Tlatolophus galorum. Tlatolophus is a mixture of two words: the indigenous Mexican language of Nahuatl meaning 'word' and the Greek term meaning 'crest'. Galorum refers to the people connected to the research, INAH said.

Publishing

- 7 Publish your work in an online newspaper for students or display it in a visible place in your classroom. If possible, also post it on the school webpage.

- LET'S REFLECT**
- What news story did you like the most? Why? *I like... the most because...*



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.*

Asista a los estudiantes en las etapas de borrador, revisión y edición de su párrafo. Dígales: *Before writing the final version of your news report, please revise and edit it with the help of your partner. In the end, you should publish your report in an online newspaper for students or show it to your group.*

LISTENING

- 1 Look at the pictures and anticipate what the recording will be about.



The recording will be about an aquarium, eels, etc.

- 2 Listen to a piece of radio news.
- Check your predictions in activity 1.
 - Circle the correct alternative.
 - The news is **charming** / **shocking**.
 - Eels have a **retiring** / **fascinating** personality.
 - Eels' conduct is **worrying** / **interesting** to the aquarium staff.
 - The aquarium had a **boring** / **challenging** idea.
 - The director posted an **encouraging** / **alarming** text message.
- 3 How do you think the quarantine will affect other animals? Discuss.
I think the quarantine will affect... because...



LANGUAGE IN USE Activity d.

- Finish the sentences with an adjective ending in -ing.
- The movie I saw last weekend was **terrifying** / **boring** / **depressing**, etc.
 - Household chores are **boring** / **tiring** / **demanding**, etc.
 - The news about the vaccine is **alarming** / **worrying** / **encouraging**, etc.
 - The books for the Literature class are **interesting** / **challenging**, etc.

SPEAKING

Preparing to speak

- 1 Listen and repeat these words. Pay attention to the pronunciation of the initial sound. What happens to it? Explain.

heir honor honestly hour

LET'S REFLECT

- What similarity do you find regarding the initial letter "h" in Spanish?

The initial letter "h" is silent in both languages.



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UNIT 4 • Media & the news • LESSON 1

- 1 Diga: Please, look at the pictures. What are they showing? Think what the recording will be about.
- 2 Listen to some news on the radio and then do the activities below.
- Reproduzca el archivo de audio hasta tres veces.
- 3 In groups, discuss the question and make sure everybody speaks.
- 106 d. This activity is connected with the Student's Book. You have to finish the sentences with adjectives ending in -ing.
- 1 Listen to the recording and repeat the words after I pause. Pay

Modeling

- 2 Listen and read a short piece of news. Pay attention to intonation and pronunciation.

In England, three window cleaners wanted to honor sick children in a hospital and make them feel better. So they planned the visit for a few hours, then put on superhero costumes and went down one side of the hospital. They stopped at the sixth floor where the children sat by the window. They were excited to see the window cleaners as superheroes. One of them said that "it was important just to make one child smile."

Practicing

- 3 Select a short piece of news that calls your attention. Follow the model in activity 2 and practice reading it. Then record it or deliver it in front of the class.

Cultural Spot

- 1 Read the news report. How do you think art will change in the near future? Discuss.

In the near future, art will become much more digitalized, and the viewer's role will be less passive.

Digital artwork sells for nearly US\$70 million

March 11, 2021

A piece of art that exists only on a computer, created by Beeple, sold Thursday for nearly US\$70 million. It was May 2007. The American graphic designer Mike Winkelman (Beeple) drew his Uncle Joe's image and shared it online. During the following 13 years, Beeple continued to post new images daily. The result: a collection of 5 000 images, called *Everydays – The First 5 000 Days*. It is the first time an auction company sold a piece of art that nobody can touch (Non-Fungible Token art or NFT). NFT

artists use the technology blockchain to prove they are selling original work. Blockchain also allows artists to record information safely. With this technology, it is impossible to change, hack, or cheat the system. Beeple says he will continue selling his work. He has a contract that pays him 10 percent of the selling price each time someone new becomes the owner.

The cryptocurrency lawyer in New York City, Max Dilendorf, thinks the physical art market will become digital in the next five years.

Adapted from: Digital Artwork Sells for Nearly \$70 Million. (2021, March 11). Retrieved from <https://bit.ly/3ekH0F8>

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attention to the initial sound.

Reproduzca el audio una vez.

LET'S REFLECT. Indiqueles: Only in these four words, this letter is silent.

- 2 Now, as you listen to the recording, read the short news report in silence.

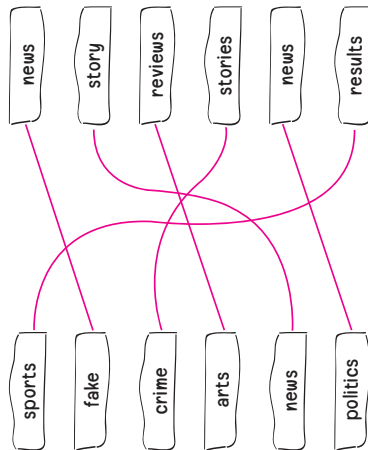
Reproduzca el audio un par de veces.

- 3 Para consolidar la práctica oral de los estudiantes, indiqueles: In groups, select an interesting piece of news, and then report it either orally or recorded. Use the one in activity 2 as a guide.

CS 1 In this section, you're going to read a piece of news. Read it on your own, and then discuss the question with your group.

VOCABULARY IN CONTEXT

- 1 Review the vocabulary on page 110 of the Student's Book and match the halves. Then select two pair of words and use them in examples of your own.



- a. *It is very easy to publish fake news these days.*
b. *My big brother likes watching the sports results on TV.*

- 2 What breaking news have you read or heard lately? Take notes.
Las noticias más recientes que los estudiantes elijan.

- 3 Share your news in activity 2 and give your opinion about them.
I think/believe that this news about... is...

LET'S REFLECT

- How important is it for you to get informed of the latest news?
For me it is not very important to get informed of the latest news because...

To read more breaking news in English, visit: <https://bit.ly/3s28Gru>

- 1 Como estrategia de profundización del vocabulario visto en la lección 2 del TE, diga a los estudiantes: *Please, match the halves to form phrases that you studied in the Student's Book. Then use two phrases in examples of your own.*

- 2 Para retomar el vocabulario relacionado sobre las noticias, indíqueles: *On your*

own, think about the latest breaking news you have heard, and take notes.

- 3 Now, in groups, share the piece of news you chose in activity 2.

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.

READING

- 1 Read the title of the interview in activity 2 and look at the pictures below. Then discuss how you think they are connected to the text.



The pictures are connected to the text since it is an interview to the girl who invented an app to deal with cyber-bullying.

- 2 Read the news interview and check your ideas in activity 1.

December 4, 2020

Kid of the Year

Gitanjali Rao

By Angelina Jolie

Q: When did you know science was your passion?

When I was attending the third grade, I was already thinking about using science and technology for social change.

Q: One of your latest innovations helps prevent cyber-bullying. Could you tell me about that?

Kindly is a service that can detect cyber-bullying based on artificial intelligence technology.

Q: It's so exciting to have such a young and female inventor. Does that affect you in any way?

I don't look like your typical scientist. It's not easy when you don't see anyone else like you. So I really want to transmit the message that anyone can do it.

Q: That's insanely impressive. What are you doing now?

I'm currently working on an easy way to help detect contaminants in water – things like parasites.

I'm also working on my "Innovation Sessions." I've partnered with rural schools, museums all across the world, and bigger organizations to run innovation workshops.

Q: When you're not doing all of these amazing things, what do you do that's just a 15-year-old thing?

I bake. I was baking before this interview. My mom and I were making a carrot cake for the family.

Adapted from: Jolie, A. (2020, December 4). Kid of the Year Gitanjali Rao. Retrieved from <https://bit.ly/3bWmVY5>

- 1 Para preparar a los estudiantes al texto que leerán, indíqueles: *Look at the pictures carefully and identify each of them. How are they connected to the text in activity 2?*
- 2 Inmediatamente después, dígales: *Please, read the title of the text. What do you expect to find in it? Raise your hands two students who volunteer to read the interview. The rest of the class will do it in silence.*

- 3 Read the interview again and cross out the incorrect information. Rewrite the sentences.

- a. Gitanjali Rao spoke with the interviewer at the magazine premises.
Gitanjali Rao spoke with the interviewer via videoconference.
- b. Gitanjali knew she liked science after she completed the third year.
Gitanjali knew she liked science while she was attending the third grade.
- c. She thinks it is easy when you see you are different from the rest.
She thinks it is not easy when you don't see anyone else like you.
- d. She is only working at her "Innovation Sessions" at the moment.
She is both working at her "Innovation Sessions" and on an easy way to help detect contaminants in water.
- e. She likes baking cakes.
She likes baking in general.

- 4 Read the interview once more and ask the questions for these answers.

- a. *Where does Gitanjali Rao live?* ?
Gitanjali Rao lives in Colorado, USA.
- b. *When did she know science was her passion?* ?
In the third grade.
- c. *What is Kindly?* ?
It's a service that can detect cyber-bullying.
- d. *What does she want to put out?* ?
Gitanjali really wants to put out that message that anyone can achieve their goals.
- e. *Who was she baking for during the videoconference?* ?
For her family.

- 5 Develop a mental picture of Gitanjali's inventions and comment on them.

- 6 What would you invent to solve one of the world's problems? Talk about it and explain your reasons. *Las propias ideas de los estudiantes.*



LET'S REFLECT

- Think of a possible solution to the problem of bullying.
I think the possible solution to bullying is...

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UNIT 4 • Media & the news • LESSON 2

- 3 Para reforzar la lectura de la entrevista, diga a los estudiantes: *Read the interview again but this time to identify true information. You should cross out the incorrect information and rewrite the sentences.*
- 4 In pairs, read the text once more and pay attention to specific information to ask the questions.
- 5 Now, on your own, go over the text again in order to make a drawing of each of Gitanjali's inventions.
- 6 With your group, talk about an invention you would like to create to solve on world problem. Remember to allot enough time so everyone can speak.
- 7 Indiqueles: *In the same groups, research on kids inventors and*

- 7 Research various sources to find out kid inventors in history. Then complete this chart.

Inventor's name	Country of origin	Invention	Year of invention
1. Ben Franklin	U.S.A.	Swim flippers	1717
2. Margaret Knight	U.S.A.	Paper bags machine	1850
3. Louis Braille	France	Braille system	1924

To find information about kid inventors, visit: <https://bit.ly/2Q5RlJy>

LANGUAGE IN USE 112 Activity c.

Express continuous actions in the past. Fill in the blanks with the correct form of the verb between parentheses.

- a. I was doing (do) homework yesterday at 6 pm.
- b. This time last year, our family was/were moving (move) to a new city.
- c. A month ago, we were studying (study) the Roman Empire at school.
- d. My little sister was swimming (swim) for the first time in her life last Monday.

- 8 Look at the pictures and write sentences. Use the Past Continuous and the phrases given.



Today at 7:30 am / bus to school.
Today at 7:30 am, we were taking the bus to school.



Yesterday evening / in the park.
Yesterday evening, Megan was running in the park.



Her favorite pop band concert / a week ago.
Her favorite pop band concert was going on stream a week ago.



Last Saturday afternoon / soccer / friends.
Last Saturday afternoon, I was playing soccer with my friends.

- 9 Talk about your activities during last weekend.

Last weekend, I was traveling to the beach with my family. My father was driving our car, and my siblings and I were playing at the back seat.

UNIT 4 • Media & the news • LESSON 2

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- 8 Para continuar la práctica, indique: *Now, look at the pictures about different past activities, and write sentences using the prompts below them.*

- 9 Como síntesis del tema gramatical, indiqueles: *Now, talk about your activities during last weekend.*

- 112 c. This activity is connected with the Student's Book. You have to fill in the blanks with the correct form of the verb to describe continuous past actions.

Modeling

- 1 You are going to write a summary of a news article. Before writing it, read this one and discuss the questions with your partner.

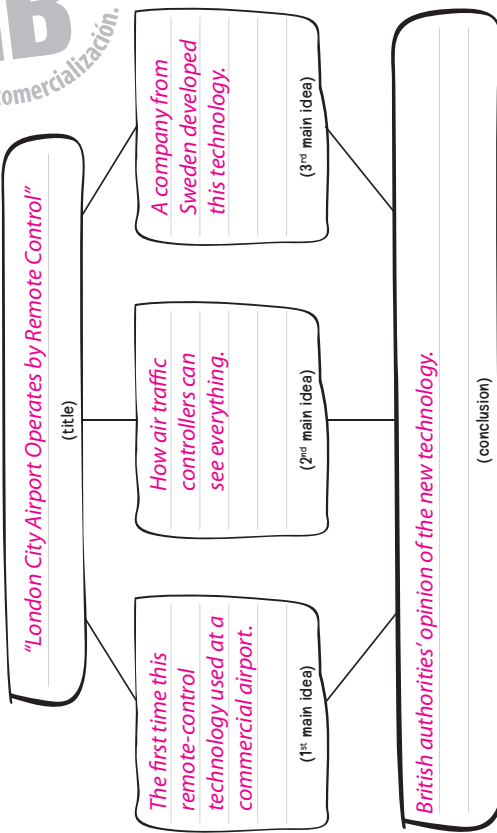
ARTICLE: Young people and exercise.

This article talks about young people and exercise. First, it lists some of the excuses young people give to explain why they don't exercise. It provides answers to each of these common excuses. Then the article describes the benefits of regular exercise. After that, it gives some ideas of different activities you can do to exercise. It also provides simple safety rules and suggestions not to hurt yourself when you exercise. Finally, the article gives some advice about exercise at school.

- a. What main ideas does the summary contain? *The main ideas of the news summary are the topic of the article, the list of excuses, some benefits, examples and safety rules.*
- b. How are the ideas connected? *They are connected through sequence connectors.*

Organizing ideas

- 2 Choose a news article of your interest and complete this diagram.



To learn how to write a summary, watch this video: <https://bit.ly/3rPEtUA>

Permita a los estudiantes trabajar y planificar la escritura. Para ello, indíqueles lo siguiente: *In this section, you're going to write a summary of a news article. 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 diagram, and use them to write a paragraph.*

Otórqueles tiempo suficiente para trabajar mientras monitorea su trabajo personal.

It will be a draft or your first version of the description. Thus, don't worry about mistakes. Remember that you can use the expressions in the box.

Drafting

- 3 Use the information in the previous step to write your first draft.

According to this article, the airport of the city of London has become remote-controlled. It states that this is the first time that this remote-control technology is used at a commercial airport. It describes how air traffic controllers can see everything that happens from fourteen cameras, can receive weather and airplane information on their screens. It also talks about the Swedish company that developed the technology and how it works. Finally, it states what British authorities say about the new technology.

Revising and editing

- 4 Revise your draft with your partner and answer the questions below.
 - a. Do our news article summaries follow 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 chart 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
- Add a word
- Check spelling
- Change place

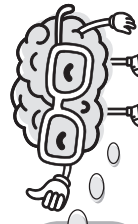
Writing

- 6 Write the final version of your news article summary. Then share it in small groups

According to this article, the airport of London's City has become fully remote-controlled. It states that this is the first time that this remote-control technology is used at a commercial airport. Then it describes how air traffic controllers can see everything that happens from fourteen cameras, can receive weather and airplane information on their screens. The article also talks about the company that developed the technology and how it works. Finally, it states what British authorities claim about the new technology.

Publishing

- 7 Display your work in a visible place in your classroom. If possible, also publish it in the school magazine.



LET'S REFLECT

- How challenging was it for you to write a summary? *It was/not very challenging because...*

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

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 question in the bubble. Then share your ideas with the class.*

LISTENING

1. Discuss these questions.
 - a. Who is your favorite sportsperson? Why? *My favorite sportsperson is... because...*
 - b. Have you ever listened to an interview with him/her? *Yes, I have. / No, I haven't.*
 - c. What racer do you know? *I know...*
 - d. What will the recording be about? *The recording is about an interview to a racer/runner.*
2. Listen to the recording.
 - a. Check your answers in activity 1.
 - b. Write **T** (true), **F** (false), or **DS** (doesn't say).
 - i. **T** Usain Bolt and his family are Jamaican.
 - ii. **DS** He won the 2008 Olympic Games.
 - iii. **F** He has a natural talent to win medals.
 - iv. **DS** He is not very tall, and that makes it difficult for him to jump.
 - v. **F** Usain played baseball in the school team.
 - vi. **T** He is relaxed and loves fun.
3. What inspiring sportsperson do you know? Why do you admire them? Explain your reasons. *I know... I admire them because...*

LANGUAGE IN USE

Activity d.

Express continuous and specific actions in the past. Finish the sentences with your own ideas.

- a. My father was preparing dinner when *my mother got home from work.*
- b. When the phone rang early this morning, *we were having breakfast.*
- c. While I was waiting for the bus this morning, *I remembered I didn't have my school-bag.*

To review Past simple and Past continuous, visit: <https://bit.ly/3wvKC2R>

SPEAKING

Preparing to speak

1. Listen and repeat these questions. Pay attention to pronunciation and intonation.

Were you also good at other sports?

What do you want to be remembered for?

What makes you happy?

When did you know you had a special talent?

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UNIT 4 • Media & the news • LESSON 2

1. Indique: *Think about sportspersons and discuss the questions in activity 1 with your partner.* 2. Listen to an interview with a famous sportsperson and do the activities below. Reproduzca el archivo de audio hasta tres veces.
 1. Listen to the recording and repeat the questions each time I pause. Pay attention to intonation. Reproduzca el audio una vez.

Modeling

2. Listen and read the interview. Then practice saying it with your partner.

Reporter: When did you know you had a special talent?
Usain: Well, at 15, I won the 200m at the 2002 World Junior Championships.

Reporter: How much of your speed is natural?
Usain: I'm lucky that I have a lot of natural talent, but my success is hard work.

Reporter: Did anyone ever say you weren't good enough or too tall?
Usain: Not really, but sometimes, when I was injured, people were complaining that it was because I was lazy. That annoyed me!

Reporter: Were you also good at other sports?
Usain: Yeah, I played cricket and soccer.

Reporter: What makes you happy, Usain?
Usain: When I'm at home, with my big-screen TV, my videogame console, dinner, and being around friends.

Reporter: Last question: what do you want to be remembered for?
Usain: As the man who brought joy to the track and field!
3. Select an athlete or a famous person and create an interview. Include questions about the first years of their career. Then act it out in front of the class.

Subject Connection

Literature

1. Listen and read the poem. Then discuss these questions.
 - a. What is the meaning of "What's fake to listeners could be what's true to someone else"?
 - b. Did you like the poem? Why? *Yes, I did. / No, I didn't, because...*
 - c. What recent fake news have you read or heard about? *Recent news about... affected me because...*

Fake News

By Bruce Dale Wise

Fake news is rather difficult to say just what it is.

What's fake to listeners could be what's true to someone else.

And no news outlet can be free from **planting** what they find, and crafting articles that seem to **fit** their point of blind.

Fake news is rather like the news that someone else describes, and doesn't fit within the **mindset** of one's local tribes: for it is very hard to write about reality; and truth is very hard to get from one's locality.

All news is rather odd that way in that what one receives can only **matter** to someone if it's what one believes.

Taken from: Wise, B. D. (2017). *Fake News and Other Poems*. Retrieved from <https://bit.ly/3UW0rD>

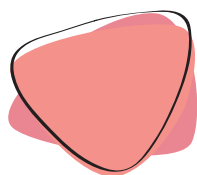
Blind (adj.): unable to see. **Mindset** (n.): mentality, disposition. **Odd** (adj.): unusual, bizarre. **Outlet** (n.): release; means of expression. **Tribes** (n.): groups of people descended from the same ancestors.

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2. Now, as you listen to the recording, read the interview in silence. Then, in pairs, practice saying it aloud and switch roles. Reproduzca el archivo de audio un par de veces.
 3. Continue working in pairs to create a similar interview after choosing an athlete or a famous person. Then act it out in front of the class.

SC 1 Para cerrar la unidad, indique a los estudiantes: *What do you think this poem is about? What does its title actually mean? Listen to the poem as you read it in silence. Then answer the three questions in groups, and share your answers with the class.* Reproduzca el archivo de audio hasta tres veces.



Contenidos Pedagógicos



TEORÍA E INVESTIGACIÓN

Conexiones personales con el tema

Las investigaciones han demostrado que cuando los estudiantes son capaces de realizar conexiones personales con el tema a tratar, éstas conducen a una comprensión más profunda acerca del mismo. Los investigadores han explicado que los estudiantes construyen y aumentan fácilmente el lenguaje a partir de un tema que les resulta familiar, ya que el conocimiento previo del contexto les ayuda a realizar inferencias y predicciones.

Adaptado de: Freeman, D. E., & Freeman, Y. S. (2004). *Essential linguistics. What You Need to.*

VENTANA DE APRENDIZAJE DE HABILIDADES

El juego, instrumento privilegiado de intervención educativa

El juego es útil para motivar a los estudiantes en cualquier etapa de una lección; al comienzo para introducir el tema, para variar las actividades y también para permitir a los estudiantes ejercitar y aplicar lo aprendido. Debe estar siempre relacionado con el tema de la lección o clase para poder ser efectivo.

ESTRATEGIAS DE LECTURA

Escanear o scanning es leer un texto rápidamente para identificar y seleccionar información específica.

- Skimming es leer un texto rápidamente para tener una idea general de lo que se trata el texto.
- Inferir es predecir y decidir sobre algo, por ejemplo, la información visual o el título de una historia, noticia, etc.

British Council. *Teaching Reading and Writing – Reading. Teaching English.*
Recuperado de <https://bit.ly/34qckAA>

TEORÍA E INVESTIGACIÓN

Exit slips (Tarjetas de salida/logro)

Las tarjetas de salida son respuestas escritas a las preguntas propuestas al final de una clase o actividad. Los estudiantes reflexionan y dejan registro de su aprendizaje, analizan el logro obtenido según los objetivos iniciales y también establecen acciones futuras.

Adaptado de: Dann, R. (2002). *Promoting assessment as learning: Improving the learning process.* London: Routledge Farmer.

VENTANA DE APRENDIZAJE DE HABILIDADES

Toda vez que los estudiantes trabajan en proyectos grupales, son puestos en situaciones en las que requieren usar el idioma extranjero de manera auténtica. Paralelamente, desarrollan habilidades de planificación, organización y negociación en el desarrollo de las tareas asignadas.

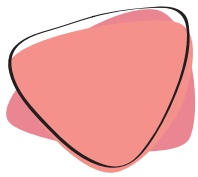
Adaptado de: Tsiplakides, I., & Fragoulis, I. (2009). Project-based learning in English teaching as a foreign language in Greek primary schools: From theory to practice. *English Language Teaching*, 2(3), 113. <https://bit.ly/3dJFWiF>

COHERENCIA TEXTUAL

Comprender la coherencia de un texto es parte de entender el significado global de éste. Si no se comprende como las ideas de un texto trabajan juntas, no será posible comprender el texto en su totalidad.

Entender la coherencia de un texto involucra considerar como éste está organizado, como las ideas están conectados y como ellas se relacionan con el tema del texto. Para esto se identifican pistas contextuales, como también conocimiento personal.

Source: Mann, Malcom. Taylore-Knowles, Steve. (2014). *Reading for First. Improve your skills.* London, United Kingdom: Macmillan Education.



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.

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 al TE (*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, sino que 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 *WebQues* en la clase son las siguientes:

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

Indíqueles lo siguiente: *In order to start the unit, take this test in 40 minutes.* Lea cada una de las instrucciones en voz alta para todo el curso y esté dispuesto a explicarlas en detalle. Para ello dígales: *First, listen to the recording and check the two natural disasters mentioned. After I play the recording a couple of times, you have to choose and circle the correct alternative in activity 2. Next, work with vocabulary and label each category in activity 3. Later on, read the text and answer comprehension questions. In activity 5, match the halves to express conditions, and in activity 6, fill in the blanks with sequence connectors. Finally, you have to write some possible effects of the natural disasters given. Write at least two effects for each problem. After you finish the test, let's check answers together.* Revise la pauta de evaluación junto a todo el grupo.

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.

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, take this test in 40 minutes and then read the checklist to assess your performance. You can discuss your reflection with a partner.*

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.

Esta actividad evaluativa puede utilizarla al finalizar la lección 1 de la unidad, o cuando lo estime necesario.

Indíqueles lo siguiente: *In order to start the unit, take this test in 40 minutes.* Lea cada una de las instrucciones en voz alta para todo el curso y esté dispuesto a explicarlas en detalle. Para ello dígales: *First, listen to the recording and check the two natural disasters mentioned. After I play the recording a couple of times, you have to choose and circle the correct alternative in activity 2. Next, work with vocabulary and label each category in activity 3. Later on, read the text and answer comprehension questions. In activity 5, match the halves to express conditions, and in activity 6, fill in the blanks with sequence connectors. Finally, you have to write some possible effects of the natural disasters given. Write at least two effects for each problem. After you finish the test, let's check answers together.* Revise la pauta de evaluación junto a todo el grupo.

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.

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.*



WebQuest 1 STAYING INFORMED

Name: _____ Date: _____

A Introduction

Keeping ourselves informed is easier than ever. We are living in the information age thanks to the easy access to many sources of information from around the globe in seconds. From social media to digital newspapers, if you want to know something, you will find a way. However, we must beware of false information and fake news. Let's find out more about different sources of information in this WebQuest!

B Task

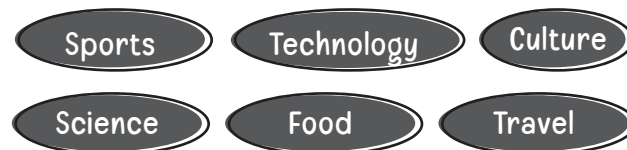
In this Project, you will analyze how information is presented in different sources. Then you will choose a topic and explore it from different sources of information. In order to do so, you will work individually and prepare a brief a news report to share with the class.

C Process

- Choose four sources of information that you and your family have used from the video The Information Timeline at <https://library.triton.edu/research>
 - Source 1: _____
 - Source 2: _____
 - Source 3: _____
 - Source 4: _____
- Classify sources of information from this website <https://www.how-to-study.com/study-skills-articles/sources-of-information.asp>. Arrange four items into these three categories:

Primary sources (First-hand information about an event, person, object, or work of art.)	Secondary sources (They analyze, interpret, or discuss information about a primary source.)	Tertiary sources (They list, compile, or index primary and secondary sources.)

- Now, circle the topic of your interest and explore the digital newspapers below. Find an interesting piece of news within the topic you selected.



- <https://chiletoday.cl/>
- <https://www.theguardian.com/international>
- <https://www.usatoday.com/>

- Fill in the chart with information from the news article you selected in the previous step.

What?	Where?	When?	Who for?	Why?



5. Go to <https://www.canva.com/> and design a poster about the news of your choice. Add pictures and a summary of the information you found.
6. Present the news to the class orally and show the poster for visual information.

D Resources

- <https://library.triton.edu/research>
- <https://www.canva.com/>
- <https://chiletoday.cl/>
- <https://www.how-to-study.com/study-skills-articles/sources-of-information.asp>
- <https://www.theguardian.com/international>
- <https://www.usatoday.com/>

E Evaluation

The news report will be evaluated with a grade for preparation and accuracy of information. Also, presenting the information aloud clearly will be highly valued. Rubric is as follows:

- Quality of news presentation: 40%
- Level of English: 40%
- Clarity when giving information: 20%

F Conclusion

The task you have just completed has allowed you to gain some insights into information sources and media, information topics and how to extract the most important information from a news article. You have also been able to expand your vocabulary related to a topic of your interest. Reflect on the following questions:

- a. What topics are frequent in TV news broadcastings?
- b. What type of news do you dislike?
- c. Where do your elder relatives get information about current events?



WEBQUEST 1

C 1. Respuestas posibles:

- Source 1: TV news
- Source 2: newspapers
- Source 3: website articles
- Source 4: books

2. Respuestas posibles:

Primary sources	Secondary sources	Tertiary sources
Direct or first-hand information about an event, person, object, or work of art.	They analyze, interpret, or discuss information about a primary information source	They list, compile, or index primary and secondary information sources.
Diaries Experiments Emails Speeches Interviews	Textbooks Biographies Magazine articles Histories	Manuals Handbooks Guidebooks Statistics



WebQuest 2

TOO MUCH SHOCKING INFORMATION!

Name: _____ Date: _____

A Introduction

Nowadays, most people are over informed. Some of them choose the source of information but others don't. Because there are too many sources of alarming information, we must learn how to identify true events and stories from fake news. By doing some research on the web, you will learn how to classify a true piece of news from a fake one.

B Task

In this WebQuest, you will do some research in order to draw conclusions and identify fake news from real news. That way, you will avoid feeling worried and anxious about an event that is untrue and you will protect others from getting wrong information. Subsequently, you will work in groups of 4 to complete a diagram with the key points to distinguish false information from true one and share your tips with the class and with your family.

C Process

1. Have a look at the fake news at <https://theday.co.uk/stories/2020-the-year-in-seven-fake-news-stories> and match the descriptions.

- | | |
|---------------------------------------|---|
| a. ___ COVID and communication | i. When Coronavirus lockdowns technology started, there were lots of animal news in social media. This Italian city wasn't full of tourists. Instead, the clean canals now had large sea animals swimming in the water. |
|---------------------------------------|---|

b. ___ Dolphins of Venice



c. ___ Trained Triceratops

ii. Many people shared a video of a dinosaur being unloaded from a truck in Indonesia. Actually, it was a robot filmed to promote a theme park.

iii. A popular story was that 5G radiation caused the pandemic. In Britain, 5G masts were attacked.

2. Why is fake news everywhere? Watch the video at <https://libguides.uvic.ca/c.php?g=701103&p=5174733> and answer T (true) or F (false).

- a. ___ Lies spread slower than the truth.
- b. ___ Information spreads too fast these days.
- c. ___ Satirical articles have a format similar to real articles.
- d. ___ People want quick answers to questions.

3. Let's learn how to identify fake news! Watch the video How to Spot Fake News at <https://libguides.tru.ca/fakenews/falling> and complete the strategies with one word.

- a. Consider the s_____.
- b. Read beyond the h_____.
- c. Check the a_____.
- d. What is the s_____?
- e. Check the d_____.
- f. Consult the e_____.

4. Search for some recent fake news. Choose one piece of news and analyze it using the checklist below. Circle the corresponding information.
- Headline of news: _____.
 - Summary of news: _____.
 - Source:** reliable / doubtful / unreliable.
 - Headline:** shocking / too pessimistic / too optimistic.
 - Author:** well-known / possibly real / unknown.
 - Date:** shown / not shown.
5. Go to www.canva.com and design a piece of fake news. Include a photo and a description of the event following the guideline below.
- Source _____.
 - Headline: _____.
 - Author: _____.
 - What happened? _____.
 - Who was there? _____.
 - Where did it happen? _____.
 - When was it? _____.
 - How did it happen? _____.
6. Share your fake news with the rest of the class. Comment and decide:
- Which is too funny?
 - Which is too scary?
 - Which is too unreliable to believe?

7. Resources

- <https://libguides.tru.ca/fakenews/falling>
- <https://libguides.uvic.ca/c.php?g=701103&p=5174733>
- <https://theday.co.uk/stories/2020-the-year-in-seven-fake-news-stories>
- www.canva.com

D Evaluation

The publication will be evaluated with a common grade for group work, creativity and accuracy. Rubric is as follows:

- Group work distribution: 40%
- Creativity of fake news: 40%
- Accuracy of English vocabulary: 20%

E Conclusion

The work you have just completed has helped you gain awareness on how news can be made up to trick people and manipulate the masses. Reflect on the following questions:

- Why is fake news dangerous?
- Who is too likely to believe in fake news?
- What is the latest fake news you read or heard about?



WEBQUEST 2

C 1. Respuestas:

Covid and communication technology. A popular story was that 5G radiation caused the pandemic. In Britain, 5G masts were attacked.

Dolphins of Venice. When Coronavirus lockdowns started, there were lots of animal news in social media. This Italian city wasn't full of tourists. Instead, the clean canals now had large sea animals swimming in the water.

Trained Triceratops. Many people shared a video of a dinosaur being unloaded from a truck in Indonesia. Actually, it was a robot filmed to promote a theme park.

2. Respuestas:

- a. F
- b. T
- c. T
- d. T

3. Respuestas:

- a. source
- b. headline
- c. author
- d. support
- e. date
- f. experts



WebQuest 3

ACCIDENTAL DISCOVERIES.

Name: _____ Date: _____

A Introduction

Scientists, cooks and ordinary people can sometimes make a great discovery while they are working on something totally different. For example, a scientist was studying radio waves when they discovered the technology for microwave ovens. Also, the geographical positioning systems our cell phones need came from the study of how to make the most precise clock in the world. If we pay attention to how things work, we can find out so much more! A lot of the technology we have today was developed thanks to the continuous study and research to find out how everything works in nature and in the man-made world we live in.

B Task

In this WebQuest, you will do some research to find out about how many of the things we use today were accidentally discovered. The end product of your team work will be a news report in person, as a video or as an audio track. You will work in groups of three and then share it with the whole class. By sharing it and listening to others, you will learn about other discoveries or inventions and how they have an impact on our life today.

C Process

1. Look at the accidental discoveries at <https://bestlifeonline.com/accidental-inventions/> and write down five items you know well.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Visit the same webpage in step 1, and read about the following inventions and discoveries. What was happening when these items were discovered or invented? Match the halves.

- | | |
|-------------------------|---|
| a. Post-it notes | i. A customer was complaining that the fried sweetener pieces of this vegetable were too thick so the chef cut very thin pieces of it and fried it until brown. |
| b. Artificial sweetener | ii. A scientist was creating a strong adhesive but he discovered the opposite. |
| c. X-ray machine | iii. A physicist saw that a mysterious glow was appearing on a screen covered with chemicals. |
| d. Potato chips | iv. A chemist was accidentally scraping a stick covered in chemicals across the floor of his fireplace. |
| e. Matches | v. A chemist was tasting a mix of chemicals. |



3. Read the articles in the following links and choose the discovery that surprised your team the most. Then complete the fact file below.

- <https://interestingengineering.com/15-accidental-science-discoveries-that-changed-the-world>
- <https://www.open.edu/openlearn/whats-on/events/7-accidental-discoveries-look-april-fools-day-headlines-arent>

Responsible person/people	
What they were looking for	
What they were doing	
Thing discovered/invented	

4. Visit <https://www.kiddle.co/> and look for pictures and a short video of that invention/discovery.

5. Prepare a live and short news report about that invention or discovery. Mention the people in charge, what they were looking for and what they invented or accidentally discovered. Use this model:

"Hello everyone! Today we are going to talk about what _____ (people) discovered/invented.

_____ (people) was/were looking for _____ (original item).

However, _____ (people) accidentally discovered _____ (item discovered). So thanks to that, the _____ (item invented/discovered) was finally used for _____ (purpose of the new thing."

6. Present the information to your class in person or record a video or audio file with your team. You can pretend it is a TV news report or a radio report.

D Resources

- <https://bestlifeonline.com/accidental-inventions/>
- <https://interestingengineering.com/15-accidental-science-discoveries-that-changed-the-world>
- <https://www.open.edu/openlearn/whats-on/events/7-accidental-discoveries-look-april-fools-day-headlines-arent>
- <https://www.kiddle.co/>

E Evaluation

The news report will be evaluated with a grade for preparation and accuracy of information. Also, the visual information used will be valued. Rubric is as follows:

- Quality of news report: 40%
- Level of English: 40%
- Clarity when speaking: 20%

F Conclusion

The task you have just completed has helped you and your classmates gain awareness on how curiosity and research can lead to greatest discoveries and inventions. You have also been able to expand your vocabulary related to progressive actions in the past, specific actions that interrupted them and the results of those actions. Reflect on the following questions:

- Which invention or discovery in this WebQuest do you have at home?
- Do you know a famous Chilean scientist or inventor?
- Why are discoveries and inventions so important?



WEBQUEST 3

C 1. Algunas respuestas pueden ser: Artificial sweetener, chocolate chip cookies, post-it notes, etc.

2. **Respuestas:**

a. ii.

b. v.

c. iii.

d. i.

e. iv.



WebQuest 4 YOUNG HEROES.

Name: _____ Date: _____

A Introduction

When there is a risky or dangerous event, firefighters, police officers, rescue teams and medical staff are the frequent heroes we hear about in the news. However, every now and then, a piece of news strikes us because the heroes are children or teenagers. Fighting for a good cause, inventing something and saving a family member or a pet are some of the most common events that make them famous. These events are in our memories thanks to the news.

B Task

In this WebQuest, you will search for news about teen heroes and what they have done to be examples of love and bravery for society. You will describe what was happening, what they did and give your opinion about how to avoid risk. The end product of your team work will be a written news article with a moral at the end. You will work in pairs and then share it with the whole class. By sharing it and reading your peers' articles, you will learn about other local or foreign teen heroes and how to avoid other risky situations.

C Process

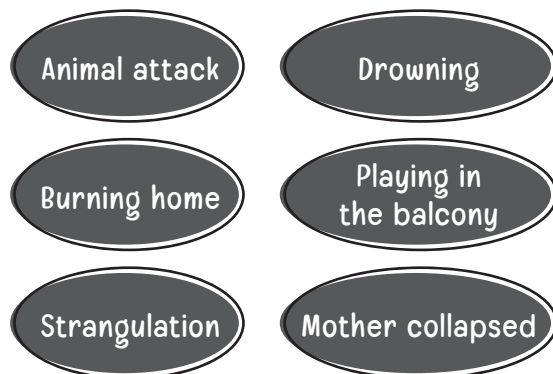
1. Watch the video Kids are Heroes Short at <https://inspiremykids.com/kids-can-be-heroes-too-stories-of-courageous-kids/> . Check the correct information.

In the video, children help...

- ___ the environment.
- ___ cats, dogs, and other animals.
- ___ astronauts.
- ___ other children around the world.
- ___ the plastic industry.

2. Let's find out about four heroic children.

Circle the four risky events mentioned in this website: <https://www.parents.com/kids/responsibility/values/kids-to-the-rescue-4-brave-kids-save-lives/>



3. Along the centuries, there have been teenage heroes and heroines too. Visit the links: <https://bit.ly/3iDDDQg> and <https://bit.ly/3IkNQCL> and find more information about these very famous teenagers in history.

	Joan of Arc	Louis Braille	Malala Yousafzai	Greta Thunberg
Nationality				
Actions				



4. Now, visit the links <https://bit.ly/3iDDDQg> and <https://bit.ly/3lkNQCL> again to confirm the ideas of those teenagers are correct. Write T (true) or F (false) and correct the false statements.

- ___ Joan of Arc was the heroine of a war.
- ___ She is a national symbol of Portugal.
- ___ Malala Yousafzai is a Pakistani education and human rights activist.
- ___ She won the Nobel Prize when she was 27 years old.
- ___ Louis Braille invented a system of reading and writing for the blind or visually impaired.
- ___ He was not blind when he was born.
- ___ Greta Thunberg protests against climate change.
- ___ She and other teenagers organized a strike called *Fridays for Family*.

5. Choose a good deed of your interest from the list. Then search for some news and pictures related to a young hero in that matter. Complete the fact file below.

- Rescuing an animal
- Raising money for pets
- Raising money for an ill person
- Saving a pet
- Saving the environment

Teenager's name	
Age	
Country and city of origin	
Good deed	
What was he/she doing in the pictures?	
What did he/she do to solve the problem?	

6. Write a short news article about the young hero you chose. Remember to add a headline and some pictures to it.

7. Share the news article with the class. Then read the news articles your classmates present too.

D Resources

- <https://inspiremykids.com/kids-can-be-heroes-too-stories-of-courageous-kids/>
- <https://www.parents.com/kids/responsibility/values/kids-to-the-rescue-4-brave-kids-save-lives/>
- www.kiddle.co

E Evaluation

This written news report will be evaluated with a grade for preparation and accuracy of information. Also, the visual information used will be valued. Rubric is as follows:

- Quality of written news article preparation: 40%
- Level of English: 40%
- Clarity when writing: 20%

F Conclusion

This task has helped you learn about how young people's actions can be contagious and help create a better world. When a young person focuses on good actions, they set an example for older generations as well as for the children around them. Mass media such as TV, social networks and virtual platforms can help these generous deeds reach different parts of the world quickly and be imitated by other teenagers. Reflect on the following questions:

- Have you heard about a teenage hero in Chile?
- Mention someone in your family who has done something good for the planet.
- Talk about something good you have done, such as helping someone or backing someone up when they were in trouble.

WEBQUEST 4

- C** 1. **Respuestas:**
✓ the environment.
✓ cats, dogs and other animals.
✓ other children around the world.
2. **Respuestas:**
Drowning; Burning home; Strangulation; Mother collapsed.
3. **Respuestas:**

	Joan of Arc	Louis Braille	Malala Yousafzai	Greta Thunberg
Nationality	French	French	Pakistani	Swedish
Actions	A heroine of France for her role during the Lancastrian phase of the Hundred Years' War, and was canonized as a Roman Catholic saint.	An educator and inventor of a system of reading and writing for use by the blind or visually impaired.	An education and women's rights activist.	An environmental / climate change activist.

4. **Respuestas:**
a. T
b. F (France)
c. T
d. F (17 years old)
e. T
f. T
g. T
h. F (Fridays for Future)



Diagnostic Test

Name: _____ Date: _____ Score: _____ /26

1  Listen to a tour guide. Cross out the two activities that are not mentioned.

2 p.

- a. Going cycling.
- b. Visiting parks.
- c. Swimming.
- d. Trying food.
- e. Speaking to local people.



2  Listen again and circle the ideas you hear.

4 p.

- a. You **should / shouldn't** go cycling around the city.
- b. You **can / can't** have a picnic in the park.
- c. They recommend that you **try / don't try** the food.
- d. Texans **are / aren't** shy or reserved.

3 Label the categories of ideas.

3 p.

Descriptions

Attractions

Past actions

I saw a lot of attractions. We ate lunch in a park. We were taking photos of the people.	It was old and beautiful. It was amazing. They were traditional and ancient.	City architecture. Scottish castles. Christian churches. Buddhist temples.

4 Write the opposite of Kim's description by changing the words in **bold**.

4 p.

a. **Familiar** customs can sometimes be confusing.

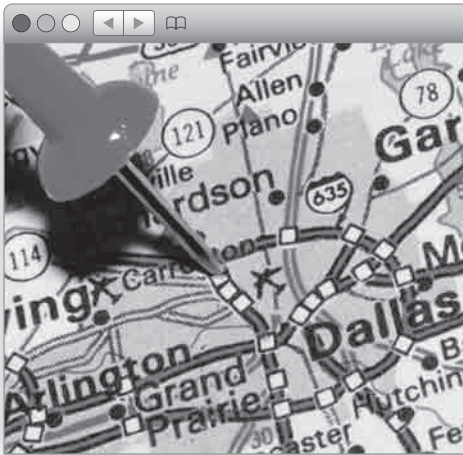
b. It is quite **usual** to kiss when they greet each other.

c. When I lost my passport, it was a **happy** situation.

d. I was so **lucky** to lose my passport.

5 Read about Kim's home town in the USA and write T (true) or F (false).

5 p.



Dallas is a famous city in Texas with a population of almost one million and a half people. Dallas is one of many beautiful places to live in Texas because there are a lot of restaurants, many coffee shops, and several spacious, wide open parks. Many families and young professionals live in Dallas and the public schools in Dallas are amazing. If you love food, you should definitely try the Tex-Mex meals in Dallas.

Adapted from: Dallas (n.d.). Retrieved from <https://bit.ly/3AvtqMZ>

- Many people live in Dallas.
- There aren't many restaurants, coffee shops or wide open parks in Dallas.
- You can go cycling in the parks because they are big.
- Public schools are surprisingly good.
- They don't recommend the food in Dallas.

6 Look at the pictures and use them to describe your own last vacation. Use the correct sequence connectors.

3 p.



7 Write five recommendations for tourists in Chile.

5 p.

-
-
-
-
-

Outstanding! (26 – 23)	Very good (22 – 19)	Needs improvement (18 – 15)	Not good enough (less than 14 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!

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 45 minutes to do 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 escuchen cuidadosamente un audio de un guía turístico hablando. Luego de escucharlo, deberán tachar las dos actividades de la lista que no están mencionadas en el audio. Dígales: *Now, listen to a tourist guide talking. Then cross out the two activities that are not mentioned in the text.*

Respuestas:

Swimming; Speaking to local people.

2. En esta actividad, indique a los estudiantes que deberán escuchar el mismo audio de la actividad uno nuevamente, pero ahora deben encerrar en un círculo las palabras en negrita, para que las oraciones coincidan con las ideas mencionadas en el texto. Dígales: *Now, you are going to listen to the tourist guide again and circle the words in bold, according to the ideas you hear.*

Respuestas:

a. should b. can c. try d. aren't

3. Para esta actividad, indique a los estudiantes que deberán completar los espacios que se proveen con los títulos de categoría correspondientes, de acuerdo a su relación con los las ideas que se listan. Dígales: *In this activity, you will have to read the category titles and write them above the corresponding column, according to the ideas listed.*

Respuestas:

Past actions	Descriptions	Attractions
• I saw a lot of attractions. • We ate lunch in a park. • We were taking photos of the people.	• It was old and beautiful. • It was amazing. • They were traditional and ancient.	• City architecture. • Scottish castles. • Christian churches. • Buddhist temples.

4. En esta actividad, los estudiantes deberán escribir la idea opuesta a lo que se presenta, cambiando solamente la palabra en negrita. Dígales: *Now, write the opposite idea, only changing the word in bold.*

Respuestas:

- a. **Unfamiliar** customs can sometimes be confusing.
- b. It is quite **unusual** to kiss when they greet each other.
- c. When I lost my passport, it was an **unhappy** situation.
- d. I was so **unlucky** to lose my passport.

5. En esta actividad, explique a los estudiantes que deben leer comprensivamente el artículo de internet sobre la ciudad natal de una persona en Estados Unidos y decidir si las afirmaciones que se proveen son verdaderas o falsas. Dígales: *Read the internet article about a person's hometown in the USA, making sure that you understand all the ideas. Then, decide if the statements provided are true or false*

Respuestas:

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

6. En la siguiente actividad, indique a los estudiantes que deberán mirar las fotos y describir sus últimas vacaciones, usando los conectores de secuencia correctos. Dígales: *Now, take a look at the pictures presented and used them as support to describe your own last vacation. Make sure you use the correct sequence connectors in your narration.*

Respuestas posibles:

On the first day, we arrived at the hotel and saw the city architecture. **Then** we traveled by train to another old city and saw the old churches and beautiful traditional architecture. **Finally**, we bought souvenirs for our family and had lunch at the airport. Revise la pertinencia de lo escrito utilizando la rúbrica que se provee en la página xxiii de esta guía.

7. Para finalizar el test, indique a los estudiantes que deberán escribir cinco recomendaciones para turistas en Chile. Asegúrese de que los estudiantes escriban oraciones completas. Dígales: *Now, you will have to write five suggestions or recommendations for tourists willing to come to Chile. Make sure you write full sentences.*

Respuestas:

Algunas posibles respuestas pueden ser:
If you come to Chile, you should visit different regions, such as the south of Chile, the north and its desert, etc.
Tourists should try the local food and explore the museums.
People should obey the laws of the country.

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: _____ /25

1  Listen to the radio news. Check the correct type of the news.

2 p.

- a. _____ Politics.
- b. _____ Science.
- c. _____ Sports.



2  Listen again and circle the ideas you hear.

4 p.

- a. The **political / police** campaign against immigration was in Spanish.
- b. Many people were **talking about / listening to** the news while they were driving, working and even cooking at home.
- c. Several **players / politicians** were visiting the border with Mexico in the past two weeks.
- d. They were **playing / promoting** that Mexican, Honduran and other Central American people work and study in their home country.

3 Read the pieces of news and match them to these headlines.

4 p.

a. **Number 500 passenger to space.**

c. **New animal breed identified.**

b. **Iceland suspends petrol exploration.**

d. **San Diego Zoo rescued insect.**

The staff of this animal center was protecting a rare species of butterfly before the pandemic and they would like to continue their work. They are now asking people to donate \$5 to continue the project.

The country of the Northern Hemisphere stopped the oil industry because it was affecting climate change seriously.

A man was taking photos of a wolf in California when he noticed it was a new type of gray wolf. They were running around in a pack of wolves and hunting sheep and hares.

Actor Ashton Kutcher was planning to travel to space. He bought the ticket number five hundred in 2012. But now that he is a father, he sold his ticket to another person.

Adapted from: Los Angeles Times. Retrieved from <https://lat.ms/3zGDnFZ>

- 4 👤 Read the pieces of news again and underline three actions in progress in the past. Comment on them with your partner.

3 p.

- 5 👤 Tell your partner about two actions that were in progress yesterday afternoon.

2 p.

- 6 Look at the picture and fill in the blanks with the correct form of the verb between parentheses.

5 p.



- a. Peyton Robertson and his family usually _____ (experience) the impact of storms in Florida.
- b. Peyton _____ (watch) TV when he _____ (get) the idea of an invention.
- c. A reporter _____ (show) the damage caused by a hurricane.
- d. Peyton _____ (create) the Sandless Operative Sandbag flooding.

- 7 Write a very short piece of news about a Chilean famous event (around five sentences).

5 p.

Outstanding! (25 – 22)	Very good (21 – 19)	Needs improvement (18 – 15)	Not good enough (less than 14 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!

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 escuchar un reporte noticioso y marcar con un tick en la lista que se provee, el tipo de noticia que es. Dígales: *Now, you are going to listen to a radio news report and check the correct type of news, according to what you hear.*

Respuesta:

✓ Politics

2. En esta actividad, indique a los estudiantes que deberán escuchar el mismo audio de la actividad uno nuevamente, pero ahora deben encerrar en un círculo las palabras en negrita, para que las oraciones coincidan con las ideas mencionadas en el texto. Dígales: *Now, you are going to listen to the news report again and circle the words in bold, according to the ideas you hear.*

Respuestas:

- a. political
- b. listening to
- c. politicians
- d. promoting

3. Para esta actividad, indique a los estudiantes que deberán leer los recortes de noticias de internet y unirlos a los titulares correspondientes, de acuerdo a su relación con los párrafos. Dígales: *In this activity, you will have to read the news snippets and match them to their corresponding headline.*

Respuestas:

- a. 1st piece of news: d.
- b. 2nd piece of news: b.
- c. 3rd piece of news: c.
- d. 4th piece of news: a.

4. En esta actividad, indique a los estudiantes que deberán leer los recortes de la actividad 3 nuevamente y subrayar tres acciones en progreso en el pasado (que contengan el pasado continuo). Dígales: *Now, read the news snippets in activity 3 again and underline three actions in progress in the past that you can find.*

Respuestas posibles:

- ✓ was protecting
- ✓ was affecting
- ✓ were running

5. En esta actividad, indique a los estudiantes que deberán decirle a su pareja dos acciones que ellos hicieron la tarde del día anterior, utilizando el tiempo pasado continuo. Dígales: *Now, work with a partner and tell him/her two actions that were in progress yesterday afternoon. It can be something you did or something you saw happen.*

Respuestas posibles:

Yesterday afternoon, I was studying while my sisters were playing in the garden.

6. Para esta actividad, indique a los estudiantes que deberán observar la foto que se provee y luego completar las oraciones con la forma correcta del verbo que se presenta entre paréntesis. Dígales: *Now, make sure you take a careful look at the picture and then fill in the blanks with the correct form of the verb in brackets.*

Respuestas:

- a. experience / experienced
- b. was watching; got
- c. was showing
- d. created

7. Para la última actividad, indique a los estudiantes que deberán escribir una noticia de alrededor cinco oraciones, sobre algún evento famoso en Chile. Puede ser algún festival, celebración, etc. Dígales: *Now, to finish the test, you will have to write a piece of news about a famous event that takes place in Chile. It can be a festival, a celebration, etc. Make sure you write around five full sentences.*

Respuestas:

Espere un texto que siga los modelos de noticias entregados a lo largo de la unidad. Utilice los recortes noticiosos de la actividad 3 de este test como ejemplo y revise la pertinencia de lo escrito utilizando la rúbrica que se provee en la página xxviii de esta guía.

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 work in groups to learn about the structure of a news article.

- 1 Work in groups.
- 2 Look at the structure of a news article.



Pupils hiding talents from bullies, survey suggests

Some children are hiding their talents and skills in school for fear of being bullied, research has suggested.

Nearly half of UK children have played down a talent because of bullying fears.

And more than a quarter of them said they had quit an activity they enjoy for the same reasons.



- 3 Search for three examples of parts of a news article in different newspapers and magazines.
- 4 Copy this chart in your notebook and group the information you read into these categories

Headline	Byline	Lead

- 5 Create a news article headline, byline and lead for this photo.

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 deberán trabajar en grupos para aprender sobre la estructura de un artículo noticioso.

La idea es que los estudiantes trabajen en grupos, observen y analicen la estructura de un artículo de noticias, y luego busquen algunos ejemplos de noticias en distintos medios, como diarios y revistas. Luego de eso, los estudiantes deberán clasificar la información según la sección de la noticia a la que pertenecen y con esta información, ser capaces de crear su propio artículo noticioso. Motive la descarga de fotos de internet, si es posible, para complementar su proyecto. Si no es posible, permítales utilizar revistas viejas o dibujos. 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:

Como resultado de esta actividad, debería esperar un artículo muy similar al correspondiente a la actividad 2 de esta sección, donde se identifiquen claramente las secciones de un artículo noticioso (headline, byline, lead y foto / ilustración).



Alternative Test 1

Name: _____ Date: _____ Score: _____ /19

1  Listen to the recording and circle the topic of the news.

- Culture
- Technology
- Sport

2 p.

2  Listen again and fill in the blanks.

- a. He has _____ many years of experience _____ stop participating.
- b. But the grass is _____ long _____ practice before the big day.
- c. The place is _____ big _____ fix it in a week.
- d. When everything is ready, you _____ buy your ticket and come!

4 p.

3 Read the byline and lead of a news article, and select the headline for it.

2 p.

Teenagers in business.

Technology for adults.

Adults and teenagers in business.

A lot of small businesses started by teenagers

Mon 30 Dec 2019 00.01



A study found that a lot of teenagers started their businesses related to food and technology in the past decade. These small companies focus on technology, clothing or accessory lines, entertainment or media, food or drink, or health or beauty products.

An expert said, "Generation Z was born during the Internet age and grew up with social media. So it's not surprising that too many teens are using their social networks to work and make money.

"If a teenager is too bored to study only, probably, they are ready to explore their favorite activities and start a business. Teens' parents who have their own business are too happy to say "You can't". Parents don't consider it an alarming situation. On the contrary, they can see their children are working enthusiastically while they are studying at school or university, too."

Adapted from: Number of teenagers starting businesses up eightfold since 2009. (2019, December 30).

Retrieved from <https://bit.ly/2UNhTbe>

4 Complete the chart with two words from the article in each category.

4 p.

Connecting ideas: <i>too... to...</i>	Adjectives ending in <i>-ing</i>

5 Connect the two ideas using “too... to...”

4 p.

- a. Teenagers are young. They can't work.
_____.
- b. The idea is so good. It can't be real!
_____.
- c. This technology is complicated. We can't understand it.
_____.
- d. This new cell phone is very expensive. We can't use it in the street.
_____.



6 Imagine your class writes the school magazine. Choose a topic you like and write a short news article about it. Remember to include a headline, byline and a lead. (around 50 words)

5 p.

travel
food
technology
history
sports
celebrities

Outstanding! (23 – 20)	Very good (19 – 17)	Needs improvement (16 – 14)	Not good enough (less than 13 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!

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 45 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 seleccionar el tema de la noticia en una lista de temas. Dígales: *In this first activity, you will listen to a recording and identify the topic of the news. Try to focus on specific vocabulary that you are familiar with.*

Respuesta:

Sport.

2. En esta actividad, los estudiantes deberán escuchar el audio otra vez y completar las oraciones de acuerdo a lo que escuchan. Dígales: *Now, you will listen to the recording again and fill in the blanks with the correct ideas, according to what you hear.*

Respuesta:

- a. too; to
- b. too; to
- c. too; to
- d. should

3. En la siguiente actividad, los estudiantes deberán leer la noticia que se provee y seleccionar un titular que se ajuste al contenido. Dígales: *Now, you have to read the news article and choose a suitable headline for it, from the list provided.*

Respuesta:

Teenagers in business.

4. En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con dos palabras extraídas del artículo noticioso de la actividad 3. Dígales: *In this activity, you will have to complete the chart with two words from the news article in each category.*

Respuestas posibles:

Connecting ideas: too... to...	Adjectives ending in -ing
... too many teens are using their social networks to work and make money. If a teenager is too bored to study only...	... it's not surprising . Parents don't consider it an alarming situation.

5. En esta actividad, los estudiantes deberán conectar las dos ideas usando los conectores que se proveen. Dígales: *Now connect the two ideas using too and to, so as to create full sentences.*

Respuesta:

- a. Teenagers are too young to work.
- b. The idea is too good to be real.
- c. This technology is too complicated to understand it.
- d. This new cell phone is too expensive to use it in the street.

6. En esta última actividad del test, indique a los estudiantes que deberán imaginar que su clase está encargada de escribir la revista del colegio. Invítelos a elegir un tema que les guste y que escriban un artículo noticioso breve, en no más de 50 palabras. Recuérdeles que deben incluir un titular, una bajada de titular y el cuerpo del artículo. Dígales: *In this activity, you will have to imagine your class is in charge of writing the school magazine. Choose a topic you find interesting and write a short news article about it, in not more than fifty words. Remember to include a headline, byline and a lead, and pay attention to punctuation.* Utilice la rúbrica para evaluación escrita de los Alternative Tests que se provee en la página xxiii de esta guía.

Respuesta:

Espere un texto que siga los modelos de noticias entregados a lo largo de la unidad. Utilice el artículo de la actividad 2 de este test como ejemplo y revise la pertinencia de lo escrito utilizando la rúbrica que se provee en la página xxiii de esta guía.

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: _____ /17

1  Listen to the recording and circle the topic of the news.

- Technology
- Sport



2 p.

2  Listen again and fill in the blanks.

- a. He has _____ many years of experience _____ stop participating.
- b. The place is _____ big _____ fix it in a week.

4 p.

3 Read the byline and lead of a news article, and select the headline for it.

2 p.

Teenagers in business.

Technology for adults.

A lot of small businesses started by teenagers

Mon 30 Dec 2019 00.01



A study found that a lot of teenagers started their businesses related to food and technology in the past decade. These small companies focus on technology, clothing or accessory lines, entertainment or media, food or drink, or health or beauty products.

An expert said, "Generation Z was born during the Internet age and grew up with social media. So it's not surprising that too many teens are using their social networks to work and make money.

"If a teenager is too bored to study only, probably, they are ready to explore their favorite activities and start a business. Teens' parents who have their own business are too happy to say "You can't". Parents don't consider it an alarming situation. On the contrary, they can see their children are working enthusiastically while they are studying at school or university, too."

Adapted from: Number of teenagers starting businesses up eightfold since 2009. (2019, December 30).

Retrieved from <https://bit.ly/2UNhTbe>

4 Complete the chart with one word from the article in each category.

2 p.

Connecting ideas: <i>too... to...</i>	Adjectives ending in <i>-ing</i>
	

5 Connect the two ideas using “too... to...”

2 p.

a. Teenagers are young. They can’t work.

_____.

b. This technology is complicated. We can’t understand it.

_____.

6 Imagine your class writes the school magazine. Choose a topic you like and write a headline, byline and a lead. (around 30 words)

5 p.

travel food technology history sports celebrities _____ _____ _____ _____ _____ _____ _____

Outstanding! (23 – 20)	Very good (19 – 17)	Needs improvement (16 – 14)	Not good enough (less than 13 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!

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 45 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 seleccionar el tema de la noticia en una lista de temas. Dígales: *In this first activity, you will listen to a recording and identify the topic of the news. Try to focus on specific vocabulary that you are familiar with.*

Respuesta:

Sport.

2. En esta actividad, los estudiantes deberán escuchar el audio otra vez y completar las oraciones de acuerdo a lo que escuchan. Dígales: *Now, you will listen to the recording again and fill in the blanks with the correct ideas, according to what you hear.*

Respuestas:

- a. too; to
b. too; to

3. En la siguiente actividad, los estudiantes deberán leer la noticia que se provee y seleccionar un titular que se ajuste al contenido. Dígales: *Now, you have to read the news article and choose a suitable headline for it, from the list provided.*

Respuesta:

Teenagers in business.

4. En la siguiente actividad, los estudiantes deberán completar cada categoría en la tabla con una palabra extraída del artículo noticioso de la actividad 3. Dígales: *In this activity, you will have to complete the chart with one word from the news article in each category.*

Respuestas posibles:

Connecting ideas: too... to...	Adjectives ending in -ing
... too many teens are using their social networks to work and make money. If a teenager is too bored to study only...	... it's not surprising . Parents don't consider it an alarming situation.

5. En esta actividad, los estudiantes deberán conectar las dos ideas usando los conectores que se proveen. Dígales: *Now connect the two ideas using too and to, so as to create full sentences.*

Respuesta:

- a. Teenagers are too young to work.
b. This technology is too complicated to understand it.

6. En esta última actividad del test, indique a los estudiantes que deberán imaginar que su clase está encargada de escribir la revista del colegio. Invételes a elegir un tema que les guste y que escriban un artículo noticioso breve, en no más de 30 palabras. Recuérdeles que deben incluir un titular, una bajada de titular y el cuerpo del artículo. Dígales: *In this activity, you will have to imagine your class is in charge of writing the school magazine. Choose a topic you find interesting and write a short news article about it, in not more than thirty words. Remember to include a headline, byline and a lead, and pay attention to punctuation.* Utilice la rúbrica para evaluación escrita de los Alternative Tests que se provee en la página xxiii de esta guía.

Respuesta:

Espere un texto que siga los modelos de noticias entregados a lo largo de la unidad. Utilice el artículo de la actividad 3 de este test como ejemplo y revise la pertinencia de lo escrito utilizando la rúbrica que se provee en la página xxiii de esta guía.

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, invételes 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: _____ /20

1  Listen to a breaking news report and check (✓) the topic of it.

- a. _____ Economy
- b. _____ Space technology
- c. _____ Education

2 p.



2  Listen again and fill in the blanks with the words you hear.

- a. On Sunday, while we were _____ breakfast and _____ TV.
- b. Mr. Brandson and three people _____ Space ShipTwo.
- c. The company was _____ for 20 years.

4 p.

3 Read the breaking news report, and select the correct topic of it.

2 p.

Technology.

Environment.

Sports.



The screenshot shows a news website interface. At the top, there is a search bar and a 'LIVE SIGNAL' indicator. Below the navigation bar, there are tabs for NATIONAL, POLITICS, INTERNATIONAL, SPORTS, ENVIRONMENT, TRENDS, and TECHNOLOGY. The main headline reads 'Enormous destruction after historic Western Europe flooding'. The text of the report describes catastrophic flooding in Western Europe, mentioning Germany, the Netherlands, and Belgium. It states that thousands of people were affected, with many losing their homes and possessions. The Prime Minister is mentioned as developing a plan to help the victims. A 'BREAKING NEWS' banner is visible on the right side of the article.

Our correspondent in Germany says that catastrophic flooding affected large areas of Western Europe last night. It was raining very hard for some days so it caused unprecedented flooding. Many people were sleeping when the water came into their homes. Lots of German, Dutch, and Belgian people were feeling helpless after losing their homes. Thousands of people couldn't return to their homes to save their possessions. Other people are missing. This morning, lots of areas still didn't have access to power or drinking water. Yesterday, the Prime Minister said that the authorities were developing a plan to help the victims. Last night, people from different villages were traveling by car to the zone to help.

Adapted from: Kottasová, I. (2021, July 18). Enormous scale of destruction is revealed as water subsides after historic Western Europe flooding. Retrieved from <https://cnn.it/3zFZOv5>

4 Read the news report again and answer these questions.

2 p.

a. Why did this unprecedented flooding occur?

b. What were people doing when the water came?

5 Look at the pictures and describe what the people were doing last Sunday morning.

5 p.



Ministerio de Educación.
KB
Prohibida su comercialización.

a. The children _____

b. The little child _____

c. The girl _____ and her mom _____

d. The grandparents _____

6 Look at the picture. Imagine what people were doing when the earthquake started. Write about those progressive actions in the past.

5 p.



Outstanding! (20 – 18)	Very good ((17 – 15)	Needs improvement (14 – 12)	Not good enough (less than 11 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!

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 45 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 un reporte noticioso y seleccionar con un tick el tema, de acuerdo a lo que escuchan. Dígales: *In this first activity, you will listen to a news report and check the topic, according to what you hear. Try to focus on specific vocabulary that you are familiar with.*

Respuesta:

✓ Space technology

2. En esta actividad, indique a los estudiantes que deberán escuchar el mismo audio de la actividad uno nuevamente, pero ahora deben completar los espacios en blanco con las palabras que escuchan. Dígales: *Now, you are going to listen to the same news report again and fill in the blanks with the words you hear.*

Respuestas:

- a. having; watching
- b. boarded
- c. developing

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar el tema, de acuerdo a lo que leen. Dígales: *Now, you have to read the article and choose the correct topic from the list provided, according to what you read.*

Respuesta:

Environment.

4. En la siguiente actividad, los estudiantes deberán leer el artículo en la actividad 3 nuevamente y responder las preguntas. Dígales: *In this activity, you will have to read the news report in activity 3 once more and answer the questions provided.*

Respuestas posibles:

- a. Because it was raining very hard for some days.
- b. Many people were sleeping when the water came into their homes.

5. En esta actividad, los estudiantes deberán mirar las fotos que se proveen y describir lo que las personas hicieron, utilizando el tiempo verbal adecuado. Dígales lo siguiente: *Now, take a look at the pictures and then describe what the people were doing last Sunday morning, using the appropriate verb tense. Make sure you use the vocabulary seen throughout the unit.*

Respuestas:

- a. The children were playing chess at home.
- b. The little child was learning to ride his bike.
- c. The girl was using her computer and her mom was drinking coffee.
- d. The grandparents were walking in the park.

6. En esta última actividad del test, indique a los estudiantes que imaginen lo que la gente estaba haciendo en el momento en que ocurrió el terremoto y escriban esas acciones utilizando el correcto tiempo verbal (pasado continuo). Dígales: *Now, imagine what the people were doing during an earthquake and write those actions using the correct verb tense (past continuous).* Utilice la rúbrica para evaluación escrita de los Alternative Tests que se provee en la página xxiii de esta guía.

Respuesta:

Algunas respuestas pueden ser: The people were sleeping when the earthquake started. Some people were in the shower when everything started to move, etc.

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: _____ /20

- 1** **102**) Listen to a breaking news report and check (✓) the topic of it.

a. _____ Economy

b. _____ Space technology



2 p.

- 2** Listen again and circle the words you hear.

a. On Sunday, while we were **cooking/having** breakfast and **watching/listening to** TV.

b. Mr. Brandson and three people *prepared/boarded* SpaceShipTwo.

c. The company was **designing/developing** for 20 years.

4 p.

- 3** Read the breaking news report, and select the correct topic of it.

2 p.

Environment.

Sports.

Search for

☰

LIVE SIGNAL

NATIONAL

POLITICS

INTERNATIONAL

SPORTS

ENVIRONMENT

TRENDS

TECHNOLOGY

Enormous destruction after historic Western Europe flooding

Our correspondent in Germany says that catastrophic flooding affected large areas of Western Europe last night. It was raining very hard for some days so it caused unprecedented flooding. Many people were sleeping when the water came into their homes. Lots of German, Dutch, and Belgian people were feeling helpless after losing their homes. Thousands of people couldn't return to their homes to save their possessions. Other people are missing. This morning, lots of areas still didn't have access to power or drinking water. Yesterday, the Prime Minister said that the authorities were developing a plan to help the victims. Last night, people from different villages were traveling by car to the zone to help.

Adapted from: Kottasová, I. (2021, July 18). Enormous scale of destruction is revealed as water subsides after historic Western Europe flooding. Retrieved from <https://cnn.it/3zFZOv5>



4 Read the news report again and correct the incorrect information.

2 p.

a. When the water came into people's cars, they were traveling.

b. Last weekend, people from different cities were walking to the zone to help.

5 Look at the pictures and describe what the people were doing last Sunday morning.

5 p.



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Prohibida su comercialización.

a. The children _____ (play) chess in the living-room.

b. The little child _____ (ride) his bike.

c. The girl _____ (do) her homework online and her mom _____ (have) a cup of tea.

d. The grandparents _____ (walk) in the park.

6 Look at the picture. Imagine what people were doing when the earthquake started.

Write about those progressive actions in the past. (around 30 words)

5 p.



Outstanding! (20 – 18)	Very good ((17 – 15)	Needs improvement (14 – 12)	Not good enough (less than 11 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!

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 45 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 un reporte noticioso y seleccionar con un tick el tema, de acuerdo a lo que escuchan. Dígales: *In this first activity, you will listen to a news report and check the topic, according to what you hear. Try to focus on specific vocabulary that you are familiar with.*

Respuesta:

✓ Space technology

2. En esta actividad, indique a los estudiantes que deberán escuchar el mismo audio de la actividad uno nuevamente, pero ahora deben encerrar en un círculo las palabras en negrita, para que las oraciones coincidan con las ideas mencionadas en el texto. Dígales: *Now, you are going to listen to the same news report, and circle the words in bold according to the ideas you hear.*

Respuestas:

- a. having; watching
- b. boarded
- c. developing

3. En la siguiente actividad, los estudiantes deberán leer el artículo que se provee y seleccionar el tema, de acuerdo a lo que leen. Dígales: *Now, you have to read the article and choose the correct topic from the list provided, according to what you read.*

Respuesta:

Environment.

4. En la siguiente actividad, los estudiantes deberán leer el artículo en la actividad 3 nuevamente y escribir las oraciones nuevamente, pero corrigiendo los errores. Dígales: *In this activity, you will have to read the news report in activity 3 once more and write the sentences provided again, correcting the mistakes.*

Respuestas posibles:

- a. When the water came into people's **homes**, they were **sleeping**.
- b. Last **night**, people from different **villages** were **traveling by car** to the zone to help.

5. En esta actividad, los estudiantes deberán mirar las fotos que se proveen y describir lo que las personas hicieron, utilizando el tiempo verbal adecuado. Dígales lo siguiente: *Now, take a look at the pictures and then describe what the people were doing last Sunday morning, using the appropriate verb tense. Make sure you use the vocabulary seen throughout the unit.*

Respuestas:

- a. were playing
- b. was riding
- c. was doing; was having
- d. were walking

6. En esta última actividad del test, indique a los estudiantes que imaginen lo que la gente estaba haciendo en el momento en que ocurrió el terremoto y escriban esas acciones utilizando el correcto tiempo verbal (pasado continuo), en no más de 30 palabras. Dígales: *Now, imagine what the people were doing during an earthquake and, in not more than thirty words, write those actions using the correct verb tense (past continuous).* Utilice la rúbrica para evaluación escrita de los Alternative Tests que se provee en la página xxiii de esta guía.

Respuesta:

Algunas respuestas pueden ser: The people were sleeping when the earthquake started. Some people were in the shower when everything started to move, etc.

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: _____

A newspaper cover page.

- 1 Search for some breaking news in Unit 4 and other sources in order to catch people's attention.
- 2 Add them to the different boxes of the template of a newspaper cover below.

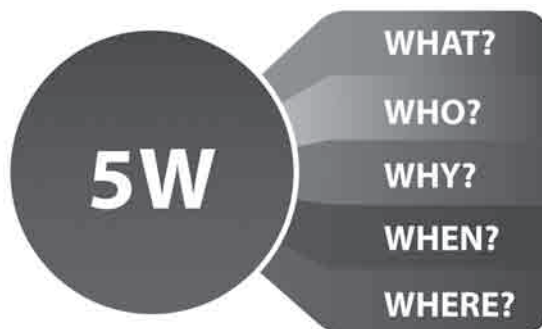
THE SCOOP	
SCIENCE	TRAVEL
ENVIRONMENT	SPORTS

Speaking Template

Name: _____ Date: _____

Reporting breaking news live.

- 1 Make sure you speak about this basic information when you report news.



- 2 Now, use this model for your breaking news report.

The 5W Rule

- Say **Who** was involved or **Who** it is about.
- Say **What** happened.
- Say **When** it happened.
- Say **Where** it happened.
- Explain **Why/How** it happened.

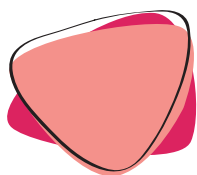
- 3 Read this example aloud.

"The New York Police Department has bought the eco-friendly Tesla Model 3 car. The police authorities acquired the fleet last month for the patrol division because this model is the fastest and the most ecofriendly option for highway operations."

Adapted from: McCarthy, C. (2021, July 18). NYPD buys \$47K Tesla Model 3 for highway patrol division. Retrieved from <https://bit.ly/3AarcRY>

- 4 Now, check (✓) if the "5 W" appear in the breaking news announcement in activity 3.

- | | |
|--|-------------------------------|
| • Who was involved or Who it is about. | • Where it happened. |
| • What happened. | • Why/How it happened. |
| • When it happened. | |



STUDENT'S BOOK

Unit 4 – Page 99 – What do I know? – Activity 5

Reporter: This last news can be called “Online Love”! Last week, two cute Chihuahuas got married in a beautiful ceremony. Shamster and Diana got married in a large tent decorated with flowers, in a traditional ceremony.

Shamster was accompanied by musicians and by his owner, a very proud businessman.

Shamster and his girlfriend met through a website run by a pet shop. They liked each other from the beginning. 350 human guests and dozens of the couple's canine friends attended the wedding. We must add that the entry to the ceremony was strictly by invitation.

STUDENT'S BOOK

Unit 4 – Lesson 1 – Page 100 – Vocabulary in Context – Activity 1

- The newspaper is one of the oldest forms of media.
- The news report is usually broadcasted during prime time.
- Online newspapers are the digital version of printed media.
- Radio continues to be one of the most popular means of communication.
- Social Media can keep people informed in real time.
- Nowadays, journalists usually work for a variety of news media.

STUDENT'S BOOK

Unit 4 – Lesson 1 – Page 100 – Vocabulary in Context – Activity 2

- A fact is something that can be proven true.
- An opinion refers to someone's feelings about a particular topic.

STUDENT'S BOOK

Unit 4 – Lesson 1 – Page 105 – Listening – Activity 1

- Right now it's fifteen degrees and clear. We're expecting blue skies throughout the day.
- This is Nick Simpson with some statistics on this season's results. The position of the different teams and the number of goals each player scored.
- This is DJ Campbell and this is your favorite program. Now, it's time for our song of the day.
- I'm looking at the tornado with my own eyes and I can tell you, the devastation is huge!

STUDENT'S BOOK

Unit 4 – Lesson 1 – Page 105 – Listening – Activity 3

- Reporter:** This is WWKL, your station twenty-four hours a day. Let's welcome Stephanie from the National Seismological Service who will talk about the origin of earthquakes.
Stephanie: An earthquake is the result of a sudden release of stored energy in the Earth that creates seismic waves. It is the Earth's natural means of releasing stress. Earthquakes usually last less than one minute but can be felt over large areas.
- Reporter:** And now Dan Johnson reports on the alarming news of the intense rainstorm in the South.
Dan Johnson: That's right Jim! Heavy rains across the south have left at least 10 people injured, most of them in the area of the coast. Forecasters say this surprising rain is expected to continue until the end of the week.
- Reporter:** I tell you, the flood is huge! Forests are completely covered by water. The scene is shocking; I can only see the treetops from the air. On my right, I can also see a bus floating in water. Many animals and crops were lost.



81))) STUDENT'S BOOK

Unit 4 – Lesson 1 – Page 107 – Speaking – Activity 1

have
heavy
hair
heir
helicopter
hen
hit
honor
horrible
hot
hour
hut
husband
honest
hurt

82))) STUDENT'S BOOK

Unit 4 – Lesson 1 – Page 107 – Speaking – Activity 2

Let's welcome ...
Dan Johnson reports...
It's amazing!
Alarming news come...
It's incredible!
It's shocking.

83))) STUDENT'S BOOK

Unit 4 – Lesson 1 – Page 107 – Speaking – Activity 3

Good evening and welcome to our report on the latest sports news.
Yesterday, Rhonda Campbell, the famous cyclist from Dublin, Ireland, had an amazing performance! She got a surprising first place in the Tour de France after 3 days of exhausting competition.



84))) ACTIVITY BOOK

Unit 4 – Lesson 1 – Page 52 – Vocabulary in Context – Activity 2

NASA installing internet on the moon.

NASA is embarking on an ambitious project to build an Internet for the Moon, opening up its far side, setting the groundwork for human habitation, and preparing us for connected civilizations on Mars.

German street covered in chocolate after leak from factory.
There was one sweet mess in the German town of Werl on Monday, when liquid chocolate leaked out of a factory and onto the street. A storage tank overflowed at a chocolate factory, and the candy went out through the gates, freezing on the cold pavement and leaving firefighters with one big headache.

85))) ACTIVITY BOOK

Unit 4 – Lesson 1 – Page 58 – Listening – Activity 2

Today's shocking news has to do with eels: "Aquarium asks people to video-call eels." An aquarium in Tokyo has lonely garden eels. They have a retiring personality: they are usually shy and stay in their holes in the sand. The aquarium eels were used to seeing visitors and stayed above their holes. Staff is worried they are getting lonely because the aquarium is closed. The eels may forget what humans look like. The aquarium will re-open after the coronavirus emergency ends, but they could get stressed when people visit them again. To deal with that problem, the aquarium had an interesting and challenging idea. The director texted recently, "They aren't seeing humans so they are forgetting about us... Could you show your face to our eels from your home?" The staff wants eels to know that "humans are friendly."

86))) ACTIVITY BOOK

Unit 4 – Lesson 1 – Page 58 – Speaking – Activity 1

heir
honor
honestly
hour

87))) ACTIVITY BOOK

Unit 4 – Lesson 1 – Page 59 – Speaking – Activity 2

In England, three window cleaners wanted to honor sick children in a hospital and make them feel better. So, they planned the visit for a few hours, then put on superhero costumes and went down one side of the hospital. They stopped at the sixth floor where the children sat by the window. They were excited to see window cleaners as superheroes.

One of them said that “it was important just to make one child smile.”

88))) TEACHER'S BOOK

Unit 4 – Lesson 1 – Diagnostic Test – Page 301 – Activity 1

Welcome to Dallas. Many tourists love this location in the United States. You should go cycling around the city to see the coffee shops and architecture. You can also visit the parks and have a picnic there. I recommend that you try the local food in the many popular restaurants we have. You will love the Tex-Mex meals! As for the people, they are not shy or reserved!

89))) TEACHER'S BOOK

Unit 4 – Lesson 1 – Formative Test – Page 304 – Activity 1

The United States Administration recently promoted a campaign on the radio to stop immigration from Central America. The political campaign against immigration was in Spanish. Many people were listening to the news while they were driving, working and even cooking at home. Several politicians, including the Vice President, were visiting the border with Mexico in the past two weeks. They were promoting that Mexican, Honduran and other Central American people work and study in their home country because immigration in the United States is very difficult for families.

90))) STUDENT'S BOOK

Unit 4 – Lesson 2 – Page 110 – Vocabulary in Context –Activity 1

- a. Last night's news story was about the problem of stray dogs.
- b. International news informs us about events taking place abroad.
- c. My father watches the sports results every evening.
 - d. Feature news focus on the “people aspect” of a particular story.
- d. I usually read the arts reviews before attending a cultural event.
- e. Fake news usually goes viral on social media.

91))) STUDENT'S BOOK

Unit 4 – Lesson 2 – Page 110 – Vocabulary in Context – Activity 2

- Erica:** I prefer to listen to the radio than to stare at a little screen for hours. I listen to arts reviews to find out which movies or series the critics are recommending and which music I should listen to.
- Jessica:** It's quicker and more up-to-date on the internet or via a news app on your phone. I can get breaking news on my mobile devices twenty-four hours a day! However, nowadays we have to be very careful about fake news!
- Matt:** I prefer more detailed news reports in a serious newspaper. I usually read the headlines, but if I see a headline I'm interested in, I read the whole article carefully.
I try not to read articles that have a strong political bias. I prefer articles that take a balanced view.



92))) STUDENT'S BOOK

Unit 4 – Lesson 2 – Page 116 – Listening – Activity 2

- a. When did that happen?
- b. Where did he begin?
- c. Did they play badly?

93))) STUDENT'S BOOK

Unit 4 – Lesson 2 – Page 116 – Listening – Activity 4

- Presenter:** Good evening and welcome to the weekly report on the latest sports news around the world. Let's go to Jessica Jones. Hi, Jessie! Please, tell us what happened last week.
- Reporter:** Well, last Tuesday, in Sydney, Australia, the local tennis player Kendra Davies lost the match. She was playing a wonderful tennis match when she twisted her shoulder badly. Unfortunately, she was out of the Australian Open competition.
- Presenter:** Oh! When did that happen?
- Reporter:** In the last set. While she was winning 4 - 2, thousands of people watched the terrible moment on TV!
A week ago, but in Monaco, the F1 racer Roland Dupont got the first place in the famous Grand Prix.
- Presenter:** Where did he begin?
- Reporter:** He began the race quite behind, in tenth place! But, in the end, many racers quit and he could reach the first place and won his fifth trophy!
- Presenter:** I've heard that interesting news comes from the other side of the world.
- Reporter:** You're right! Yesterday, Kaley Bird, the young skater from New Zealand, had a really happy day! She got her first gold medal at the Olympic Games, after some very hard competition.
- Presenter:** And, finally, the surprise of the week...
- Reporter:** Yes! The American women's soccer team lost against Germany last night in their own country.
- Presenter:** Did they play badly?
- Reporter:** No! They played incredibly well, but they couldn't reach the level of the Germans and couldn't get to the finals of the Women's Soccer World Cup.
- Presenter:** Well, thank you Jessie! This is all for today. Goodbye everybody, and I'll be waiting for you next Friday.

94))) STUDENT'S BOOK

Unit 4 – Lesson 2 – Page 117 – Speaking – Activity 1

What happened...?
Have you heard about...?
Where did it happen?
When was it?
Did they play...?

95))) STUDENT'S BOOK

Unit 4 – Lesson 2 – Page 118 – Speaking – Activity 2

Gina:
Hi, Luke! Have you heard the news report?

Luke:
No! I was studying for the test.

Gina:
The national soccer team won...It's in the finals now!

Luke:
Cool! When did that happen?

Gina:
Last night! The reporter said it was an incredible match.

Luke:
Really? Tell me about it...

Gina:
Well, during the second half, and almost at the last minute, the two teams were 1 - 1. Suddenly, the team's captain ran very fast and he shot into the goal!
While the people were shouting "Gooooaaaal!!!!!!!" the referee finished the match.

96))) STUDENT'S BOOK

Unit 4 – Page 125 – Final Check – Activity 3

Welcome to kids radio news report! I'm Michael Evans and this is the afternoon report of today's most important news.

Two young inventors from France made the dream of human planes come true. Yves Rossy and Vince Reffet invented a jetpack, which allows a person to fly at a rate of 300 kilometers per hour. The device has only a wing with impellers and has no mechanical controllers or instruments.

Last week, they successfully tried this jetpack themselves, in the south of France.



97))) ACTIVITY BOOK

Unit 4 – Lesson 2 – Page 66 – Listening – Activity 2

- Reporter:** Today I'm going to talk to the famous sprinter Usain Bolt. Good evening, Usain! What are your memories from Trelawny, your hometown in Jamaica?
- Usain:** Good evening, John. I remember the bungalow where my family used to live. My parents were always working on the farm, while my siblings and I were playing around. I was a hyperactive child.
- Reporter:** When did you know you had a special talent?
- Usain:** Well, I was usually running around as a kid and was always quick, so I won a lot of school races. When I was turning 15, I won the 200m at the 2002 World Junior Championships. That made me realize I could do something big.
- Reporter:** How much of your speed is natural?
- Usain:** I'm lucky that I have a lot of natural talent, but my success is hard work. I could run under 10 sec now even if I didn't really train. But to win medals it's all about training on the track, working hard in the gym and improving my technique.
- Reporter:** Did anyone ever say you weren't good enough or too tall?
- Usain:** Not really, but sometimes, when I was injured, people were complaining that it was because I was lazy. That annoyed me! My height makes it harder to get out of the blocks, but when I get going, it helps my stride.
- Reporter:** Were you also good at other sports?
- Usain:** Yeah, I played cricket and soccer. When I played soccer, I was always trying to be the goalkeeper or a midfielder. I was probably better at cricket. I think I would probably be the best, in fact.
- Reporter:** What makes you happy, Usain?
- Usain:** When I'm at home, with my big-screen TV, my videogame console, dinner, and being around friends. That's what makes me happy.
- Reporter:** Last question: what do you want to be remembered for?
- Usain:** As a fun-loving, relaxed person – the man who brought joy to the track and field.
- Reporter:** Oh! That's inspiring! Thank you for this interview, Usain!
- Usain:** Thank you!

98))) ACTIVITY BOOK

Unit 4 – Lesson 2 – Page 66 – Speaking – Activity 1

- Were you also good at other sports?
What do you want to be remembered for?
What makes you happy?
When did you know you had a special talent?

99))) ACTIVITY BOOK

Unit 4 – Lesson 2 – Page 67 – Speaking – Activity 2

- Reporter:** When did you know you had a special talent?
- Usain:** Well, at 15, I won the 200m at the 2002 World Junior Championships.
- Reporter:** How much of your speed is natural?
- Usain:** I'm lucky that I have a lot of natural talent, but my success is hard work.
- Reporter:** Did anyone ever say you weren't good enough or too tall?
- Usain:** Not really, but sometimes, when I was injured, people were complaining that it was because I was lazy. That annoyed me!
- Reporter:** Were you also good at other sports?
- Usain:** Yeah, I played cricket and soccer.
- Reporter:** What makes you happy, Usain?
- Usain:** When I'm at home, with my big-screen TV, my videogame console, dinner, and being around friends.
- Reporter:** Last question: what do you want to be remembered for?
- Usain:** As the man who brought joy to the track and field!



ACTIVITY BOOK

Unit 4 – Lesson 2 – Page 67 – Subject Connection – Activity 1

FAKE NEWS

By Bruce Dale Wise

Fake news is rather difficult to say just what it is.
What's fake to listeners could be what's true to someone else.
And no news outlet can be free from slanting what they find,
and crafting articles that seem to fit their point of blind.
Fake news is rather like the news that someone else describes,
and doesn't fit within the mindset of one's local tribes;
for it is very hard to write about reality;
and truth is very hard to get from one's locality.
All news is rather odd that way in that what one receives
can only matter to someone if it's what one believes.

TEACHER'S BOOK

Unit 4 – Lesson 2 – Alternative Tests 1 and 2 – Pages 309 and 312 – Activity 1

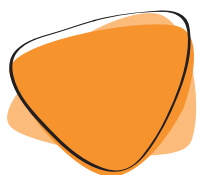
The Wimbledon Championship is back after six months without any tennis match. The question is...can Novak Djokovic play this year? He has too many years of experience to stop participating in the tennis tournament. His opponents, Rafael Nadal and Roger Federer are ready to meet him at the tournament. But the grass is too long to practice before the big day. The place is too big to fix it in a week. When everything is ready, you should buy your ticket and come!

TEACHER'S BOOK

Unit 4 – Lesson 2 – Alternative Tests 3 and 4 – Pages 315 and 318 – Activity 1

On Sunday, while we were having breakfast and watching TV, the famous English businessman Richard Branson was traveling to space on his rocket! Early in the morning, Mr. Branson and three people boarded SpaceShipTwo, a type of airplane with a rocket motor that the company Virgin Galactic was developing for 20 years!





Rubrics Alternative Tests



Writing rubric for alternative tests

DIMENSION	5	4	3	2	1
Grammar	→ Demonstrates a high degree of control of the target grammatical structures of the unit. → Almost error-free.	→ Demonstrates a good degree of control of the target grammatical structures of the unit. → Few and minor errors.	→ Demonstrates a sufficient control of the target grammatical structures of the unit. → Frequent and/or major errors.	→ Demonstrates a poor use of target grammatical structures of the unit. → Makes use of basic structures. → Errors interfere with the comprehensibility of the text.	→ Demonstrates very limited use of basic grammatical structures. → Multiple errors. → Fails to communicate ideas.
Vocabulary	→ Makes use of a wide range of the target vocabulary of the unit. → Almost error-free.	→ Makes appropriate use of the target vocabulary of the unit. → Few and minor spelling errors.	→ Makes adequate use of the target vocabulary of the unit. → Frequent and/or major spelling errors.	→ Makes poor use of the target vocabulary of the unit. → Makes use of basic vocabulary. → Errors interfere with the comprehensibility of the text.	→ Makes use of basic vocabulary. → Fails to communicate ideas.
Organization	→ Makes use of a wide range of the target cohesive devices of the unit among paragraphs.	→ Makes appropriate use of the target cohesive devices of the unit among paragraphs.	→ Makes use of basic cohesive devices among paragraphs. → Relies on punctuation mainly.	→ Occasionally makes a poor use of punctuation and simple connectors.	→ Paragraphs unlikely to be connected neither by punctuation nor connectors.
Content	→ The text structure presents the corresponding features, and the content is coherent.	→ The text structure presents the corresponding features, and the content presents minor irrelevances.	→ The text structure presents minor omissions, and the content presents minor irrelevances.	→ The text structure presents major omissions, and the content shows multiple irrelevances.	→ The text is irrelevant and leads to multiple misinterpretations.

Speaking rubric for alternative tests

DIMENSION	5	4	3	2	1
Grammar	→ Demonstrates a high degree of control of the target grammatical structures of the unit. → Almost error-free.	→ Demonstrates a good degree of control of the target grammatical structures of the unit. → Few and minor errors.	→ Demonstrates a sufficient control of the target grammatical structures of the unit. → Frequent and/or major errors.	→ Demonstrates a poor use of target grammatical structures of the unit. → Makes use of basic structures. → Errors interfere with the comprehensibility of the speech.	→ Demonstrates very limited use of basic grammatical structures. → Multiple errors. → Fails to communicate ideas.
Vocabulary	→ Makes use of a wide range of the target vocabulary of the unit. → Almost error-free.	→ Makes appropriate use of the target vocabulary of the unit. → Few and minor errors.	→ Makes adequate use of the target vocabulary of the unit.	→ Makes poor use of the target vocabulary of the unit.	→ Makes inadequate use of vocabulary. → Fails to communicate ideas.
Pronunciation	→ Speaks clearly and imitates accurate pronunciation. → Almost error-free.	→ Speaks clearly and attempts accurate pronunciation. → Few and minor mispronunciations.	→ Speaks intelligibly. → Frequent and/or major mispronunciations.	→ Multiple mispronunciations interfere with the comprehensibility of the speech.	→ Speaks often unintelligibly. → Fails to communicate ideas.
Fluency	→ Presents a continuous smooth flow of speech. → Makes natural pauses.	→ Presents, in general, a smooth flow of speech. → Few self-corrections and/or hesitations.	→ Presents an irregular flow of speech. → Frequent self-corrections and hesitations.	→ Presents a slow flow of speech. → Multiple self-corrections and hesitations interfere with the comprehensibility of the speech.	→ Presents a stumbling speech, constant corrections, and hesitation. → Fails to communicate ideas.

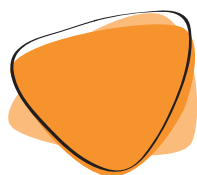


Project Assessment Rubric



A Achieved 3 Points
PA Partially achieved 2 Points
NA Not achieved 1 Point

DIMENSION	CRITERIA	A 3	PA 2	NT 1
Organization (9 Points)	The information is appropriate for the topic and audience.			
	The information is well organized.			
	The information is presented in a clear and easy-to-follow manner.			
Content (12 Points)	Text structure presents the corresponding features.			
	Content is coherent and contains accurate information.			
	Language is appropriate, and material included is relevant.			
	Visual aids are well prepared, informative, and effective.			
Presentation (15 Points)	Speaker maintains good eye contact with the audience and manage body language skills.			
	Speaker uses a clear, audible tone of voice.			
	Poised, controlled, and smooth flow of speech.			
	Speaker has good control of phonological features.			
	Information was well communicated.			
	Score	_____ / 36		



Listening Reading Comprehension Writing Process Assessment Rubrics

Listening comprehension assessment rubric

5	→ The message is fully understood and interpreted. → Complex instructions, directions and/or procedures are easily followed. → Accurately identifies main and supporting ideas. → Easily identifies explicit and implicit information. → Easily identifies phonological features at word and utterance level.
4	→ Shows a good understanding of the whole message. → Instructions, directions and/or procedures are followed. → Identifies main and supporting ideas. → Identifies explicit information. Reasonable identification of implicit information. → Identifies most of the phonological features at word and utterance level.
3	→ Shows a reasonable understanding of the whole message. → Most part of the instructions, directions and/or procedures are followed. → Identifies main ideas. Supporting ideas are identified by means of hints provided by the teacher. → Identifies explicit information. Fails to identify implicit information. → Identifies many phonological features at word and utterance level.
2	→ Understands part or parts of the message. → Some instructions, directions and/or procedures are followed. → Presents difficulties to identify main and supporting ideas. → Fails to identify explicit and implicit information. → Identifies some phonological features at word and utterance level.
1	→ Understands limited parts of the message. → Basic instructions and/or directions are followed. → Fails to identify main and supporting ideas. → Fails to identify explicit and implicit information. → Identifies phonological features at word level.

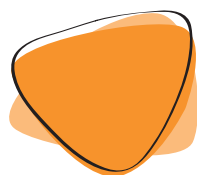


Reading comprehension assessment rubric

5	→ The message is fully understood and interpreted. → Accurately identifies main and supporting ideas. → Easily identifies explicit and implicit information. → Easily identifies literary elements, literary devices, and genre.
4	→ Shows a good understanding of the whole message. → Identifies main and supporting ideas. → Identifies explicit information. Reasonable identification of implicit information. → Identifies most of the literary elements, literary devices, and genre.
3	→ Shows a reasonable understanding of the whole message. → Identifies main ideas. Supporting ideas are identified by means of hints provided by the teacher. → Identifies explicit information. Fails to identify implicit information. → Identifies genre, many of the literary elements, and some literary devices.
2	→ Partial understanding of some parts of the message. → Presents difficulties to identify main and supporting ideas. → Needs help to identify explicit information. Fails to identify implicit information. → Identifies genre and some literary elements. Literary devices are identified by means of hints provided by the teacher.
1	→ Very limited understanding of the message. → Fails to identify main and supporting ideas. → Fails to identify explicit and implicit information. → Identifies genre, some literary elements. Fails to identify literary devices.

Writing process assessment rubric

5	→ The message of the text is fully communicated. → The language and organization of the text allow the reader to easily understand the whole message.
4	→ The message of the text is clearly communicated. → The language and organization of the text allow the reader to understand most part of the message.
3	→ Minor elements of the message are omitted or unclear. The others are clearly communicated. → The language and organization of the text allow the reader to understand parts of the message.
2	→ Major elements of the message are omitted or unclear. Parts of the message are communicated. → The language and organization of the text make the reader hardly understand the message.
1	→ The message of the text fails to be communicated. → The reader understands none of the message.



Rating Scales



1. Cultural awareness and comprehension (0A B)

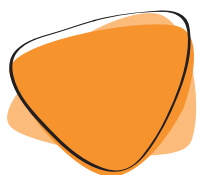
OBJECTIVE	B: To develop cultural awareness and comprehension showing interest, respect and tolerance for one's and other cultures.						
Rating	1	2	3	4	5	6	7
	Highly limited	Limited	Slightly limited	Neutral	Slightly positive	Positive	Highly positive
Criteria: Student demonstrates a _____ attitude regarding...							Points
→ Social his / her interactions with individuals from different countries. the benefits of interacting with people from different countries. his / her participation in international or intercultural social experiences. his / her interest in developing intercultural relationships. his / her desire to participate in intercultural experiences in the future.							
→ Cognitive the way in which his / her thinking has changed as a result of exposure to different cultures. his / her understanding how learning about specific topics can be enhanced when done in a different culture.							
→ Sensitivity the art of different cultures. the music of different cultures. the political systems or structures of different cultures. the different art expressions of other cultures.							
→ Self-awareness, taking perspective, empathy the value of similarities and / or differences among cultures. the need for tolerance toward different cultural practices, values or beliefs. the need to provide comprehensive and balanced support for his / her conclusions regarding cultural differences and similarities. the fact that differences among people and cultures may be neither good nor bad. manifestations that are culturally unfamiliar.							
Total points:							

2. Self-evaluation: Interest in on-going and independent learning (0A C)

STATEMENTS	YES	NEEDS IMPROVEMENT
I set challenging and relevant long-term goals.		
I demonstrated autonomy in the learning process.		
I identified strengths and weaknesses of the learning process.		
I focused on weaknesses of the learning process.		
I showed a positive attitude towards language learning.		
I recognized the advantages of learning English for future academic or working life.		
I shared the new information about a familiar topic.		
I deepened knowledge about a topic by consulting bibliography or reference material.		
I showed confidence when consulting reference material.		

3. Self-evaluation: Collaborative work (0A D)

STATEMENTS	ALWAYS	USUALLY	OFTEN	RARELY
I accepted the task with responsibility and carry it out on time.				
I set and accepted common goals.				
I reached an agreement and come to a decision after a general conversation.				
I prioritized and planned group tasks.				
I discussed group problems with respect.				
I offered solutions and alternatives to solve problems.				
I participated actively in order to accomplish tasks.				
I showed a positive attitude towards group tasks.				
I contributed to maintaining a friendly and cooperative environment.				
I completed the assigned tasks on time.				
I showed respect for others' opinions.				



Orientaciones pedagógicas

El objetivo de este banco literario es que los estudiantes lean de forma independiente y comprendan diferentes tipos de textos, con el fin de ampliar su conocimiento del mundo y formarse una opinión, utilizando diferentes estrategias de lectura. Además, cada uno de los textos refuerza los contenidos y competencias comunicativas desarrolladas en el texto. Se espera que los estudiantes desarrollen una actitud activa frente a la lectura, orientada al disfrute de la misma y a la valoración del conocimiento que se puede obtener a partir de ella.

UNIDAD 3

Before reading

1. En esta actividad, invite a los estudiantes a hacer una lluvia de ideas de historias, mitos o leyendas que ellos conozcan. Puede hacerlos pasar a la pizarra a escribir los nombres que recuerden. Luego de eso, invítelos a elegir sus favoritos y escribirlos en el espacio que se provee, justificando su elección. Dígales: *Now, let's brainstorm some stories, myths and legends that you know. Can you come to the board and write some names? After we finish, you will write your favorite stories in the space provided, justifying your selection.*

Respuestas:

Algunas respuestas posibles pueden ser: La laguna del Inca, el Caleuche, algunos mitos griegos como Edipo u Orfeo, etc.

While reading

2. Para esta actividad, indique a los estudiantes que deberán leer la historia que se presenta comprensivamente, para luego completar la tabla que se presenta (personajes, locación, audiencia y propósito). Luego de eso, invítelos a que compartan y comparen su tabla con la de sus otros compañeros. Dígales: *Now, read the story and complete the chart with the ideas provided in the text, such as characters, setting, audience and purpose.* Revise en parejas o con toda la clase.

Respuestas:

Characters: King Hotu matu, the priests, the Hopu Manu (competitors), Tangata Manu.

Setting: Rapa Nui, Rano Kau volcano.

Audience: Young people and adults.

Purpose: To promote the Easter Island Egg Hunt.

3. En esta actividad, indique a los estudiantes que deberán leer el texto nuevamente y responder las preguntas que se presentan. Indique que deben trabajar en grupos. Dígales: *Now, read the text again and, in groups, answer the questions provided.* Puede revisar con toda la clase o alrededor de la sala, dependiendo del tiempo con el que disponga.

Respuestas:

Algunas respuestas posibles pueden ser:

- a. They had a king that ruled them and several priests or religious chiefs.
- b. People need to climb hills and rocks to find some eggs.
- c. Because he found all the eggs, ran to the tip of the mountain and made the announcement.
- d. He has the body of a human, with long wings and claws like hands. He has a small bird beak and wide-open eyes, like an eagle.
- e. Because it is a tradition, and to attract tourists.
- f. I liked it/didn't like it, because...

After reading

4. Para esta actividad, invite a los estudiantes a formar grupos. Indíqueles que deberán elegir otro mito o leyenda de la cultura Rapa Nui e investigar sobre ella. Luego de eso, indíqueles que deberán preparar una presentación sobre su tema y compartirla con la clase. Dígales: *Now, in groups, you are going to choose another myth or legend from the Rapa Nui culture and research on it. After that, prepare a presentation about it and share it with the class.* Procure revisar la pertinencia de los temas presentados, si es posible, alrededor de la clase, designando tiempo suficiente para cada grupo.



The myth of the Birdman

Long time ago, Easter Island was ruled by King Hotu Matu. He needed to find the best man to help him organize the people and to be prepared in case of war. He did not want to be unfair, so he called the ten priests from each tribe on the island and asked them about the best way to choose the future chief. The old men agreed to organize a competition among the best men.

They decided to build a little village called Orongo, near Rano Kau volcano, to do the ceremony. The competitors were called Hopu Manu and they trained very hard before the day of the ceremony.

When everything was prepared, the bravest young men from each tribe climbed cliffs and rocks in search of the first egg of the season. One of them got the valuable egg, ran to the top of the mountain and made the announcement. Then he ran back to the village and presented the trophy to the king.

The priests thought that he had been blessed with the power of birds and the king called him Tangata-Manu (or Birdman). He became the new commander-in-chief and, for the next year, he helped the king and worked hard to rule the island in peace. In that moment, the cult of Tangata-Manu, the bird man, was born. This deity has the body of a human, with long wings and claws like hands. He has a small bird beak and wide-open eyes, like an eagle. He loves to joke and laugh with the people of the island and has a happy character.

Every year, people from the island congregate on the top of Rano Kau volcano to celebrate him with a race in which young men compete to find the first egg of the season. This race is also called the Easter Island Egg Hunt. It is quite a dangerous mission, and the person who finds and returns the egg safely is treated with respect and crowned bird man of the year.



Adapted from: Englert, S. (2006). *Legends of Easter Island*.
Rapa Nui, Chile: Rapanui Press.



Beak (n.): the hard, curved, horny part of a bird's mouth. **Blessed (adj.):** sacred, holy. **Chief (n.):** the ruler or leader of a tribe. **Claw (n.):** a sharp, curved nail on the foot of an animal. **Commander-in-chief (n.):** an officer in command of a particular portion of an armed force. **Crown (v.):** to honor or reward. **Deity (n.):** a god or goddess. **Priest (n.):** a person whose job is to perform religious ceremonies. **Rule (v.):** to use power, authority, or influence over. **Unfair (adj.):** unjust, dishonorable. **Valuable (adj.):** of considerable use, importance or value.

Before reading

- 1  Write down a list of your favorite stories (myths and legends) from childhood. Which is your favorite one? Why?

While reading

- 2  Read the myth and complete the chart with your own ideas. Then share them with your partner.

CHARACTERS	SETTING	AUDIENCE	PURPOSE
			

- 3  Read the text again and write answers to these questions.

a. How do you think the social organization of Easter Island worked in those times?

b. What is the competition like?

c. Why do you think the priest thought the warrior had been blessed with the power of birds?

d. What is the Birdman like?

e. Why do you think they still celebrate the Birdman race?

f. Did you like the story? Why? Why not?

After reading

- 4  Choose another myth or legend of the Rapa Nui culture and research on it. Then prepare a Power Point Presentation and share it with your class.

UNIDAD 4

Before reading

1. Explique que, en base a sus observaciones del título y la foto, deberán formar grupos y discutir las preguntas. Anímelos a decir tanto como puedan y esté preparado para apoyarlos.

Respuestas:

- a. Algunas respuestas posibles pueden ser:
- b. Influencers share content related to their personal lives to promote different products and brands.
- c. Being sponsored by brands.
- d. I like influencers who share content about animals because I have a pet.
- e. I think it will describe the daily routine of an influencer.

While reading

2. Indique a los estudiantes que ahora es el momento de leer el texto. Explique que antes de leer deben mirar el cuadro a rellenar. Dígales que deben completar esta tabla con las actividades que la influencer realiza en un día típico y además, escribir las actitudes y sentimientos que ella tiene sobre éstas.

Activities	Feelings and attitudes
• She goes to a café. • She goes to a park. • She goes to a supermarket. • She has a meeting with a director. • She goes to a luxury brand event. • She goes to a party. • She posts a video about her day.	• She's sure the post will go viral. • She is happy she can edit the pictures. • She is happy because people ask her for recipes. • She is very excited. • She is sorry for the negative comments. • She is happy to share her success. • She thinks it's funny she's not going to sleep.

3. Indíqueles que ahora deben contestar estas preguntas. Puede decirles que lean la primera pregunta, vuelvan al texto e identifiquen la respuesta. Luego continúan haciendo lo mismo con el resto de las preguntas.

Respuestas:

- a. She is excited about a documentary about her life.
- b. Because she thinks some people can express their negativity about her participation in this activity.
- c. Because some of them may think she is showing off too much.
- d. Possible answer: I think it affects her to some extent because she mentions this, but then she overcomes these feelings focusing on the duties of her job.

After reading

4. Explique a los estudiantes que el objetivo de esta actividad es discutir las preguntas sobre el texto. Dígales que estas preguntas son de carácter más reflexivo que el de las anteriores y que deben expresar sus opiniones y respaldarlas haciendo referencia a las ideas mencionadas en el texto.

Respuestas:

- a. Algunas respuestas posibles pueden ser:
 - b. Yes, I think influencers work hard because they must create content every day, edit pictures and videos and participate in many activities and events.
 - c. No, because there is information that she doesn't share with her followers.
 - d. Because she knows she doesn't have the perfect like she shows on the social media.
 - e. Sometimes it affects her, but she knows it is part of her job.
5. Algunas respuestas posibles pueden ser:
- a. Being an influencer is hard because it demands a lot of time.
 - b. I would like to be an influencer because I would have a lot of fun.
 - c. If I were an influencer, I would create content related to cars.
6. Respuesta posible: privacy of life in the social media.



A day in the life of an influencer



7:30 AM I have breakfast at a café. I share a picture of a fruit and vegetable shake with my followers, but not of my banana **pancakes**. They are my **guilty** secret. This picture will go viral for sure!

9:00 AM I go to the park with my friend. We take pictures of each other and of flowers. The sun isn't really helping us today, but it's okay because we can edit the pictures.

11:00 AM It's time to make money. I take a picture of my **slimming tea** and I post it on my social media. I add a caption about how it changed my life. I add #ad at the end. I almost drink the tea, but then I remember all the health risks and drink regular tea **instead**.

2:00 PM I'm hungry and I go to the supermarket. When I get home, I post pictures of my favorite brands and hope they will **sponsor** me. I'm not a good cook, so I order **takeout** from a restaurant. People are already asking me for my recipes!

3:30 PM This is a big year for me because I'm finally **releasing** a new documentary: a story about my life. I have a meeting with my director now but all I share with my friends is a picture saying, "SOMETHING IS COMING." Everyone's excited and **guessing** what I'm doing.

6:00 PM I am going to an event organized by a **luxury** brand. I am going to show everyone my makeup collection and answer all their questions. I will ignore all the hate comments because I don't need that kind of negativity in my life. My job is difficult, and not everyone will understand.

8:00 PM I go to a party wearing a dress that a designer gave me, and I make sure to tell everyone how much I love the dress, so the designer will be happy. I take pictures of myself at the party, and I post them on the social media. Some of my followers don't like these posts because I'm showing off too much, but I view it as sharing my success with people.

10:00 PM I post one last video talking about how busy my day has been, and wish everyone a good night while feeling **cozy** in bed. I say I'm cozy in bed, but if only they knew that actually I'm searching to find a fun series to watch.

Adapted from: A day in the life of an Instagram influencer (n.d.). In *Esflow*. Retrieved from <https://bit.ly/3baYsy8>

Cozy (adj.): comfortable, pleasant, and inviting, esp. (of a room or building) because small and warm. **Guess (v.):** to give an answer to a particular question when you do not have all the facts and so cannot be certain if you are correct. **Guilty (adj.):** the person who has done something wrong. **Instead (adv.):** in place of someone or something else. **Luxury (n.):** great comfort, especially as provided by expensive and beautiful things. **Pancake (n.):** a thin, flat, round cake made from a mixture of flour, milk, and egg, fried on both sides. **Release (v.):** to allow something to be shown in public or to be available for use. **Slimming tea (n.):** a blend of tea and herbs to promote weight loss. **Sponsor (v.):** (of a business or other organization) to pay for someone to do something or for something to happen. **Takeout (v.):** a meal cooked and bought at a shop or restaurant but taken somewhere else, often home.

Before reading

1 👤👤👤 Look at the picture and read the title of the text. Discuss these questions.

- What do influencers do?
- How do influencers earn money?
- What influencers do you follow and why?
- What kind of information do you think you will find in this text? Why?

While reading

2 Read the text and complete this chart describing the activities the influencer does and the comments and attitudes she makes and has about each of them.

Activities	Comments and attitudes

3 Answer these questions.

a. What is the activity she is most excited about?

b. Why is she worried about the event organized by the luxury brand?

c. Why does she say that some of her followers won't like the post of her designer's dress?

d. What are the two influencer's guilty secrets?

After reading

4 👤👤👤 Discuss these questions and support your answers with quotes from the text.

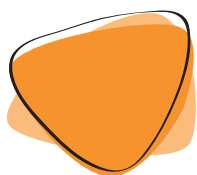
- Do you think the influencer works hard? Explain.
- Is the influencer honest about the life that she shares on the social media? Why?
- Why do you think the influencer has guilty secrets?
- Do you think the negative attitude of the influencer's followers affect her? Explain.

5 👤👤👤 Make connections with your own life and develop the following ideas:

- Being an influencer is ... because ...
- I would/ wouldn't like to be an influencer because ...
- If I were an influencer, I would create content related to ...

6 👤👤👤 Think of another idea to discuss based on the topic of this text. Share it with your group and then with your class.





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Recursos biblioteca escolar CRA

Como complemento a los recursos presentes en la GDD, puede utilizar los recursos existentes en su biblioteca escolar (CRA y digital). Para esto, se le sugiere pedir asesoría al encargado CRA de su colegio.

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