

LIFE GEAR



STUDENT'S BOOK

By Vika Sadzhaya



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Student's Book

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Introduction

LIFEGEAR is a six-level English series designed to assist students in the balanced development of the four skills and is based on the competence approach to learning. It promotes the use of ICT for research and presentation preparation and delivery.

LIFEGEAR takes students from A1 to B1+ levels according to the **CEFR** and the **SNB** standards.

LIFEGEAR has been developed to fully cover the **CONALEP** program. It supports the development of the teaching and learning process according to the **SNB** objective and the following functions in particular:

SNB Teacher's General Competences

1. Organize their professional development throughout their career.
2. Master and structure their knowledge to facilitate meaningful learning experiences.
3. Plan the teaching and learning processes and places them in ample disciplinary, curricular and social contexts.
4. Put into practice effective teaching and learning processes in a creative and innovative way.
5. Evaluate the teaching and learning process with a formative approach.
6. Build environments for autonomous and collaborative learning.
7. Contribute to the creation of an environment that facilitates the healthy and integral development of students.
8. Participate in continuous improvement projects in the school and support institutional management.

Disciplinary teaching skills:

- Plan the educational course.
- Create and promote learning environments.
- Identify the learning styles and multiple intelligences of each student.
- Design materials and use effective teaching strategies .
- Foster and develop generic skills properly.
- Encourage the development of linguistic competences.
- Be able to handle computers and the Internet.
- Develop students' skills.
- Encourage positive attitudes and values.
- Develop emotional competences.

Note



The links provided in the lessons are optional. They are suggestions to further practice the grammar or vocabulary. The CONALEP program will not be affected should you decide to skip them. The web links are public and they are recommended to further practice and/or research a given topic. We strongly suggest you visit the pages when preparing your class. Public links may disappear from the web without notice.

Exploring Unit one pp. 12 – 13

Prediction of events or situations

CLIL Art Your Horoscope pp. 14 – 15

Unit one A	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	1 Who is arriving soon? pp. 16 – 17	Present Progressive for future arrangements	Verbs + ing	"Fierce Is Coming To Town!"	Role-play an interview	"Fierce Is Coming To Town!"	Answer the questions.	Organizing a schedule
	2 Are you going to go out tonight? pp. 18 – 19	'Going to' for future plans	Future plans	"What is Leo going to do?"	Make predictions.	Questions	Complete the table.	Plan a vacation.
	3 What will you buy in that store? pp. 20 – 21	'Will' for predictions	Predictions	"At the department store!"	Make predictions.	Sentences with 'will'	Write sentences.	Discuss with a partner.
	4 Will you go there, too? pp. 22 – 23	'Going to' vs. 'Will'	Shopping list	"I will help, too!"	Discuss planning a party.	Questions	Write a shopping list.	Planning a party
Grammar Lab pp. 24 – 25		Closing Up pp. 26 – 27		Learning Evidence pp. 28 – 29		Evaluation Tools pp. 30 – 33		

Unit one B	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	5 Will planes be flying without pilots in 50 years? pp. 34 – 35	Future Progressive Future Simple	Plans and Predictions	"Clive's Plans"	Discuss predictions.	Read the statements about the future.	Answer the questions. Complete the table.	Complete the table in your portfolio page. Compare and discuss it with your classmates.
	6 Who is as wise as an owl? pp. 36 – 37	'as...as...' 'not as...as...'	Adjectives	He is as smart as me!"	Comparisons	Words and Sentences	Complete the sentences.	Change the sentences into negative comparisons and read them out loud.
	7 Take the materials out of the box pp. 38 – 39	Understand and follow instructions	Understand and follow instructions		Plan a dinner party	Instructions and recipes	Complete the activities	Make a recipe book.
	8 What course would you take? pp. 40 – 41	Modals 'would' and 'could'	Evening Courses	"What Instruments Can They Play?"	Talk about musical instruments. Interview your classmates.	Can vs. Can't	Complete the words. Complete the table.	Write about an online course.
Grammar Lab pp. 42 – 43		Closing Up pp. 44 – 45		Learning Evidence pp. 46 – 47		Evaluation Tools pp. 48 – 51		

Use this blank page to make notes for each of the lessons, e.g., *homework and deadlines*.

Exploring Unit one pp. 12 – 13

CLIL Art Your Horoscope pp. 14 – 15

Unit one A	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	1 Who is arriving soon? pp. 16 – 17							
	2 Are you going to go out tonight? pp. 18 – 19							
	3 What will you buy in that store? pp. 20 – 21							
	4 Will you go there, too? pp. 22 – 23							
Grammar Lab pp. 24 – 25		Closing Up pp. 26 – 27		Learning Evidence pp. 28 – 29		Evaluation Tools pp. 30 – 33		

Unit one B	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	5 Will planes be flying without pilots in 50 years? pp. 34 – 35							
	6 Who is as wise as an owl? pp. 36 – 37							
	7 Take the materials out of the box pp. 38 – 39							
	8 What course would you take? pp. 40 – 41							
Grammar Lab pp. 42 – 43		Closing Up pp. 44 – 45		Learning Evidence pp. 46 – 47		Evaluation Tools pp. 48 – 51		

Unit two Contents

Could you send me an e-mail?

Exploring Unit two pp. 52 – 53

Assessment of personal surroundings

CLIL Science Robotics pp. 54 – 55

Unit two A	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	9 What should I do? pp. 56 – 57	Should & Shouldn't	Advice	"What should I do?"	Give advice.	Emily's letter	Answer the questions.	Complete these sentences
	10 Do you have to wear a uniform? pp. 58 – 59	Have to Don't have to	Duties and responsibilities	"All about Natalie!"	Discuss your duties.	"All about Natalie!"	Complete the sentences.	Use 'mustn't' to make sentences explaining each sign.
	11 Do you have to be on time? pp. 60 – 61	Have to/Don't have to vs. May/Might	Work Duties and Responsibilities	"What Does She Have To Do?"	Describe your duties and responsibilities.	"What Does She Have To Do?"	Complete the sentences.	Write about rules.
	12 Did you buy me a present in an online store? pp. 62 – 63	Object Pronouns	Online Shopping	"Nick's Complaint"	Discuss the pros and cons of online shopping.	Reply to Nick's complaint letter.	Write a complaint letter.	Complete the table.
Grammar Lab pp. 64 – 65		Closing Up pp. 66 – 67		Learning Evidence pp. 68 – 69		Evaluation Tools pp. 70 – 73		

Unit two B	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	13 Does everybody agree with you? pp. 74 – 75	'So/Neither'	Agreeing/ Disagreeing	"So Do I!"	Interview your classmates.	"So Do I!"	Write sentences. Complete the text.	
	14 Where do you shop? pp. 76 – 77	Modal Verbs can, could, would	Words Related to Hotel Facilities	Dialogue at a Hotel at the Front Desk	Asking for Favors and Giving Excuses	"Could you help me?"	Sentences Expressing Requests and Offers	
	15 Are you as busy as a beaver? pp. 78 – 79	Idioms With Animals	Idiomatic Expressions	"Her Bark Is Worse Than Her Bite!"	Compare people.	Questions	Complete the table.	Complete the sentences.
	16 Do you always follow the bus driver's instructions? pp. 80 – 81	Modal Verbs	Rules	"What Do You Have to Do?"	Talk about safety rules on a school bus.	"What Do You Have to Do?"	Complete the sentences. Answer the questions.	Complete the sentences.
Grammar Lab pp. 82 – 83		Closing Up pp. 84 – 85		Learning Evidence pp. 86 – 87		Evaluation Tools pp. 88 – 91		
Audio Scripts pp. 93 – 96		Pictionary pp. 97 – 101		Irregular & Regular Verb List p. 102		The Writing Process p. 103		

Use this blank page to make notes for each of the lessons, e.g., *homework and deadlines*.

Exploring Unit two pp. 52 – 53

CLIL Science Robotics pp. 54 – 55

Unit two A	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	9 What should I do? pp. 56 – 57							
	10 Do you have to wear a uniform? pp. 58 – 59							
	11 Do you have to be on time? pp. 60 – 61							
	12 Did you buy me a present in an online store? pp. 62 – 63							
Grammar Lab pp. 64 – 65		Closing Up pp. 66 – 67		Learning Evidence pp. 68 – 69		Evaluation Tools pp. 70 – 73		

Unit two B	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	13 Does everybody agree with you? pp. 74 – 75							
	14 Where do you shop? pp. 76 – 77							
	15 Are you as busy as a beaver? pp. 78 – 79							
	16 Do you always follow the bus driver's instructions? pp. 80 – 81							
Grammar Lab pp. 82 – 83		Closing Up pp. 84 – 85		Learning Evidence pp. 86 – 87		Evaluation Tools pp. 88 – 91		

Generic Competences	Attributes
<p>Is self-determining and looks after him/herself</p> <p>1. Knows and values him/herself. Faces problems and challenges having specific objectives in mind.</p> <p style="text-align: center;">CCC1</p>	<ul style="list-style-type: none"> ● Faces difficulties and is aware of his/her values, strengths and weaknesses. ● Identifies his/her emotions and handles them constructively and recognizes the need to seek support in a situation out of his/her control. ● Chooses alternatives and courses of action based on supported criteria in the framework of a life project. ● Critically analyzes the factors that influence his/her decision-making. ● Assumes the consequences of his/her behavior and decisions. ● Manages resources considering restrictions in order to achieve his/her goals.
<p>2. Is sensitive to art and participates in the appreciation and interpretation of art in its different forms.</p> <p style="text-align: center;">CCC2</p>	<ul style="list-style-type: none"> ● Values art as a manifestation of beauty and expression of ideas, sensations and emotions. ● Experiments art as a shared historical fact that allows communication between cultures and individuals throughout time and space while developing a sense of identity. ● Participates in art-related practices.
<p>3. Selects and follows healthy life styles.</p> <p style="text-align: center;">CCC3</p>	<ul style="list-style-type: none"> ● Recognizes physical activity as a means of social, mental and physiological development. ● Makes decisions based on the weighing of consequences from different consumption habits and risk activities. ● Cultivates interpersonal relationships that contribute to his/her and others' human development.
<p>Expresses and communicates ideas</p> <p>4. Listens to, interprets and gives messages that are relevant to the context, selecting the appropriate medium and code.</p> <p style="text-align: center;">CCC4</p>	<ul style="list-style-type: none"> ● Expresses ideas and concepts through linguistic, mathematical or graphic representations. ● Applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing. ● Identifies the key ideas in a text or oral speech and infers conclusions from them. ● Communicates in a second language in everyday situations. ● Uses information and communication technologies to obtain information and express ideas.
<p>Thinks critically and reflectively</p> <p>5. Innovates and suggests solutions to problems based on established methods.</p> <p style="text-align: center;">CCC5</p>	<ul style="list-style-type: none"> ● Follows instructions and procedures reflexively, understanding how each of his/her steps contributes to the desired outcome. ● Sorts information according to categories, hierarchies and relations. ● Identifies the systems and rules or core principles underlying a series of phenomena. ● Builds hypotheses and designs and implements models to prove their validity. ● Synthesizes evidence obtained through experimentation to produce conclusions and ask further questions. ● Uses information and communication technologies to process and interpret information.

Generic Competences	Attributes
<p>6. Has a personal opinion about topics of general interest and relevance, reflecting and critically considering different opinions.</p> <p style="text-align: center;">CCC6</p>	<ul style="list-style-type: none"> ● Chooses the most relevant sources of information for a specific purpose and discriminates between them according to their relevance and reliability. ● Evaluates arguments and opinions and identifies prejudices and fallacies. ● Recognizes own prejudices, changes his/her views to meet new evidence, and integrates new insights and perspectives to his/her previous knowledge. ● Structures ideas and arguments in a clear, coherent and concise manner.
<p>Learns autonomously</p> <p>7. Has initiative and interest to learn throughout his life.</p> <p style="text-align: center;">CCC7</p>	<ul style="list-style-type: none"> ● Defines goals and tracks his/her knowledge construction process. ● Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling his/her reactions to challenges and obstacles. ● Articulates knowledge from various fields and establishes relationships between them and his/her daily life.
<p>Works collaboratively</p> <p>8. Participates and collaborates effectively in groups.</p> <p style="text-align: center;">CCC8</p>	<ul style="list-style-type: none"> ● Proposes ways to solve a problem or to develop a team project, defining a course of action with specific steps. ● Provides views with openness and considers other people reflexively. ● Assumes a constructive attitude consistent with the knowledge and skills he/she has within different work teams.
<p>Participates responsibly in society</p> <p>9. Participates, with civic and ethical values, in the life of his community, region, Mexico and the world.</p> <p style="text-align: center;">CCC9</p>	<ul style="list-style-type: none"> ● Favors dialogue as a mechanism for conflict resolution. ● Makes decisions in order to contribute to equity, welfare and the democratic development of society. ● Knows his/her rights and obligations as a Mexican and as a member of various communities and institutions, and recognizes the value of participation as a tool to exercise them. ● Contributes to strike a balance between self-interest and individual well-being with the general interests of society. ● Acts in a proactive manner against social phenomena and keeps informed. ● Notes that events taking place at local, national and international levels occur within an interdependent global context.
<p>10. Respects cultural diversity, beliefs, values, ideas and social practices.</p> <p style="text-align: center;">CCC10</p>	<ul style="list-style-type: none"> ● Recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination. ● Dialogues and learns from people with different views and cultural traditions by placing his/her own circumstances in a broader context. ● Assumes that respect for differences is the principle of integration and coexistence in local, national and international contexts.
<p>11. Contributes to sustainable development critically and with responsible actions.</p> <p style="text-align: center;">CCC11</p>	<ul style="list-style-type: none"> ● Assumes an attitude that favors the solution of environmental problems at the local, national and international levels. ● Recognizes and understands the biological, economic, political and social implications of environmental damage in an interdependent global context. ● Contributes to reach a balance between short and long term interests in relation to the environment.

Linguistic Competences	Attributes
LC1	<ul style="list-style-type: none"> Identifies, orders and interprets ideas, data and explicit concepts in a text, according to the context and medium.
LC2	<ul style="list-style-type: none"> Evaluates a text and compares the content with others, taking into consideration previous and new knowledge.
LC3	<ul style="list-style-type: none"> Makes hypotheses about natural and social phenomena, based on varied sources.
LC4	<ul style="list-style-type: none"> Produces texts using the appropriate forms of the language, in accordance with his/her communicative purpose.
LC5	<ul style="list-style-type: none"> Expresses ideas and concepts in creative and coherent texts, with clear introductions, developments and conclusions.
LC6	<ul style="list-style-type: none"> Presents his/her points of view to an audience in a precise, coherent and creative way.
LC7	<ul style="list-style-type: none"> Values and describes the role of art, literature and means of communication in the development of different cultures, taking into consideration the communicative purposes of different genres.
LC8	<ul style="list-style-type: none"> Values logical thinking in daily and academic communication processes.
LC9	<ul style="list-style-type: none"> Analyzes and compares the origin, development and diversity of systems and means of communication.
LC10	<ul style="list-style-type: none"> Identifies and interprets the general idea and possible development of a spoken or written message, using his/her previous knowledge, non-verbal clues and context.
LC11	<ul style="list-style-type: none"> Communicates in the foreign language in spoken or written discourse in accordance with the communicative purpose and situation.
LC12	<ul style="list-style-type: none"> Uses information and communication technology to do research, solve problems, produce materials and share information.

Phonemic chart

Use this chart to learn how to pronounce words using a dictionary. Visit the site to learn more about these symbols.

Consonants

hot -	/h/	shut -	/ʃ/	vet -	/v/
sit -	/s/	think -	/θ/	win -	/w/
tell -	/t/	other -	/ð/	sing -	/ŋ/
man -	/m/	vision -	/ʒ/	zen -	/z/
nut -	/n/	chat -	/tʃ/	but -	/b/
dig -	/d/	get -	/g/	fig -	/f/
king -	/k/	pet -	/p/	yes -	/j/
lit -	/l/	run -	/r/	just -	/dʒ/

Vowels

bait -	/eɪ/	wet -	/e/	about -	/aɪ/
father -	/ɑː/	bite -	/aɪ/	boy -	/ɔɪ/
bat -	/æ/	boat -	/əʊ/	hut -	/ʌ/
wear -	/eə/	food -	/uː/	pig -	/ɪ/
beer -	/ɪə/	foot -	/ʊ/	computer -	/ə/
feet -	/iː/	hot -	/ɒ/	pure -	/ʊə/
bird -	/ɜː/	bought -	/ɔː/		

To learn more about the IPA symbols visit
<https://goo.gl/ij0YCC>



Exploring

Unit one

What will
tomorrow bring?



Explore:

Write the page number.

1. Where will you talk about courses?
2. Where will you learn to make a shopping list?
3. Where will you learn about adjectives?
4. Where will you talk about future arrangements?
5. Where will you read about Leo?
6. Where will you learn about predictions?

Conalep Unit Map

Unit		Learning Outcome
Productive communication in English. 54 hours	o n e	What will tomorrow bring? 1. Prediction of events or situations 20 hours 1.1 Expresses personal plans and projects using future action structures. 10 hours 1.2 Describes predictable daily life situations through objective facts. 10 hours
	t w o	Could you send me an e-mail? 2. Assessment of personal surroundings 34 hours 2.1 Emits factual information about daily life through formal and informal modals. 18 hours 2.2 Expresses agreements and disagreements according to grammatical structures and his/her own idioms in order to relate resolution or results. 16 hours

What's in this Unit?

GOALS

- You will learn to use the Present Progressive to talk about future arrangements.
- You will learn to talk about your future plans using 'going to'.
- You will learn to make predictions and discuss spontaneous future actions using 'will'.
- You will learn to use 'will' and 'going to' to talk about future plans.
- You will learn to use the Future Progressive and the Simple Future tenses to talk about future plans and predictions.
- You will learn to describe equality and inequality between people, places and things using '...as...adjective...as...!' and '...not as...adjective...as...!'.
- You will understand and follow instructions.
- You will learn to use modals 'would' and 'could' while discussing different evening courses.

Your Horoscope

Aries: Whatever comes your way will be something that will bring hope, happiness, good fortune - and relief! By midsummer, your love life will be strong.

Taurus: This year, you'll finally get your wish. On New Year's Day, Jupiter will be in your sign, and will be there for six months. Taurus is a good-natured sign, and enjoys the company of friends. This year you'll have more to celebrate than usual!

Gemini: Routine is not for Gemini. They like to seek out the unusual, bizarre, and unexpected - and they'll certainly see a lot of it! This year, most Geminis will thrive on all the changes going on.

Cancer: You'll be a lot happier this year. No matter how bad things may seem, this year will be different. Enjoy the good times, and keep in mind that the bad times won't really be that bad.

Leo: You're feeling inspired, doing your best to reach your most cherished goals, and planning a future that will bring good fortune your way. Avoid temptation (aka, distractions)!

Virgo: At the start of the year, Jupiter, planet of abundance, will be in Taurus, the sign of money, connecting with Mars, planet of action. Your economy will start to recover. Whatever you hope for, you'll be able to achieve it - and perhaps even more.

LC1 LC7 LC10 CCC8 CCC10



Team up **LC11** **LC12** **CCC8**

Work in teams. If your sign is in the text, what do you think about what it says? Underline the word(s) that refer to the future. What form of the verb comes after will? What are the other signs of the zodiac? Write horoscopes for the other 6. Read them aloud to your classmates. Do they like your predictions?

Form teams according to your sign. Visit <https://goo.gl/xlxGrQ> Find out your sign's history. Present your findings to your classmates.


LC12

Reading Comprehension

- Circle the correct sentence.
 - Cancer will have really bad times.
 - Aries will lose the love of his / her life.
 - Taurus will celebrate more than usual.
 - Leo's economy will grow.
- Strange things will be common for...
 - Taurus.
 - Gemini.
 - Aries.
 - Virgo.
- What does "temptation" mean in this context?
 - attraction
 - urge
 - fascination
 - distraction
- Who will get fortune and happiness?
 - Taurus
 - Cancer
 - Aries
 - Leo
- Jupiter will be in Taurus in this sign:
 - Aries
 - Gemini
 - Leo
 - Virgo
- Who is planning a future?
 - Taurus
 - Leo
 - Aries
 - Virgo
- Who will be relieved?
 - Taurus
 - Leo
 - Aries
 - Virgo
- Who will get their wish?
 - Taurus
 - Leo
 - Aries
 - Virgo
- Which is the planet of abundance?
 - Venus
 - Jupiter
 - Mars
 - Earth
- Who will have both good and bad times?
 - Leo
 - Aries
 - Taurus
 - Cancer



1 Who is arriving soon?

Goal You will learn to use the Present Progressive to talk about future arrangements.

Time to start LC1 LC2

Put these verbs into the correct column according to the spelling of (verb + ing) the gerund form.

- drive
- eat
- watch
- run
- cook
- play
- decide
- write
- cut
- have
- wait
- give
- hit
- stay

-e + ing	+ ing	double consonant + ing
driving	playing	stopping

Imagine you are a famous rock star. Work with a partner and decide what your daily routine is.

- What time do you get up?
- What do you have for breakfast?
- What do you do in the evenings?
- Is your routine different from your lifestyle now?

Listen on ▶ Track 1 | Fierce Is Coming To Town! LC1

What rock stars are coming to your town? Listen to the radio host and complete the sentences.

The town of Springfield _____ final preparations for tomorrow's arrival of one of the world's biggest rock star, Mike Fierce, ahead of his concerts scheduled for Friday and Saturday nights. The town has gone 'crazy' and local radio stations are playing his latest hit, "I'm Gonna Rock Your World", almost non-stop. Hundreds of teenage fans _____ outside his hotel, the Green Palm Resort, and extra security staff _____ around the clock to ensure the safety of Springfield's V.I.P. visitor. Mr. Fierce to _____ City airport tomorrow at 10:20 and from there _____ directly to the studios of Radio Check. He _____ interviews to radio and newspaper journalists at noon, and after that _____ lunch at The Four Seasons restaurant with the four lucky winners of the Fierce Rocks Radio Check competition. In the afternoon he _____ in a charity soccer match with other famous musicians (such as Kim Rider and the boys from Love Nest) against a team of music journalists. After that, Mike _____ Springfield General Hospital to sign autographs for some of the patients and then, in the evening, he _____ a gala dinner in his honor at the Town Hall.



Listen again and answer the questions.

1. What is Springfield making preparations for? _____
2. What song are local radio stations playing? _____
3. Who is waiting outside the hotel? _____
4. Who is working around the clock? _____
5. When is Mike flying to City airport? _____
6. When is Mike giving interviews to radio and newspaper journalists? _____
7. Where is Mike having lunch with the four lucky winners? _____
8. When is Mike playing in the soccer charity match? _____
9. Why is Mike visiting Springfield General Hospital? _____
10. When is Mike attending a gala dinner? _____

Grammar peek Present Progressive for future arrangements **CCC7**

In the first paragraph of "Fierce is coming to town", underline all the sentences in the Present Progressive.

What is the time reference, now or the future? _____

Do the same for the second paragraph. What is the time reference for each sentence in the Present Progressive, now or the future?

Circle the rule:

For future events which are confirmed appointments we can write in our diary we **USE – DON'T USE** the Present Progressive. Say what these people are doing next Sunday. Use the Present Progressive tense in your sentences.



Listen on ▶ Track 1 **LC4 LC11 CCC4**

Listen and complete his appointments for Thursday.

	Thursday
Morning	
Lunchtime	
Afternoon	
Evening	

Team up **LC11 CCC8**

You are a TV journalist. In ten minutes, you are interviewing a famous pop star. You have ten minutes to prepare as many questions as possible. You can ask about their lifestyle and also their plans for the near future.

	Tomorrow	Next Tuesday	Next Sunday
Morning			
Lunchtime			
Afternoon			
Evening			

SPEAK UP

Decode this illustration. Brainstorm your ideas.



Project@Hand

LC12

CCC7

Visit <https://goo.gl/RGfm1> and read about how to organize your studying schedule.

Answer these questions:

- Why is it important to organize your study schedule?
- How often should you update your planner?
- Where is it better to keep your planner?
- How should you arrange the tasks?
- When is it better to rearrange your schedule?



2 Are you going to go out tonight?

Goal You will learn to talk about your future plans using 'going to'.

Time to start **LC1** **CCC1**

What are your hobbies? What do you like to do in your free time? Look at this list of activities. Put them in order of preference, number 1 being the one you like the most.

- do some shopping 1. _____
- visit parents 2. _____
- visit a museum 3. _____
- go fishing 4. _____
- relax in the house/apartment 5. _____
- go to beach 6. _____
- eat out in a foreign restaurant 7. _____
- go to a party 8. _____
- go to bed early 9. _____
- go to a basketball match 10. _____

Listen on ▶ **Track 2** | **What Is Leo Going To Do?** **LC1**

Sandrine is talking to Wayne about what Leo is going to do during this visit. Listen to the first part of the conversation and answer the following questions:

1. What time does Sandrine's brother arrive in town?
2. Where is he flying from?
3. What are they going to do on Thursday evening?
4. How long is Leo going to stay with her?
5. What is he going to do after that?

Listen to the whole conversation between Sandrine and Wayne. Complete this itinerary for Sandrine's brother.

Thursday	Friday	Saturday	Sunday	Monday

Grammar peek 'Going to' for future plans **CCC7**

Read this part of the conversation between Wayne and Sandrine.

Sandrine: My brother's leaving early on Monday so Sunday will be his last day with me. We are driving up to the lake first thing and we are fishing all day on Sunday. It will be just like when we were young. When we come back to the city, I have one extra surprise for him before he leaves the next day.

Wayne: Oh, tell me what it is.

Sandrine: OK, but promise not to say anything to him. We're going to see a basketball game. It was so difficult to find tickets, but I got them. It's going to be a great weekend.

Write "Present Progressive" or "going to" to complete the sentences:

- We use the _____ to talk about fixed plans in the future.
- We use _____ to talk about intentions in the future.

Now, listen to Track 2 again and answer the questions.

1. When is Leo leaving? _____
2. Where are they driving? _____
3. When are they fishing? _____
4. What are they going to see? _____
5. Is it going to be a great weekend? _____

Writing practice CCC7 Self-Study

Complete the following sentences:

1. When Leo arrives in Boston, he's _____ hire a car at the airport.
2. In the evening, _____ having dinner with his parents at their home.
3. Next Tuesday, he _____ his old friend, Pete, for a meal.
4. On Wednesday, the whole family _____ to spend a couple of days with relatives in Canada.
5. On Saturday, Leo _____ back to Australia.

SPEAK UP LC4 LC11 CCC4 CCC10

You are going to speak to another student and find out what he/she is going to do in the next few days.

Today	Tomorrow	The next day

Team up LC3 LC11 CCC8

Look at the photos. Ask your classmates the questions.



Tim and Ben



Charlotte



Rita



Tony and Sally

1. Who is going to walk the dog? _____
2. Who is going to travel? _____
3. Who is going shopping? _____
4. Who is going to swim? _____

Interview your classmates to complete the table.

What are you going to do?	Name:	Name:	Name:	Name:
Tomorrow				
Next Sunday				

SPEAK UP

Carl is going on a vacation. How can you interpret these symbols to talk about Carl's plans?



Project@Hand

Visit <https://goo.gl/q18u1m> and read about the steps to plan a vacation.

LC12

CCC7

Discuss these questions about your plans for a future vacation with a partner:

- Are you going to plan your destination?
- Are you going to pack a first aid kit?
- Are you going to compromise with your family?
- Are you going to leave your pet at home?
- Are you going to estimate the total cost of your vacation?
- Are you going to bring everyone's medications?

What will you buy in that store?

Watch the video about making predictions: <https://goo.gl/ki6PGQ>



Goal You will learn to make predictions and discuss spontaneous future actions using 'will'.

Time to start LC1 LC2

You can go to a department store to buy many things from the same place. How often do you go shopping to a department store? Imagine your town doesn't have a department store. Which shop can you go to in order to buy these different things?



Word for word

These are some of the words that you will hear in the listening in the next part of the lesson. Match the words with the definitions on the right.

- | | |
|-------------------|---|
| ___ Wedding | 1. High chair, often without a back. |
| ___ Toaster | 2. Used for cooking and baking food. Often large. |
| ___ Appliance | 3. Service that puts a border around pictures. |
| ___ Escalator | 4. Something that produces toasted bread. |
| ___ Framing | 5. Ceremony where two people get married. |
| ___ Kitchen range | 6. Moving stairs. |
| ___ Stool | 7. Tool or electrical instrument. |

Listen on ▶ Track 3 | At The Department Store! LC1

Listen to a customer who is visiting Galaxy Stores, a large department store in her town. She is speaking to a store assistant in the information booth on the first floor (see the diagram below). As you listen, mark where the customer wants to go and in which order she will move around the store.

Galaxy Stores

6	Home Furnishing	Garden Furniture	Restaurant	
5	Toys	Office Equipment	Hobby	
3	Small Kitchen Appliances	Large Kitchen Appliances	Framing & Photography	
4	Men's Clothing	Supermarket		
2	Home Electronics	Books	Music & Movies	
1	Plants	Information	Women's Clothing	

Grammar peek Will' for an action in the Future or Prediction **CCC7**

Listen to Track 3 and write all the sentences with 'will' that you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

Which of these sentences expresses an action in the future that cannot be influenced?

- a. They are going to call you tonight.
- b. It will rain tomorrow.
- c. She will probably leave tonight.

Listen to Track 3 again and change these affirmative sentences into the negative.

1. She's going to a wedding. _____
2. She will find the hats over to the left. _____
3. She will see small kitchen appliances on the left. _____
4. She will find books on the second floor. _____

SPEAK UP **LC4** **LC8** **LC11** **CCC4**

Look at the photos and in pairs predict what these people will or won't buy. Support your predictions.



Nora/traveler



Gordon/athlete



Natalie/singer



Gregory/carpenter

SPEAK UP **LC10** **CCC6**

What do these signs mean? Can you make predictions for your classmates using 'will' or 'won't'?



LC12 **CCC7**

Project@Hand

Discuss with a partner what you know about Beyoncé. Share with other classmates. What do you think she will buy for her next world tour?



ICT **LC12** **Self-Study**

<https://goo.gl/js6ILS>





4 Will you go there, too?

Goal... You will learn to use 'will' and 'going to' to talk about future plans.

Time to start LC1 CCC8

Read this dialogue between Paula and her husband, Anton.

Paula: Where are you going?

Anton: Just down to the supermarket. I'm going to buy some eggs.

Paula: Do we need any eggs?

Anton: We are going to make pancakes tomorrow morning. Don't you remember?

Paula: Oh yes! Now I remember. Are you only buying eggs?

Anton: No, I have a whole list of things. I have to go to two or three different shops.
Do you want to come with me?

Paula: OK, I'll come! Give me a minute to get my jacket.

Now, look at the photos on the right and practice this dialogue in pairs. After you finish, change roles.



Grammar peek 'Going to' vs. 'Will' CCC7

Why does Anton say: We are going to make pancakes tomorrow morning.
When did Anton and Paula decide to have pancakes?

Complete this rule:

We use 'going to' to talk about _____.

Now explain the following two sentences from the dialogue. One of them uses "going to" and the other one uses "will". What is the difference between these two?

Anton: I'm going to buy some eggs.

Paula: OK, I'll come!

SPEAK UP LC4 LC11 CCC4

Anton is going to buy eggs because he and his wife Paula are going to have pancakes tomorrow morning. Work with another student and look at the rest of Anton's shopping list. Why is he going to buy these other items? Be creative! Write your sentences and discuss them.

Example: "Coal is on his shopping list because he is going to have a barbecue on the weekend."

SHOPPING LIST

1. tennis balls
2. coal
3. 10 party balloons
4. a flashlight
5. a pair of scissors
6. fishing line
7. an empty cardboard box
8. a 5kg bag of ice cubes

Listen on ▶ Track 4 | I Will Help, Too! **LC1**

Listen to the dialogue and say how many 'will' and 'going to' you hear. Listen to the track and answer the questions.

1. Who thinks that it will rain? _____
2. Who is going to have a party this Friday? _____
3. Who will come to the party? _____
4. Who is going to help out with the cooking? _____
5. What food will Sonia make? _____
6. Whose friends will love Sonia's cooking? _____
7. Who is going to hire a clown? _____



Listen again and role-play a dialogue of your own in pairs. Use the phrases in the boxes.

will be cloudy	next Sunday	friends and family
won't be sunny	this Saturday	pizza and pie
will be hot	in three days	a rock band

Team up **LC11** **CCC8**

Play a game in teams. Put different objects in one bag. One team has to ask the other one why there is something in the bag. The other team has to say what they plan to do with the object.

Team 1: "Why do you have a cell phone in your bag?"

Team 2: "Because we're going to make a phone call."

Now, look at the photos. These are the things Jake has in his backpack. Write some sentences about Jake's plans using 'going to'.



SPEAK UP

Look at the illustrations and predict what your friend will buy for his/her next party.



Project@Hand

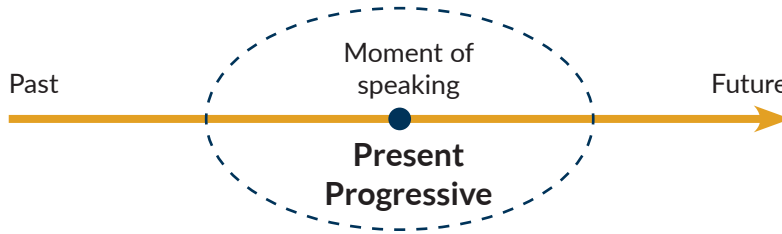
LC12

CCC7

Read a party planning checklist on <https://goo.gl/1s01S3> Write some affirmative sentences about your plans for your next party using 'going to'. Write some negative sentences about things you aren't going to prepare/do for your next party.

Present Progressive

The Present Progressive emphasizes the course or duration of an action.



The Present Progressive is used to talk about actions going on at the moment of speaking and for actions taking place only for a short period of time. It is also used to express development and actions that are arranged for the near future.

The Present progressive is also known as Present Continuous.

Will & Going To

When we want to talk about future facts or things we believe to be true about the future, we use 'will'.

- The President will serve for four years.
- The boss won't be very happy.

If we are not so certain about the future, we use 'will' with expressions such as 'probably', 'possibly', 'I think', 'I hope'.

- I hope you'll visit me in my home one day.
- She'll probably be a great success.

If you are making a future prediction based on evidence in the present situation, use 'going to'.

- Not a cloud in the sky. It's going to be another warm day.
- Look at the queue. We're not going to get in for hours.

At the moment of making a decision, use 'will'. Once you have made the decision, talk about it using 'going to'.

- I'll call Jenny to let her know. Sarah, I need Jenny's number. I'm going to call her about the meeting.
- I'll come and have a drink with you but I must let Harry know. Harry, I'm going to have a drink with Simon..

You will need a die and counters. Play in groups of four. Roll the die, move the number of squares indicated. Answer the question or follow the instructions in the square. In squares with a question mark, you have to ask a question related to the grammar or vocabulary in the unit, to any person in your team. If you don't do the task correctly, you miss a turn. The winner will be the first to get to the FINISH line.

START

1

Talk about the weather in your city. Use **it** and these verbs in the correct tense:

- rain
- be
- blow

2

Change the verbs into the 3rd person singular Present Simple.

- become
- arrive
- travel

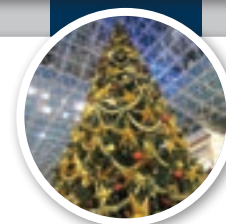
5

What does "sacred" mean?
Make a sentence.

4

?

3



Say what you will do next Christmas

6

Say a general or universal truth.

7

Complete the following:

- When you arrive late...
- Mary will help her mom if...
- Unless you tell the teacher about it...

8

Pronounce these words:

- thread
- feather
- cloth

Make a sentence with each.

FINISH

10

Mime the following phrases:

- Toss a coin
- Pray

9

Give your opinion of the value of positive thinking.

Closing Up CCC7

1. Look at the pictures and write sentences about the future plans of these people. With crossed pictures use **not going to**.



a. Jenny and Mark



b. Carolina



c. Sabrina



d. Sheila



e. Armando



f. Daniela



g. Jim and San



h. Manuel



i. Christina

- a. Jenny and Mark are going to get married.
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

2. Children are dreaming to travel around the world when they grow up. Say where they're going to travel according to the countries. **Example:** *They're going to travel to New Zealand when they grow up.*



Japan



Germany



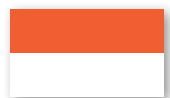
Australia



Great Britain



Portugal



Monaco

3. Correct the mistakes in these sentences.

- a. She aren't going to visit them tonight. _____
- b. Sarah and Paul is going to look after your baby tomorrow. _____
- c. They aren't go to study next week. _____
- d. My father is going travel. _____
- e. Your parents is going to check if you attend your English classes. _____

4. Read the sentences and fill the table with the underlined adverbs.

- Thomas always drives fast.
- My classmates aren't going there.
- I'm going to study to review the lesson.
- She's going to plant the tree here.
- They're going to turn on the TV to see the movie.
- We try to speak slowly.
- His brother will go somewhere tonight.
- My father told me about it angrily.
- I'm going to go to my room to change.

Adverbs of place	Adverbs of purpose	Adverbs of manner

5. Make sentences using the adverbs from exercise 1.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

6. Choose the correct answer.

- | | | | |
|-------------------------|---------------------------------------|---|--|
| a. to understand better | <input type="radio"/> adverb of place | <input type="radio"/> adverb of purpose | <input type="radio"/> adverb of manner |
| b. anywhere | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. in a hurry | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. at the bank | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. to hear the teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. there | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Learning Evidence







CCC7

- _____
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Attitude

Week/Month _____

CRITERIA					
	5	4	3	2	POINTS
Attendance	Student always attends class on time.	Student always attends class but is late once every two weeks .	Student regularly attends class but is late more than once every two weeks .	Attendance is poor and/or student is late more than once a week .	
Engagement/ Participation	Student is proactive and contributes to class with ideas and questions more than once per class.	Student is proactive and contributes to class with ideas and questions once per class.	Student rarely contributes to class with ideas and questions.	Student never contributes to class with ideas and questions.	
Behavior	Student almost never engages in disruptive behavior during class.	Student rarely engages in disruptive behavior during class.	Student occasionally engages in disruptive behavior during class.	Student almost always engages in disruptive behavior during class.	
Preparation	Student is almost always prepared with assignments and class materials.	Student is usually prepared with assignments and class materials.	Student is rarely prepared with assignments and class materials.	Student is almost never prepared with assignments and class materials.	
Presentations	Student stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and/or does not look at people during the presentation.	
TOTAL					

Peer Evaluation – Cooperation CCC7

Read each of the statements carefully and write the numbers according to your perception of your partners' performance. Use the following number code:

Always 5 Almost always 4 Sometimes 3 Rarely 2 Never 1

	1	2	3	Me
Is willing to help his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful to his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carries out the assignments within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brings the necessary materials when working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates actively in group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies the work of other members of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Co-Evaluation – Learning

Name: _____ Date: _____

Signature of evaluator:

Dimensions	E	VG	G	A	NI
Knowing					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
Doing					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
Being					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent VG = Very Good G = Good A = Average NI = Needs Improvement

Read and evaluate your work using the following rubrics.

Siglema: CPIN-02	Name of Module: Productive communication in English	Student's Name:	
Evaluator's Name:		Group:	Date:
Learning Outcome:	1.1 Expresses personal plans and projects using future action structure.	Evaluation Activity:	1.1.1 Describes important life events that are likely to happen in the future.

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Discourse Elements in Text (Self-evaluation)	30	<ul style="list-style-type: none"> Describes general and specific aspects of a personal plan or project Refers to academic, social and personal plans or projects likely to take place in the future with the following characteristics: <ul style="list-style-type: none"> near future distant future intention likely to happen unlikely to happen explains, based on the present, why such events might occur 	<ul style="list-style-type: none"> Describes general aspects of a personal plan or project Refers to academic, social and personal plans or projects likely to take place in the future with the following characteristics: <ul style="list-style-type: none"> near future distant future intention likely to happen unlikely to happen 	<ul style="list-style-type: none"> Omits describing general aspects of a personal plan or project Makes a document that omits referring to academic, social and personal plans or projects likely to take place in the future without considering one or more of the following characteristics: <ul style="list-style-type: none"> near future distant future intention likely to happen unlikely to happen
Written Presentation	25	<ul style="list-style-type: none"> Establishes plans or projects considering his/her current age, two and five years in the future Refers to eight to ten probable plans or projects for each established age Avoids spelling mistakes Uses simple and complex sentences Has few structural or grammatical errors 	<ul style="list-style-type: none"> Establishes plans or projects considering his/her current age, two and five years in the future Refers to five to seven probable plans or projects for each established age Avoids spelling mistakes Uses simple and complex sentences Has few grammatical or structural mistakes 	<ul style="list-style-type: none"> Establishes plans or projects without considering the established ages and periods Refers to less than five probable plans or projects for each established age Makes spelling mistakes that hinder understanding Doesn't use simple or complex sentences Makes grammatical or structural mistakes that hinder understanding

Conalep Rubric

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Grammar	30	<ul style="list-style-type: none"> • Uses affirmative and negative sentences with <i>going to</i> • Uses language related to future plans, projects or desires • Uses adverbs of time • Uses the future tense • Uses language related to leisure activities • Uses collocations related to leisure activities • Uses the Future Simple tense • Uses adverbs of certainty 	<ul style="list-style-type: none"> • Uses affirmative and negative sentences with <i>going to</i> • Uses language related to future plans or projects • Uses adverbs of time • Uses the future tense • Uses language related to leisure activities • Uses the Future Simple tense 	<ul style="list-style-type: none"> • Doesn't use the following grammatical elements or uses them incorrectly: <ul style="list-style-type: none"> – affirmative and negative sentences with <i>going to</i> – language related to future plans, projects or desires – adverbs of time – future tense – language related to leisure activities – Future Simple tense
Attitude	10	<ul style="list-style-type: none"> • Delivers reader-friendly work paying attention to order and cleanliness • Shows organization and responsibility by delivering work before the deadline given • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows respect when talking about his/her relatives' personal information • Shows honesty by giving true information 	<ul style="list-style-type: none"> • Delivers reader-friendly work paying attention to order and cleanliness • Shows organization and responsibility by delivering work on the deadline given • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows respect when talking about his/her relatives' personal information • Shows honesty by giving true information 	<ul style="list-style-type: none"> • Delivers work disregarding order and cleanliness • Shows lack of responsibility by delivering work after the deadline given, or not delivering work at all • Shows lack of perseverance by not correcting mistakes marked in previous activities • Shows disrespect by giving wrong or inaccurate information • Shows lack of honesty by giving wrong or inaccurate information
Job application format (Self-evaluation)	5	<ul style="list-style-type: none"> • Presents a clear questionnaire, on the deadline given, including the following: <ul style="list-style-type: none"> – acquired competences – personal reflection on aspects to improve – personal improvement plan for objective achievement – annex with five or six selected additional exercise materials, completed individually 	<ul style="list-style-type: none"> • - Presents clear questionnaire, within the given deadline, including the following: <ul style="list-style-type: none"> – acquired competences – personal reflection on aspects to improve – personal improvement plan for objective achievement 	<ul style="list-style-type: none"> • - Omits presenting the questionnaire or doesn't include one or more of the following elements: <ul style="list-style-type: none"> – clear questionnaire – delivery within deadline – acquired competences – personal reflection on aspects to improve – personal improvement plan for objective achievement
	100			



5 Will planes be flying without pilots in 50 years?

Goal You will learn to use the Future Progressive and the Simple Future tenses to talk about future plans and predictions.

Time to start

Look at the calendar. Today is the 1st of the month. When is... Write the date according to the future time expression. Some expressions cover more than one day. Use ordinal numbers.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
//	//	//	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	//

- This time next week 8th
- Tomorrow _____
- In 2 Sundays' time _____
- 5 days from now _____
- A week from tomorrow _____
- This weekend _____
- Next weekend _____
- In 3 days' time _____
- All of the week after next _____
- Two weeks from now _____
- The last weekend of the month _____
- In 2 weeks from yesterday _____

Listen on Track 5 | Clive's Plans

Clive runs a successful soft drink company. Listen to his plans for the coming month. Write the future time expressions that Clive uses for the following plans:

- The meeting in London
 - The official launch of the tea
 - The decision for the name
 - The flight to Mexico
 - Swimming in Acapulco
 - The meeting in Paris
 - The market research analysis
 - A night at the opera
 - Visit to the pyramids
- _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

Listen to Clive again and answer the questions.

1. Where will Clive have a meeting tomorrow?

2. Where will Clive be checking the ideas for the advertising campaign?

3. When will they be launching the new variety of iced teas

4. When will the new variety of iced teas become popular?

5. When will they decide on the name?

6. When will Clive's phone be off?

7. What will Clive be listening to on Friday evening?

Grammar peek Future Progressive vs. Simple Future CCC7

Complete the rule:

When we talk about actions in progress in the future we use _____ + _____ + _____. This tense is called the Future Progressive.

Now, listen to Clive again and find four other examples of this tense. Write them below.

When we talk about a voluntary action or a promise, we use _____ + _____.

Complete the following sentences so that they are true for you:

FUTURE PROGRESSIVE

- In 5 hours' time, _____
- This time next week, _____
- On Saturday night, _____
- One hour after I get up tomorrow, _____
- At 7:00 on Sunday morning, _____

SIMPLE FUTURE

- Tomorrow _____
- Next weekend _____
- On the 1st of January, _____
- In three days, _____

Team up LC11 CCC8

Look at these statements about the future. In your groups, discuss which you think are likely (probable) to happen and which you think are highly unlikely. Say why.

IN 5 YEARS TIME

- People will be buying things only on the Internet.
- Scientists will discover a cure for the common cold.
- An African team will win the soccer world cup.
- The world will be 5 degrees Celsius warmer than now.
- Our town's population will be growing.

IN 15 YEARS TIME

- Spanish will replace English as the world's international language.
- Great Britain will be a republic.
- Soccer will lose its global popularity.
- Planes will be flying without pilots.
- Men will stay at home to look after the children while women go to work.

IN 50 YEARS TIME

- Scientists will develop an alternative to gas.
- People won't be using cash.
- Fresh water will become more valuable than oil.
- Cloning will be considered normal practice.
- People won't be getting married.



Project@Hand

Read the twenty top predictions about the future on <https://goo.gl/igKRTJ> Complete the table in your portfolio page. Compare and discuss it with your classmates.

LC12

CCC7



PROBABLE	HIGHLY PROBABLE	NEVER



6 Who is as wise as an owl?

Goal You will learn to describe equality and inequality between people, places and things using '...as...adjective...as...' and '...not as...adjective...as...!'

Time to start They are as... as... **LC1**



Grammar peek 'Going to' vs. 'Will' **LC9** **CCC7**

Which of these sentences expresses equality and which expresses inequality?

- This towel is as soft as that one.
- Your job is not as interesting as mine.

We can show that two things are equal or not equal in one way by using an adjective or an adverb.

Structure

noun, pronoun or phrase
that represents the first
thing being compared

+

to be (not)

+ as +

adjective or
adverb

+ as +

noun, pronoun or phrase
that represents the second
thing being compared

Put the words in order to form the correct sentences.

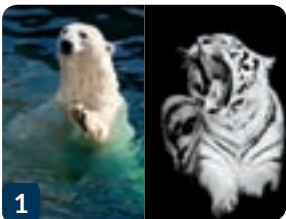
- are young sisters as as mine your. _____
- dangerous not as bears kangaroos are as. _____

Word for word Adjectives

We usually use adjectives to describe qualities such as size, shape, height, weight, age, price, strength, speed, color or length. What objects or people do you see around that you can describe using these adjectives?

SIZE	STRENGTH	SPEED	WEIGHT	SHAPE	PRICE	AGE	LENGTH	HEIGHT	COLOR
small	strong	fast	heavy	square	expensive	young	long	tall	dark
big	weak	slow	light	round	cheap	old	short	short	light
large			thin	triangular					
huge									
tiny									

Now, write sentences comparing these objects, animals and people using '...as...as...' and '...not as...as' and adjectives.



- _____
- _____

- _____
- _____

Listen on ▶ Track 6 | He Is As Smart As Me **LC1** **CCC4**

Listen to Simon and Patricia and decide what statements are TRUE or FALSE.

1. Simon runs as fast as Patricia.	TRUE	FALSE
2. Patricia is as strong as Simon.	TRUE	FALSE
3. Simon drives as carefully as Patricia.	TRUE	FALSE
4. Patricia sings as well as Simon.	TRUE	FALSE
5. Simon doesn't sleep as much as Patricia.	TRUE	FALSE
6. Simon doesn't speak French as fluently as Patricia.	TRUE	FALSE
7. Patricia works as hard as Simon.	TRUE	FALSE
8. Simon doesn't type as fast as Patricia.	TRUE	FALSE

Listen to the track again and interview your classmates to complete the table. Then write sentences comparing yourself with your classmates using '...as...as...' or '...not as...as...'. Report your findings to the group.

Question	Student 1	Student 2	Me
Do you speak English fluently?			
Do you drive well?			
How fast do you run?			
Can you dance well?			
How well do you cook?			
Are you a hard worker?			
How fast do you type?			

SPEAK UP **LC4** **CCC4**

In English, often different sayings or idiomatic expressions are used to compare a person with a certain quality of an animal.

Example: *She is as sly as a fox.*

Do you have such expressions in your native language? Discuss in pairs what people can be compared to a turtle, an ox, a bat, a rabbit, a butterfly, a mouse using these adjectives:

- blind
- slow
- quiet
- beautiful
- fast
- strong

SPEAK UP **LC11** **CCC10**

What adjectives come to your mind when you see these animals? How can you compare them with people?








Team up **LC11** **CCC8**

Interview your classmates to complete these sentences.

- _____ is as clever as a monkey.
- _____ is as wise as an owl.
- _____ is as free as a bird.
- _____ is as awkward as a cow.
- _____ is as proud as a peacock.
- _____ is as tall as a giraffe.
- _____ is as loyal as a dog.


Project@Hand **LC12**

CCC7 **CCC10**

Change these sentences into negative comparisons and read them out loud.

- Marco is as clever as Jane. E.g. Marco is not as clever as Jane.
- I'm as confident as my parents.
- Children are as innocent as angels.
- Henry is as curious as his brother.
- Anna is as surprised as her friends.
- We are as responsible as our teachers.

Find more adjectives that can help you describe people on <https://goo.gl/ZcSt32>





7 Take the materials out of the box

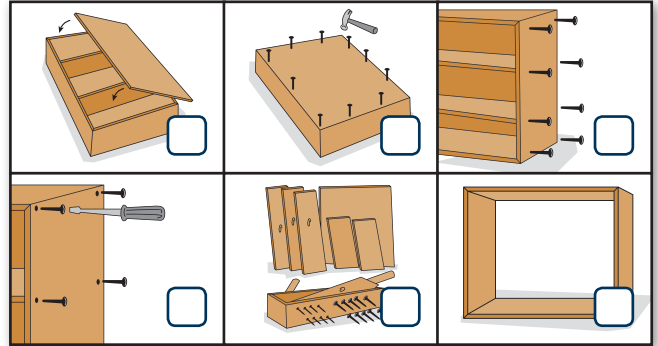
Goal You will understand and follow instructions.

Read on

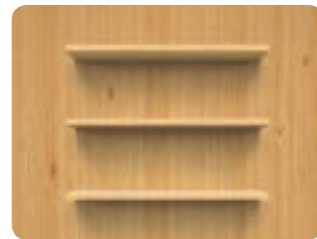
Read the instructions on how to assemble a bookcase. Circle all the verbs. Number the pictures according to the instructions.

Instructions to assemble the bookshelf in your kit.

1. Open the box and place the pieces on a flat surface. Identify all the pieces.
2. Align the shelves and the frame together. Find the holes for the screws and insert each in its place.
3. When they are in place, use a screwdriver to tighten the shelves in. Don't use glue.
4. Align the top shelf carefully, and lock it into place.
5. Align the back panel and make sure it lines up perfectly with the frame.
6. Attach the back panel with the nails. Be careful!



Write the underlined words in the text under the corresponding picture.



Team up

Work in teams. Play a mime game against another team. Mime an action from the instructions above. The other team guesses the verb.

Check it out!

Imperative

We use the imperative to give orders, to make warnings and requests and to give instructions.

Read on

Read the recipe. Order the steps.



Ingredients.

For 4 friends

- 10-15 radishes, trim and slice.
- 1 apple, peel, core and slice
- 2 celery sticks, slice
- 1 small, ripe mango
- fresh dill sprigs, to decorate

The dressing

- ½ cup sour cream
- 1 tablespoon chopped fresh dill
- salt and fresh ground pepper

— Stir the dressing again, then pour it over the vegetables and fruit and stir gently, so that all the ingredients are well coated without breaking up the mango. Decorate with dill sprigs and serve.

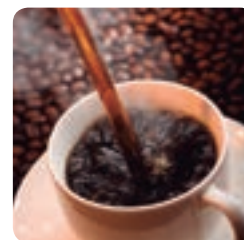
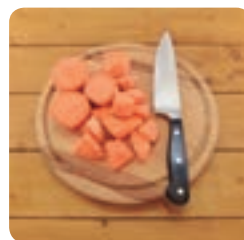
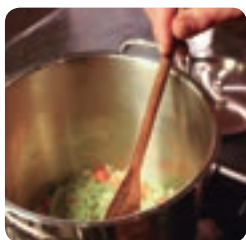
— Cut the mango length-ways cutting either side of the stone pit. Make even, crisscross cuts through the flesh of each side section and bend it back to separate the cubes. Remove the cubes with a knife and add to the bowl.

— Trim the radishes and slice them. Put in a bowl with the sliced apple and celery.

— Prepare the dressing first: blend the sour cream and dill in a small bowl and season with a little salt and pepper. Set aside.

Pairwork

Work in pairs. Look at the pictures and write the corresponding underlined verb from the recipe. Mime a cooking verb. Your partner says the verb.



Team up

Work in groups. Make the list of ingredients and write the recipe of your favorite dish. Re-group with other so you can share your recipe with them. Plan a dinner party and try one of the recipes!

ICT LC12 Self-Study

Visit <https://goo.gl/99K5pw> to find easy recipes. Choose one and make a recipe book with your classmates.





8 What course would you take?

Goal You will learn to use modals 'would' and 'could' while discussing different evening courses.

Time to start

Speak with another student about what type of class you would like to take. Consider these questions:

- Would you like to learn another language?
- Would you like to learn something useful for your current/future job?
- Would you like to do something artistic such as music or painting?
- How much time would you want to dedicate to this course? Weeks? Months?
- Would you prefer to do something academic or something practical?
- Have you ever taken an evening course? What course did you take?



Word for word

Use the words below to complete the sentences.

- sends out
- enroll
- runs (a course)
- amateurs
- antiques
- design
- sarcastic
- commit myself
- ingredients
- plenty

1. We've had _____ of applications for the Piano for Beginners course which _____ from the 1st of August until the middle of October.
2. Be careful about believing everything John tells you. He's very _____ and can often say the opposite of what he thinks just to try and be funny.
3. The local college _____ course information in August, but due to a postal strike, many people didn't receive it and didn't _____ in time.
4. I really wanted to make apple pie last night, but I didn't have all the necessary _____. I'll make it this evening when I get some sugar and flour.
5. I took a course on the _____ and construction of log cabins, but was very dissatisfied. The teachers weren't professional architects but just keen _____.
6. That course looks really interesting but I don't want to _____ _____ to such a long course. It lasts for over five months!
7. My aunt's house in the country is full of _____. She has this one table which has been valued at over \$10,000.

Grammar peek Would vs. Could CCC7

We can use 'could' as a modal verb that expresses possibility or ability in the past.

I could take this course if you looked after my children on Saturdays.

We can use 'would' as a modal auxiliary verb that expresses desire, opinion or hope.

I would take this course because I want to find a better job.

Choose 'would' or 'could' to complete these sentences.

1. Tommy _____ fix this car but he doesn't have the tools.
2. I _____ like to travel to Paris in May. It has been my dream for ages.
3. Your best friend is French. You _____ improve your French faster.
4. Where _____ you go if you decided to travel around the world?
5. I don't think Mark _____ like to buy this house.
6. How many books _____ you read per day when you were a child?

Listen on ▶ Track 7 | Could We Take This Course?

Kelly and Boyd are trying to decide which evening course to take. Listen, find and correct the errors on this information sheet.

Mexican Cooking

Cost: \$200
Duration: 12 weeks

*Learn the cuisine of your neighbor Carlos!
All ingredients included!*

Web Design for Beginners

Cost: \$90
Duration: 25 days

Join the Internet revolution. Make a hobby website or make some money!

French Wine Tasting

Cost: \$50
Duration: 14 days

*Only for members of the Wine Club.
Ask for details in the office.*

Antiques Level A

Cost: \$2500
Duration: 5 weeks

Find out how much all that old furniture is worth!

Photography for Amateurs

Cost: \$350
Duration: 13 weeks

Great course for family snapshots or professional-looking portraits.

Flower Arranging

Cost: \$500
Duration: 4 months

*Impress your friends! Make your house look beautiful!
Materials are not included.*

SPEAK UP

You are going to work with 2 other students and decide on a course to take together. Don't be too inflexible in your choices – try and see the benefits of doing the courses suggested by the other students.

- Better Karaoke Singing
- Beginner's Latin
- Pottery
- British Stamp and Coin Collecting
- Acupuncture
- Indian Cooking
- Amateur Radio
- Computing
- Scandinavian Cookery
- Meteorology at Home
- Indoor Plants
- Clay
- Chinese language
- Ballroom Dancing
- Bonsai Trees
- Origami



Project@Hand

Visit <https://goo.gl/0oXTyY> Choose an online course you would like to take. Read about it. Write about the course you chose. Include why you think it would be helpful to you.

LC12

CCC7

As + adjective + as

We use **as + adjective/adverb + as** to make comparisons when the things we are comparing are equal in some way:

- *The world's biggest horse is as big as a small elephant.*
- *The weather this winter is as cold as last year. It hasn't stopped snowing for weeks!*
- *You have to unwrap it as carefully as you can. It's very fragile*

Not as ... as

We use **not as + adjective + as** to make comparisons between things which are not equal:

- *It's not as heavy as I thought it would be.*
- *Sam hasn't grown as tall as Jane yet.*
- *We didn't play as well as we usually do.*

We can change **not as + adjective + as** with *not quite as* or *not nearly as*:

- *The second race was not quite as easy as the first one.* (The second race was easy but the first one was easier.)
- *These new shoes are not nearly as comfortable as my old ones.* (My old shoes are a lot more comfortable than these new shoes.)

You will need a die and counters. Play in groups of four. Roll the die, move the number of squares indicated. Answer the question or follow the instructions in the square. In squares with a question mark, you have to ask a question related to the grammar or vocabulary in the unit, to any person in your team. If you don't do the task correctly, you miss a turn. The winner will be the first to get to the FINISH line.



Closing Up CCC7

1. Write the correct words below the pictures.



2. Choose MUCH or MANY for the food you see on the pictures.





3. Fill in the gaps using **much/many/some/any**.

- a. Do you have _____ tomatoes?
- b. I don't have _____ carrots.
- c. We would like to buy _____ apples.
- d. Are there _____ boxes?
- e. She has _____ milk.
- f. Students are eating _____ hot dogs.
- g. They don't sell _____ cheese.
- h. Does he have _____ bananas?
- i. He doesn't have _____ meat.
- j. There are _____ bottles of wine.

4. Write questions for the answers.

- a. _____ ?
- No, I don't have any oranges.
- b. _____ ?
- Yes, she has some milk.
- c. _____ ?
- No, they don't have any juice.
- d. _____ ?
- Yes, he has some money.
- e. _____ ?
- No, he doesn't have any plans.
- f. _____ ?
- Yes, we have some meat in the fridge.
- g. _____ ?
- No, I don't have any coffee.

5. Look at the picture of the house room and choose TRUE or FALSE for the sentences below.



1. There is a bed next to the window.	TRUE	FALSE
2. There are two pillows on the floor.	TRUE	FALSE
3. There are some stools under the table.	TRUE	FALSE
4. There are chairs in the garden.	TRUE	FALSE
5. There are three plants in the kitchen.	TRUE	FALSE
6. There is a book on the cushions.	TRUE	FALSE
7. There is a ball on the sofa.	TRUE	FALSE
8. There are clothes on the chairs.	TRUE	FALSE
9. There are curtains behind the window.	TRUE	FALSE
10. There is a flower pot on the kitchen table.	TRUE	FALSE

6. Complete the phrases with the demonstratives this/that/these/those.

a. _____ girl

c. _____ keys

e. _____ tower

b. _____ girl

d. _____ keys

f. _____ tower



a



c



e



b



d



f

Learning Evidence

CCC7

- _____
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Attitude

Week/Month _____

CRITERIA					
	5	4	3	2	POINTS
Attendance	Student always attends class on time.	Student always attends class but is late once every two weeks .	Student regularly attends class but is late more than once every two weeks .	Attendance is poor and/or student is late more than once a week .	○
Engagement/ Participation	Student is proactive and contributes to class with ideas and questions more than once per class.	Student is proactive and contributes to class with ideas and questions once per class.	Student rarely contributes to class with ideas and questions.	Student never contributes to class with ideas and questions.	○
Behavior	Student almost never engages in disruptive behavior during class.	Student rarely engages in disruptive behavior during class.	Student occasionally engages in disruptive behavior during class.	Student almost always engages in disruptive behavior during class.	○
Preparation	Student is almost always prepared with assignments and class materials.	Student is usually prepared with assignments and class materials.	Student is rarely prepared with assignments and class materials.	Student is almost never prepared with assignments and class materials.	○
Presentations	Student stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and/or does not look at people during the presentation.	○
TOTAL					○

Peer Evaluation – Cooperation CCC7

Read each of the statements carefully and write the numbers according to your perception of your partners' performance. Use the following number code:

Always 5 Almost always 4 Sometimes 3 Rarely 2 Never 1

	1	2	3	Me
Is willing to help his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful to his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carries out the assignments within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brings the necessary materials when working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates actively in group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies the work of other members of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Co-Evaluation – Learning

Name: _____ Date: _____

Signature of evaluator:

Dimensions	E	VG	G	A	NI
Knowing					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
Doing					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
Being					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent VG = Very Good G = Good A = Average NI = Needs Improvement

Read and evaluate your work using the following rubrics.

Siglema: CPIN-02	Name of Module:	Productive communication in English	Student's Name:	
Evaluator's Name:			Group:	Date:
Learning Outcome:	1.2 Describes possible daily life situations according to facts and factual objectives.		Evaluation Activity:	1.2.1 Describes important life events that are likely to happen in the future.

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Discourse Elements in Text (Self-evaluation)	30	<ul style="list-style-type: none"> Describes general and specific aspects of a personal plan or project Refers to academic, social and personal plans or projects likely to take place in the future with the following characteristics: <ul style="list-style-type: none"> near future distant future intention likely to happen unlikely to happen explains, based on the present, why such events might occur 	<ul style="list-style-type: none"> Describes general aspects of a personal plan or project Refers to academic, social and personal plans or projects likely to take place in the future with the following characteristics: <ul style="list-style-type: none"> near future distant future intention likely to happen unlikely to happen 	<ul style="list-style-type: none"> Omits describing general aspects of a personal plan or project Makes a document that omits referring to academic, social and personal plans or projects likely to take place in the future without considering one or more of the following characteristics: <ul style="list-style-type: none"> near future distant future intention likely to happen unlikely to happen
Written Presentation	25	<ul style="list-style-type: none"> Establishes plans or projects considering his/her current age, two and five years in the future Refers to eight to ten probable plans or projects for each established age Avoids spelling mistakes Uses simple and complex sentences Has few structural or grammatical errors 	<ul style="list-style-type: none"> Establishes plans or projects considering his/her current age, two and five years in the future Refers to five to seven probable plans or projects for each established age Avoids spelling mistakes Uses simple and complex sentences Has few grammatical or structural mistakes 	<ul style="list-style-type: none"> Establishes plans or projects without considering the established ages and periods Refers to less than five probable plans or projects for each established age Makes spelling mistakes that hinder understanding Doesn't use simple or complex sentences Makes grammatical or structural mistakes that hinder understanding

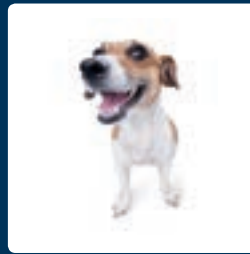
Conalep Rubric

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Grammar	30	<ul style="list-style-type: none"> • Uses affirmative and negative sentences with <i>going to</i> • Uses language related to future plans, projects or desires • Uses adverbs of time • Uses the future tense • Uses language related to leisure activities • Uses collocations related to leisure activities • Uses the Future Simple tense • Uses adverbs of certainty 	<ul style="list-style-type: none"> • Uses affirmative and negative sentences with <i>going to</i> • Uses language related to future plans or projects • Uses adverbs of time • Uses the future tense • Uses language related to leisure activities • Uses the Future Simple tense 	<ul style="list-style-type: none"> • Doesn't use the following grammatical elements or uses them incorrectly: <ul style="list-style-type: none"> – affirmative and negative sentences with <i>going to</i> – language related to future plans, projects or desires – adverbs of time – future tense – language related to leisure activities – Future Simple tense
Attitude	10	<ul style="list-style-type: none"> • Delivers reader-friendly work paying attention to order and cleanliness • Shows organization and responsibility by delivering work before the deadline given • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows respect when talking about his/her relatives' personal information • Shows honesty by giving true information 	<ul style="list-style-type: none"> • Delivers reader-friendly work paying attention to order and cleanliness • Shows organization and responsibility by delivering work on the deadline given • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows respect when talking about his/her relatives' personal information • Shows honesty by giving true information 	<ul style="list-style-type: none"> • Delivers work disregarding order and cleanliness • Shows lack of responsibility by delivering work after the deadline given, or not delivering work at all • Shows lack of perseverance by not correcting mistakes marked in previous activities • Shows disrespect by giving wrong or inaccurate information • Shows lack of honesty by giving wrong or inaccurate information
Job application format (Self-evaluation)	5	<ul style="list-style-type: none"> • Presents a clear questionnaire, on the deadline given, including the following: <ul style="list-style-type: none"> – acquired competences – personal reflection on aspects to improve – personal improvement plan for objective achievement – annex with five or six selected additional exercise materials, completed individually 	<ul style="list-style-type: none"> • - Presents clear questionnaire, within the given deadline, including the following: <ul style="list-style-type: none"> – acquired competences – personal reflection on aspects to improve – personal improvement plan for objective achievement 	<ul style="list-style-type: none"> • - Omits presenting the questionnaire or doesn't include one or more of the following elements: <ul style="list-style-type: none"> – clear questionnaire – delivery within deadline – acquired competences – personal reflection on aspects to improve – personal improvement plan for objective achievement
	100			

Exploring

Unit two

Could you send me
an e-mail?



Explore:

Write the page number.

1. Where will you learn about Duties & Responsibilities?
2. Where will you talk about online shopping?
3. Where will you talk about rules?
4. Where will you read about animals?
5. Where will you learn about requests?
6. Where will you read about civic rules?

Conalep Unit Map

Unit		Learning Outcome
Productive communication in English. 54 hours	o n e	What will tomorrow bring? 1. Prediction of events or situations 20 hours 1.2 Describes predictable daily life situations through objective facts. 10 hours
	t w o	Could you send me an e-mail? 2. Assessment of personal surroundings 34 hours 2.1 Emits factual information about daily life through formal and informal modals. 18 hours 2.2 Expresses agreements and disagreements according to grammatical structures and his/her own idioms in order to relate resolution or results. 16 hours

What's in this Unit?

GOALS

- You will learn to use 'should' and 'shouldn't' to give advice.
- You will learn to use 'have to/don't have to' and 'must/mustn't' and to discuss duties and responsibilities.
- You will learn to use 'have to/don't have to', 'may/might' to discuss different duties and responsibilities.
- You will learn to use object pronouns and talk about shopping on the Internet.
- You will learn to agree and disagree with people using 'So/Neither do I'.
- Identify and compare different types of shops. Types of Shops. Comparative Adjectives with as... as...
- You will learn to use idiomatic expressions to describe people.
- You will learn to talk about the rules children should follow on a school bus using different modal verbs.

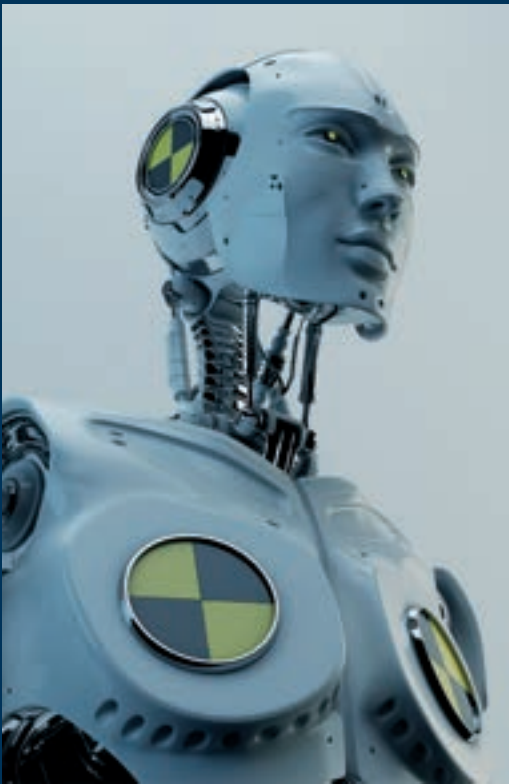
Robotics

I, Robot... - 2004 Review

Will Smith is Spooner, a cop with an apparent attitude problem. Spooner investigates a puzzling case of suicide. He believed it was not a suicide at all... someone was murdered by a robot! In this future society, robots are used as slaves. Spooner becomes suspicious of one particular robot that has dreams and experiences human feelings. Spooner soon discovers that all of the robots had been manipulated by an evil master computer, and he solves the case. The real stars of this movie are the special effects. The robots speak and act in an utterly believable manner.

Short Circuit - 1986 Review

Just what would happen if a military robot was set loose in America before all its **kinks** could be worked out? This is the scenario that plays out in the film. There, robots are wheeled machines that follow commands without question. During the tests of these machines, one of them is struck by lightning and gets damaged. This machine is known as Number 5. After the accident, Number 5 wants to travel the world. He meets a girl whose job is to sell ice cream from a truck. Number 5 learns about the world as he reads all the books he can find. Number 5 was a robot built for destruction, but becomes a loving and caring individual.



Team up

Talk about your favorite science fiction films or novels. What did you like about them? Discuss the pros and cons of creating more technologically advanced robots. Design a simple plan for building a robot, and write a description of what it would be able to do. Present it to the class.

Visit <https://goo.gl/SJSHig> and <https://goo.gl/gnCiXo> Take a look at some innovative robots. Select one and present it to your group.



LC12

Reading Comprehension

Choose the correct answer for each question.

1. Who has a personality issue?
 - A. Will Smith
 - B. the cop
 - C. a robot
 - D. the master computer
2. Spooner finds out that...
 - A. a person was murdered.
 - B. he is suspicious.
 - C. robots were manipulated.
 - D. robots speak.
3. Who are the stars in the movie?
 - A. robots
 - B. human feelings
 - C. special effects
 - D. cops
4. Why did Spooner suspect a robot?
 - A. because it has feelings
 - B. because it speaks
 - C. because it is manipulative
 - D. because it is evil
5. Why is the movie called Short Circuit?
 - A. because a robot was built with flaws
 - B. because a robot was hit by lightning
 - C. because tests went wrong
 - D. because the robot escaped
6. The robots were created for...
 - A. help.
 - B. cleaning.
 - C. traveling.
 - D. war.
7. Number 5 learns by...
 - A. meeting a girl.
 - B. traveling.
 - C. reading books.
 - D. loving.
8. What are robots like in Number 5?
 - A. machines with wheels
 - B. damaged
 - C. human-like
 - D. loving and caring
9. What influenced Number 5 to become different?
 - A. a girl
 - B. books
 - C. lightning
 - D. all of the above
10. The word **kinks** means...
 - A. curls.
 - B. imperfections.
 - C. stiffness.
 - D. twirls.



9 What should I do?

Goal You will learn to use 'should' and 'shouldn't' to give advice.

Time to start **LC1**

- Do you ever read a page or an article in a magazine where teenagers ask for relationship advice?
- Do your friends ever ask you for advice about boyfriends or girlfriends?
- When you are having problems with your boyfriend or girlfriend, who do you speak to?
- Do you ask your parents for relationship advice?
- What advice do your friends give you when you have problems with your boyfriend or girlfriend?

Word for word Relationships

Read these words related to the topic of relationships. Match the words on the left with the definitions on the right.

- | | |
|------------------|---|
| ___ fiancé | a. Spoken dispute between people |
| ___ break up | b. Acting younger than your age |
| ___ go out | c. Someone you have agreed to marry |
| ___ argument | d. Former girl/boyfriend |
| ___ to trust (v) | e. Decide not to stay together anymore |
| ___ jealous | f. Socialize together as boyfriend and girlfriend |
| ___ to argue (v) | g. Have spoken fights with other person |
| ___ ex | h. Feel possessive and over protective |
| ___ immature | i. Feel confidence and believe in a person |



SPEAK UP **LC1** **LC4** **CCC4** **CCC6** **CCC10**

Emily is very sad today. She is having problems with her boyfriend, Matt. She has decided to write a letter to the "Ask Jacky" column of the local newspaper. Read an excerpt of what she wrote.

Dear Jacky,

I am writing to you because you are my last hope!

I know you help people on the "Ask Jacky" page every week and I am now hoping you can help me. I have a great fiancé called Matt but we are having a lot of problems. He is very jealous and asks me every day where I am and who I see. Then in the evening we often argue because he doesn't trust me.

The problem is that I work with my ex, but we broke up nearly two years ago. However, Matt is acting very immaturity and is convinced I want to return with my ex. If things continue like this, I think everything may finish between us. I enjoy going out with Matt, but I don't like all the arguments.

If you could give me some advice...



Work in pairs and write your advice to Emily. What would you advise Emily to do in this situation? This is some advice that her friends gave her. Discuss it.

- You should stop going out with Matt.
- You should go back to your ex!
- You should try to resolve your problems with Matt.
- You should ask your parents for advice.

You should

You shouldn't

Listen on ▶ Track 8 | What Should I Do? LC1

Emily decides to call her friend Steve to speak to him about her problems. What is his advice? Complete the dialogue with 'should' or 'shouldn't'. After you finish reading, practice the dialogue in pairs. Listen to the track again and answer the questions.

Emily: Hi Steve.

Steve: Hello, Emily. How are you?

Emily: Not too well actually. I'm still having a lot of problems with Matt.

Steve: Oh, sorry to hear that.

Emily: I don't know what to do anymore. I'm feeling very down.

Steve: You _____ talk about it with him in front of his friends and family.

I think you _____ sit down with Matt tonight and have a good talk about everything.

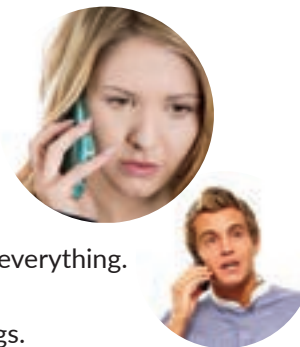
Emily: We've already talked about everything a thousand times!

Steve: Yes, but you _____ go somewhere quiet and relaxing to speak about things.

If you talk when you are tired and stressed out, you will only make things worse.

You _____ take him to a quiet restaurant.

Emily: I think that's a good idea, Steve. Thank you.



- Does Emily feel happy? _____
- How does Emily feel? _____
- What shouldn't Emily do? _____
- Where should she go to speak with Matt? _____
- What will happen if she talks with Matt when she's tired and stressed? _____
- Where should Emily take Matt? _____

Team up LC11 CCC8

Divide your group into teams. Each team has to read the sentences and write their best advice for each problem. Assign the teacher to choose the best advice. The team with the best advice will win.

"My girlfriend broke up with me. Now, she's dating my best friend. I don't want to lose my friend. What should I do?"

"My boyfriend moved to another city. He doesn't call me or send me a text message every day. I think he found someone else. I'm very jealous. What should I do?"

"I'm in love with my sister's best friend. I don't think my sister would approve of me dating her friend. What should I do?"

"I'm dating a very attractive girl. She has a lot of Facebook® friends. She hasn't changed the relationship status on her page since we started dating, but I have. I don't want to ask her about it not to seem needy. What should I do?"

SPEAK UP

What comes to your mind when you hear "This is good relationship advice." and "This is bad relationship advice." Draw these two symbols on the board and write two good and two bad pieces of relationship advice. Compare them with your classmates!



Project@Hand

Read five pieces of relationship advice on <https://goo.gl/BaHjal> and complete these sentences.

- If you want to work through problems, you should _____.
- If you don't want communication to erode, you should _____.
- If you want to build a healthy relationship, you should _____.
- If you want to resolve a conflict, you should _____.



LC12

CCC3

CCC7

Do you have to wear a uniform?

Watch a video to understand have to/don't have to and must/mustn't better: <https://goo.gl/RH5xij>



Goal You will learn to use 'have to/don't have to' and 'must/mustn't' and to discuss duties and responsibilities.

Time to start **LC1**

In the grid there are 9 verbs to match the following phrases:

- _____ the baby / the dog
- _____ the clothes
- _____ the children to school
- _____ the children from school
- _____ lunch / dinner
- _____ homework / some exercise
- _____ to go out / to go to work
- _____ the children
- _____ a party

I	W	N	G	E	C	A	L	T	P
R	A	R	E	M	L	F	H	A	I
O	W	G	T	P	Z	T	O	K	V
N	S	P	R	E	P	A	R	E	P
A	O	T	E	D	R	F	G	P	I
S	Y	R	A	J	L	G	A	Y	C
F	E	E	D	O	E	B	N	N	K
A	V	G	Y	R	Q	C	I	A	U
C	D	M	U	Y	I	A	Z	B	P
L	O	O	K	A	F	T	E	R	S

Listen on **▶ Track 9 | All About Natalie! LC1**

Listen to the track and complete the sentences.

1. Natalie has to get _____.
2. She has to feed _____.
3. She has to prepare _____.
4. Natalie doesn't have to find _____.
5. She doesn't have to wear _____.
6. She has to wear _____.
7. She has to check _____.
8. She doesn't have to spend _____.
9. She has to do _____.
10. Natalie doesn't have to worry _____.

Listen to the track and complete. Then, compare your answers with a partner. Listen again and check.

Natalie is twenty-seven and married with two young children. They live in Sicily, a large island in the Mediterranean Sea that forms part of Italy. Her husband works in Turin, in the north of Italy, so he doesn't go to Sicily very often to see his family.

Natalie works in a bakery, so she _____ get up really early, first to feed her baby, Michele, and then to prepare breakfast for herself and her other son, Elmo. She _____ get ready for work and get Elmo ready for school at the same time, so the mornings in her house are usually pretty chaotic. She can't be late for work because her boss is really strict. Because Natalie lives in a small village and has a very large family, she _____ find a babysitter for Michele. Her mother, sisters or grandmother can look after him. Natalie likes her job. She's very good at making cakes and she enjoys trying new ideas, her latest 'creation' being a cake with cheese and honey, topped with fresh apricots. It is so popular in the village that if you want to buy one you _____ order it a day before!

Natalie _____ wear a uniform, but she _____ wear a special type of hat to keep any hair from falling into the cake mixtures. The smell coming from the bakery is delicious and she's always very tempted to eat the things that she's preparing, but she's a diabetic, so she can't eat too much sugar. She _____ check her blood every day and give herself an injection of insulin. In the evening she likes spending time with Elmo and Michele and she usually calls her husband to have a chat. She's got a special rate with the telephone company so she _____ spend a lot of money. After that, the children go to bed and Natalie does her English homework; she's studying it because she _____ take an exam at the end of next month, which she can't fail if she wants to get the job at the bakery in Turin. She's a great student, so she _____ to worry too much.

SPEAK UP LC4 LC11 CCC4 CCC8

Think of a famous person. Your partner will ask you questions to which you can answer YES, NO or SOMETIMES. They can ask you a maximum of twelve questions. Each guess counts as one question.

Example: Do you have to perform?

- wear a uniform
- get up early
- know how to use a computer
- use special equipment
- be physically fit
- travel a lot
- be qualified
- work with animals
- perform
- work outside
- work with the public
- give interviews
- speak other languages
- be over/under a particular age
- host a show

Team up LC11 CCC8

Interview your classmates and find someone who:

	Name	Name	Name
● Can't eat a particular food.			
● Has to wear a uniform.			
● Doesn't have to prepare their own breakfast.			
● Must go to work every day.			
● Has to take an exam this month.			
● Doesn't have to use public transport.			
● Mustn't drink alcohol.			

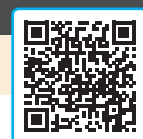
SPEAK UP

Do you have to do these things at work or at school? Brainstorm your ideas.



ICT LC12 Self-Study

This is a great video about have to/don't have to! <https://goo.gl/ti5VDV>



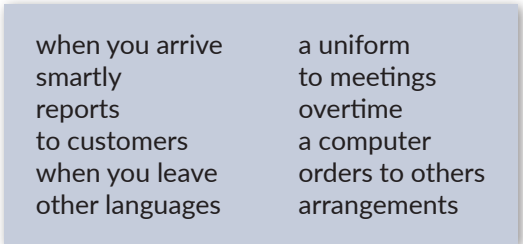
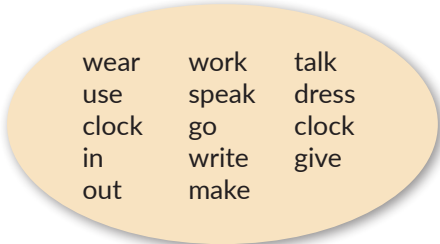
11 Do you have to be on time?



Goal You will learn to use 'have to/don't have to', 'may/might' to discuss different duties and responsibilities.

Time to start **LC1** **LC9**

Match a verb from the circle with a phrase from the box.



Listen on ▶ Track 10 | What Does She Have To Do? **LC1**

Listen to the dialogue between the personnel manager and a new employee on her first day. What do you think her job is? Listen and complete the dialogue. Answer the questions below. Now, read and role-play it in pairs.

Mr. Boyle: Good morning, Emma. Welcome to the company. Are you nervous?

Emma: Just a little because everything is new, but I'm sure I'll be okay.

Mr. Boyle: I'm sure you will. Okay, we'll start off with some simple rules and regulations. Nothing too strict! First, you

_____ get here before your boss, Mr. Murphy. Just inside the front entrance is the machine where you _____ to clock in and out. You _____ get your time card from Mrs. Edison on the second floor. I'll take you there in a moment.

Emma: Do I _____ wear a uniform?

Mr. Boyle: No, you don't. You _____ wear any clothes you want. Although I advise you to dress sharply. Mr. Murphy doesn't like his staff wearing jeans and t-shirts.

Emma: What exactly do I _____ do in my job?

Mr. Boyle: Well, a bit of everything really. You _____ type Mr. Murphy's letters, reply to his e-mails, make his travel arrangements and generally be available if he needs help with anything.

Emma: Will I _____ work overtime?

Mr. Boyle: Yes, you will, but only occasionally. Mr. Murphy will also ask you if you can go with him on business trips abroad, but you _____ go if you don't want to. You _____ turn down any business trip.

Emma: That sounds fine. So, when does he arrive? I'm curious to meet him.

Mr. Boyle: He _____ be here at 10:30 for a meeting, so in about 10 minutes. He _____ be running late. The traffic this time of day is awful. Why don't you have a coffee while you wait? There's a machine in the break lounge. Help yourself. You _____ to pay for it.



1. When does Emma have to get to the office? _____
2. Where does Emma have to clock in and out? _____
3. Who does Emma have to get her time card from? _____
4. What clothes may Emma wear to work? _____
5. What does Emma have to do in her job? _____
6. May Emma turn down any business trip? _____
7. What time does Mr. Murphy have to be in the office for the meeting? _____

Grammar peek Have to/Don't have to vs. May/Might LC9

Find a phrase in the dialogue which means:

- It isn't necessary to pay for coffee.
- You are allowed to wear any clothes you want.
- Is it compulsory that I work extra hours?
- You can decide to do it or not.
- You are allowed to reject any business trip offer.
- You are expected to arrive early.

Does the negative of 'have to' mean:

a. Prohibited 'don't do it'

b. It's not necessary 'don't worry'

To express necessity or obligation,

- for affirmative sentences we use _____ + _____.
- for negative sentences we use the auxiliary _____ with _____ + _____.
- for questions we use the auxiliary _____ with _____ + _____?

To express permission or a small possibility we can use 'may' or 'might'.

In what sentences of the job interview in Track 10 are 'may' and 'might' used?

SPEAK UP LC11 CCC1 CCC4

Complete the sentences so they are true for yourself. Compare and discuss them with your classmates.

- | | |
|--|------------------------------------|
| • I _____ use a computer. | • I _____ work outside. |
| • I _____ a uniform. | • I _____ dress smartly. |
| • I _____ arrive on time. | • I _____ study in the afternoons. |
| • I _____ speak a foreign language. | • I _____ work at night. |
| • I _____ meet parents. | • I _____ answer the telephone. |
| • I _____ have special qualifications. | |

Turn these sentences into questions and ask them to the person sitting next to you. Are their answers the same as yours?

Team up LC11 CCC4 CCC8

Work in small groups. One of you thinks of a job but doesn't tell anyone what it is. The others ask 'have to' questions in order to guess the job. You only have 10 questions!

SPEAK UP LC2

What do these symbols represent? Use 'have to', 'don't have to', 'may' and 'might' in your sentences. Brainstorm your ideas.



Project@Hand

Read about some things you aren't allowed to do at your office job on <http://goo.gl/4h45HY> Add two points of your own and read them to the group. Read about the rules you should follow if you want to be a professional on <http://goo.gl/WILl8I> Add two rules of your own and read them to the group.

LC12

CCC7

12 Did you buy me a present in an online store?

<https://goo.gl/0ETLzv>


Goal You will learn to use object pronouns and talk about shopping on the Internet.

Time to start LC1 LC11 CCC4

Have you ever bought anything on the Internet? Tell the class about it. For each of the statements, choose a box from 1 to 4.

1 = I don't agree. 4 = I agree completely.

	1	2	3	4
• Prices are usually cheaper in online stores.				
• You should always complain if you aren't satisfied with a product you buy online.				
• It is dangerous to use your credit card when shopping online.				
• Shopping should be a social experience.				
• In 10 years' time, most shopping will be done online.				
• Online stores are too big and confusing for me.				
• Shopping online is always safe.				

Word for word

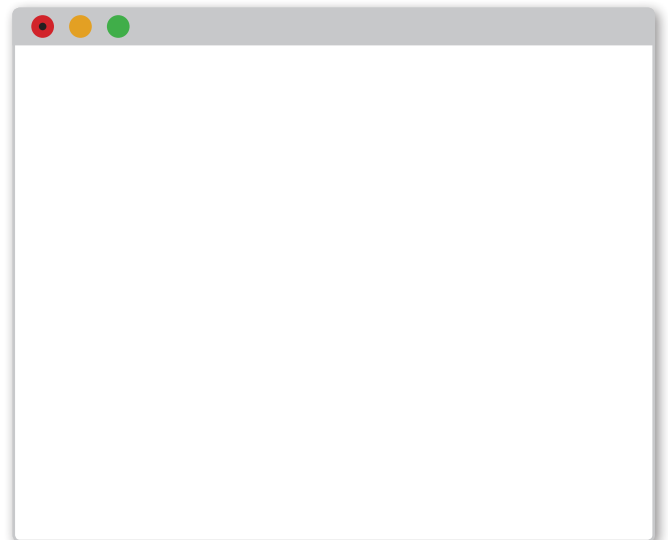
Look at these words related to online shopping. Complete the sentences with the correct words.

- support
- secure
- cookies
- checkout
- coupon
- cart
- gift certificate
- shipping

1. After you have everything you want in your _____, you can proceed to _____.
2. This site is very _____, so you can feel safe giving them your credit card information.
3. My sister sent me a _____ for Christmas and I spent it on a DVD box set of Star Wars.
4. I'm going to get in touch with customer _____ on that site because my order still hasn't arrived.
5. The _____ is very expensive for these flash drives. If I order them from a local website, it might be cheaper.
6. Most online shopping sites use _____ to keep track of who their customers are.

SPEAK UP LC11 CCC4

Nick is planning to buy a robot vacuum cleaner. Work in teams. Visit <https://goo.gl/vbTOMC> Which one would you buy? What questions would you ask about it? Present your choice to your classmates. Justify your selection. Look at other items in the same online store. Create an ad for one of them in pairs or groups.



Listen on ▶ Track 11 | Nick's Complaint **LC1**

Nick decided to purchase the Robotic Vacuum Cleaner 500. However, when it arrived at his home, he had some problems with it and decided to write to ask for a refund. Listen. There are some problems with the vocabulary and tone of his e-mail.

- What would you change to make the register more formal and polite?

Decide if his complaints are fair and justified.

Grammar peek Object pronouns **LC9**

Do object pronouns go before or after the verb? Object pronouns:

- me
- you
- him
- her
- it
- us
- them

What sentences have object pronouns?

- a. I bought a bicycle.
- b. We bought him a bicycle.
- c. She bought me a bicycle.

Read the reply Nick received and choose **TRUE** or **FALSE** for the statements below. Underline the object pronouns in the text.

INBOX ✉

Dear Nick,
 We were very unhappy to hear that you were not completely satisfied with your Robotic Vacuum Cleaner 500. However, some of the points you brought up in your e-mail could have been answered by paying closer attention to the product page on our site.
 Our product delivery times are only estimations and we clearly state "within 48 hours". We can assure you that there is no deliberate dishonesty on our part.
 The product you purchased is powered with rechargeable batteries and it requires charging them up before you begin using the product.
 The product dimensions are clearly stated.
 After careful consideration, we find your claim unjustified and we will not be able to refund you the money you paid.
 Please contact us again should you require any further information.
Andrew Dickens
 Customer Support

- a. It's necessary to charge the batteries before using it for the first time. **TRUE** **FALSE**
- b. They told him not to contact them on this issue again.
- c. There was a mistake on the product description on the site.
- d. The height of the product is stated on the product page.

Team up **LC5** **LC11** **CCC8**

Work in groups. Write Nick's response in which you either:

- Insist on a refund
- Ask for a replacement
- Apologize for the first letter

SPEAK UP **LC2**

How do these symbols relate to online shopping? What do they represent? Brainstorm ideas.

Project@Hand **LC12**
CCC7

Read about the pros and cons of online shopping on <https://goo.gl/LOUBhw> Work with a partner and complete the table.

Me	Pros	Cons
My Partner		

Grammar Lab LC9

Grammar peek Have to / Don't have to Must / Mustn't CCC7

Find the sentence in the text that means:

- It's important\an obligation that she puts on a hat when she's working. _____
- It's not necessary to pay somebody to look after her children. _____

Now find other sentences from the text and put them into the correct box.

Obligation	Not necessary

Which of these two sentences expresses personal obligation?

- A. We have to wear a uniform to work.
- B. He must work harder.

Which of these two sentences mean prohibition?

- A. You mustn't go there.
- B. You don't have to go there.

Check it out!

Don't have to = Not required

Do you have to talk to him today? **CORRECT**

Mustn't = It is prohibited

Must you talk to him today? **NOT CORRECT**

Should and Shouldn't

We use should and shouldn't to give advice or to talk about what we think is right or wrong.

'You should' means something like I think it is a good idea for you to do it.

'You shouldn't' means something like I think it is a bad idea for you to do it.

'Should' is used to express the opinion of a speaker and often follows I think or I don't think.

Examples:

You look tired. I think you *should* take a few days off.

Alice works very long hours. She *should* to talk to her boss.

- I have an English test tomorrow.
- I shouldn't worry if I were you. You have worked really hard.
- I never have enough money.
- I don't think you should go out so much.

Should - Note!

To give advice to someone you can also say:

- I should do it if I were you.
- I shouldn't be so rude, if I were you.

When you regret not doing something in the past, you can say:

- I shouldn't have spoken to him like that.
- I should have apologized earlier.

You will need a die and counters. Play in groups of four. Roll the die, and move the number of squares indicated. Answer the question or follow the instructions in the square. In squares with a question mark, you have to ask a question related to the grammar or vocabulary in the unit, to any person in your team. If you don't do the task correctly, you miss a turn. The winner is the first to get to the FINISH line.

START

1

What's your favorite food?

2

Find someone who doesn't eat meat.

5

Correct the sentences.
I don't have *some* apples.
Do you have *some* carrots?
How *many* sugar do you have?

4

Say the recipe for your favorite dish.

3

?

6

Describe a room in your house.
Your partners draw it.
Use **There is/are** and prepositions of place.

7

What's an ideal age to marry? Why?

8

Say a sentence using each pronoun:

- them
- her
- me

FINISH

10

?

9

What food is there in your school cafeteria/shop?

Closing Up CCC7

1. Substitute the underlined word in the sentences using a phrasal verb from the box. Rewrite the report.

blow up

come out

find out

put on

put out

carry out

break down



a. A gas deposit exploded yesterday morning.

b. The noise was so loud that many people left their houses to see what happened.

c. Everything was a chaos: people ran here and there. Suddenly, a man shouted "Follow my instructions!"

d. Many girls succumbed to emotional stress.

e. The firefighters wore their uniforms.

f. The firefighters extinguished the fire in two hours.

g. The police arrived to investigate what happened.

2. Complete the sentences. Use a dictionary if necessary.

a. Don't forget to turn off _____

b. My sister turned on _____

c. Take that animal away! It's _____

d. When the electricity inspector came, he cut off _____

e. We carried out _____

3. Match the questions to the answers.

- Are you going to turn down the offer?
 - Who is going to pick up all the trash after the party?
 - Miguel is growing up! How old is he?
 - Can you go on?
- a. Sure! I'm not very tired yet.
 - b. 20... he's not a teenager anymore.
 - c. Of course not! It's good money.
 - d. Miguel is going to do it.

4. Read the instructions and choose who said them: (P) police officer, (M) mother, (T) teacher or (D) doctor.



police officer



mother



teacher



doctor

- a. Clean your room.
- b. Stay in bed and take two aspirins.
- c. Open your mouth.
- d. Eat vegetables and fruit. It's good for your health.
- e. Do not keep money in your home. It's dangerous.
- f. If you don't stop talking, I'm going to ask you to leave the room.
- g. Don't chew with your mouth open.
- h. Don't go out. Your cold is contagious!
- i. When you drive at night, don't open the car windows.
- j. Don't cheat during the exam.

Learning Evidence

CCC7

- _____
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Attitude

Week/Month _____

CRITERIA					
	5	4	3	2	POINTS
Attendance	Student always attends class on time.	Student always attends class but is late once every two weeks .	Student regularly attends class but is late more than once every two weeks .	Attendance is poor and/or student is late more than once a week .	○
Engagement/ Participation	Student is proactive and contributes to class with ideas and questions more than once per class.	Student is proactive and contributes to class with ideas and questions once per class.	Student rarely contributes to class with ideas and questions.	Student never contributes to class with ideas and questions.	○
Behavior	Student almost never engages in disruptive behavior during class.	Student rarely engages in disruptive behavior during class.	Student occasionally engages in disruptive behavior during class.	Student almost always engages in disruptive behavior during class.	○
Preparation	Student is almost always prepared with assignments and class materials.	Student is usually prepared with assignments and class materials.	Student is rarely prepared with assignments and class materials.	Student is almost never prepared with assignments and class materials.	○
Presentations	Student stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and/or does not look at people during the presentation.	○
TOTAL					○

Peer Evaluation – Cooperation CCC7

Read each of the statements carefully and write the numbers according to your perception of your partners' performance. Use the following number code:

Always
5

Almost always
4

Sometimes
3

Rarely
2

Never
1

	1	2	3	Me
Is willing to help his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful to his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carries out the assignments within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brings the necessary materials when working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates actively in group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies the work of other members of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Co-Evaluation – Learning

Name: _____ Date: _____

Signature of evaluator:

Dimensions	E	VG	G	A	NI
Knowing					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
Doing					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
Being					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent

VG = Very Good

G = Good

A = Average

NI = Needs Improvement

Read and evaluate your work using the following rubrics.

Siglema: CPIN-02	Name of Module: Productive communication in English	Student's Name:	
Evaluator's Name:		Group:	Date:
Learning Outcome:	2.1 Shares information about daily life facts through formal and informal modals	Evaluation Activity:	2.1.1 Presents a news report in English (HETEROEVALUATION).

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Discourse elements in spoken text	15	<ul style="list-style-type: none"> Selects a news report in English emphasizing information with the following characteristics: <ul style="list-style-type: none"> report about recent technological or economical advances by a specialist in the given field bibliographical reference a minimum of four paragraphs 	<ul style="list-style-type: none"> Selects a news report in English emphasizing information with the following characteristics: <ul style="list-style-type: none"> report about recent technological or economical advances by a specialist in the given field bibliographical reference a minimum of two paragraphs 	<ul style="list-style-type: none"> Selects a news report in English omitting one or more of the following elements: <ul style="list-style-type: none"> report about recent technological or economical advances by a specialist in the given field bibliographical reference a minimum of two paragraphs
Discourse elements in written text	25	<ul style="list-style-type: none"> Produces the news report including the following aspects: <ul style="list-style-type: none"> general past events, situations and people original text in indirect style details regarding events, situations or people related to the story 	<ul style="list-style-type: none"> Produces the news report including the following aspects: <ul style="list-style-type: none"> general past events, situations and people original text in indirect style 	<ul style="list-style-type: none"> Produces the news report omitting one or more of the following elements: <ul style="list-style-type: none"> general past events, situations and people original text in indirect style
Written Presentation	25	<ul style="list-style-type: none"> Rewrites the news in English Has a minimum length of four pages Uses the format of the original text Rewrites events or situations from direct into indirect speech Avoids spelling mistakes Has few grammatical or structural errors 	<ul style="list-style-type: none"> Rewrites the news in English Respects original length Uses the format of the original text Rewrites events or situations from direct into indirect speech Avoids spelling mistakes Has few grammatical or structural errors 	<ul style="list-style-type: none"> Doesn't comply with one or more of the following criteria: <ul style="list-style-type: none"> news report in English a minimum length original format events from direct into indirect speech avoids spelling mistakes reduces grammatical or structural errors

Conalep Rubric

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Grammar	25	<ul style="list-style-type: none"> ● Uses indirect speech verbs <i>say</i> and <i>tell</i> ● Uses tense changes with the following structure: <ul style="list-style-type: none"> – present to past – Future Simple to Conditional – imperative to infinitive ● uses relative clauses ● uses object pronouns ● uses modal verbs ● makes direct to indirect spelling changes 	<ul style="list-style-type: none"> ● Uses indirect speech verbs <i>say</i> and <i>tell</i> ● Uses tense changes with the following structure: <ul style="list-style-type: none"> – present to past – Future Simple to Conditional ● uses relative clauses ● uses object pronouns ● makes direct to indirect spelling changes 	<ul style="list-style-type: none"> ● Uses one of the following elements incorrectly: <ul style="list-style-type: none"> – indirect speech verbs <i>say</i> and <i>tell</i> – relative clauses – direct to indirect spelling changes – object pronouns ● Doesn't use verbal tense changes nor the following structure: <ul style="list-style-type: none"> – present to past – Future Simple to Conditional
Attitude	10	<ul style="list-style-type: none"> ● Delivers reader-friendly work paying attention to order and cleanliness ● Shows organization and responsibility by delivering work before the deadline given ● Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow ● Shows respect when talking about his/her relatives' personal information ● Shows honesty by giving true information 	<ul style="list-style-type: none"> ● Delivers reader-friendly work paying attention to order and cleanliness ● Shows organization and responsibility by delivering work on the deadline given ● Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow ● Shows respect when talking about his/her relatives' personal information ● Shows honesty by giving true information 	<ul style="list-style-type: none"> ● Delivers work disregarding order and cleanliness ● Shows lack of responsibility by delivering work after the deadline given, or not delivering work at all ● Shows lack of perseverance by not correcting mistakes marked in previous activities ● Shows lack of honesty by giving wrong or inaccurate information ● Shows disrespect when referring to events or people in the news ● Shows lack of honesty by giving wrong or inexact information
	100			



13 Does everybody agree with you?

Goal You will learn to agree and disagree with people using 'So/Neither do I'.

Time to start **LC1** **LC11** **CCC1**

Write one positive and one negative sentence for each of the following. They must be about you, and must be true!

- Present simple (to be) • _____ / _____
- Present Simple • _____ / _____
- Simple Past (to be) • _____ / _____
- Simple Past • _____ / _____
- Present Continuous • _____ / _____
- Past Continuous • _____ / _____
- Present Perfect • _____ / _____
- Going to • _____ / _____
- Will • _____ / _____
- Can • _____ / _____

Listen on ▶ Track 12 | So Do I! **LC1** **LC2**

Imagine that you overhear this dialogue on the London Tube. Listen to the track and complete the text with the missing sentences. How many times do you hear 'So' and 'Neither'? How many Simple Past sentences do you hear? Does Donna agree with Melanie a lot? Listen to the dialogue and do the exercise on the next page.

Melanie: Wow! I haven't seen you for ages. How are you?

Donna: Hi, Melanie. I'm great thanks. And you?

Melanie: Yeah, I'm fine. You look absolutely fantastic.

Donna: Thanks. I've just got back from my summer vacation.

Melanie: _____! Where did you go?

Donna: I went to Greece with my boyfriend. What about you?

Melanie: I was in Spain for a few days with a colleague. I had a really relaxing time.

Donna: I didn't! We argued most of the time. He wanted to go sightseeing all day every day, but I desperately needed to spend some time relaxing on the beach. In the end, we spent only one day on the beach – and he complained most of the time!

Melanie: We stayed away from the beaches because they're so crowded at this time of year. Instead we spent our time in the mountains visiting some beautiful traditional villages. We weren't stressed at all.

Donna: I was. Did you eat well?

Melanie: No, we didn't.

Donna: _____! The food was terrible. We were very disappointed.

Melanie: _____. And people say that British cooking is bad! Tony was ill for two days.

Donna: _____! Anyway, how's work?

Melanie: Not so good actually. I have to be honest – I don't like my job.

Donna: _____! In fact I've just applied for a job with a travel agency.

Melanie: _____! They are looking for someone who can speak two foreign languages. I can speak Italian.

Donna: _____. I can also speak German.

Melanie: I can't, but I know Japanese. Look, here's my stop. I'm getting off here.

Donna: _____. Have you got time for a coffee?

Melanie: Sure, let's go!



SPEAK UP LC11 CCC4 CCC8

Read the sentences you wrote in the Time to start section to your partner. Your partner will respond using one of the above phrases.

I went to the movies yesterday.

So did I.

I really enjoyed the movie.

I didn't.



Team up LC11 CCC8

Complete these sentences so they are true for you. Read your sentences to your classmates and find someone in the class who gives you the response in the box.

- I haven't been to _____ (a city in your country).
- Yesterday I had _____ for breakfast.
- I really like _____ (a pop star)
- I didn't _____ (housework activity) yesterday
- I generally don't eat _____
- I'm a _____ (star sign)
- I've got a _____ (pet)

SPEAK UP

Read the following statements and the sample responses. Discuss in pairs what you would respond to each statement.

Statements

1. I like to read long novels.
2. I don't enjoy watching horror films.
3. I'll take a vacation after the end of the year.
4. I didn't have a big breakfast this morning.
5. I went to the zoo a couple weeks ago.

Responses

- a. I don't.
- b. Neither do I.
- c. So will I.
- d. I didn't either.
- e. So did I.

ICT LC12 Self-Study

Another great video about So/Neither do I! <https://goo.gl/4AgwDt>





14 Where do you shop?

Goal Identify and compare different types of shops. Types of Shops. Comparative Adjectives with as... as...

Listen on ▶ Track 13 | **Compulsive Shopper** LC3 LC8 CCC5

Bertha Mori goes shopping every day. She loves shopping for clothes and accessories. She knows all the shopping malls, department stores, boutiques, markets and shoe shops in town. Her closet is full of fashionable handbags, dresses, shirts, jackets and shoes. Every day she wakes up and feels she needs to buy something new. Bertha can spend hours window shopping. Many times when she comes home she realizes that what she bought wasn't that necessary, but it doesn't stop her from doing it again and again. Her husband says she's a shopping addict and he's trying to find the best solution for the problem. And you? Do you agree with Bertha's husband?

1. What does Bertha do every day?

2. What does she think when she wakes up?

3. What does Bertha's husband say?



Word for word Types of Shops



Boutique



Shopping Mall



Department Store



Market

Writing practice LC1 Self-Study

Choose the correct type of shop to complete these sentences.

- When I go to the outdoor _____, I can buy many different fresh foods.
- To buy fashionable clothes, I go to a small _____.
- I like _____ shopping, because I can buy a variety of things all in one place.
- There's a huge _____ on the corner, filled with all kinds of shops and restaurants, and a movie theatre.

Grammar peek as...as.../not as...as

Comparative adjectives with 'as...as.../not as...as' used to compare things.

Example:

That shop is not as expensive as this one.

My car is not as good as yours.

Read and say Types of Shops LC9 CCC4 CCC8

Use 'as...as' or 'not as...as'

- Your house - (large) - mine
- Her puppy - (small) - yours
- My computer - (new) - his

Pairwork

Match the pictures to the sentences.



greengrocers



flower shop



bakery



pharmacy/drugstore



jewelry shop



bookstore

1. You can buy earrings, bracelets and necklaces there.
2. You can buy medicines there.
3. You can buy fruits and vegetables there.
4. You can buy magazines and books there.
5. You can buy flowers there.
6. You can buy cakes, pies and bread there.

Check it out!

Window Shopping means: to look at the displays in retail store windows without going inside the stores to buy.

Writing practice LC3 LC4 CCC1 Self-Study

Make sentences according to the table. Compare the items using the adjectives 'cheap'/'expensive' and 'as...as'/'not as...as'!

1. Roses	Ella's Flower Shop \$12 per dozen	Amy's Flower Shop \$15 per dozen
2. Apples	Clive's Market \$1.50 per pound	Ben's Market \$1.00 per pound
3. Cheesecakes	The Deli Bakery \$1.95 per slice	Bun Bun Bakery \$ 17 per slice

ICT LC12 Self-Study

Watch this video about Comparative Adjectives! <https://goo.gl/8z7lho>



15 Are you as busy as a beaver?

<https://goo.gl/VF8cgf>


Goal You will learn to talk about objects and celebrations, ask and answer about prices.

Time to start Do the quiz! **LC1** **LC2**

You will learn to use idiomatic expressions to describe people.

- What does it mean if someone has the memory of an elephant?
- Which animal is a cross between a donkey and a horse?
- How many lives does a cat have?
- Which dog is traditionally used to rescue people in the Alps?
- The Spanish Canary Islands are named after which animal?
- How can you describe a person who is as sly as a fox?



Grammar peek Idioms **LC1**

Idioms are words, phrases, or expressions that should not be taken literally. When used in everyday language, they have a meaning other than the basic one you would find in the dictionary. Learning them makes understanding and using a language a lot easier and more fluent. Decide in what sentence an idiom is used.

- If you break a leg, you should immediately go to the doctor.
- Break a leg! Perform like it's your last time on the stage. Do your best!

Idiomatic expressions with animals are very common in English. Some are easy to understand and others are not obvious and we have to learn them. Work out what these expressions mean and complete the table.

- Mark didn't want to go out with Cathy, but she badgered him into it.
- Why don't you answer my questions, Sophie? Has a cat got your tongue?
- Enough kidding around. Let's talk turkey.
- The baby is sleeping. We need to be as quiet as a mouse.
- I don't believe you. You aren't really upset. Those are just crocodile tears.
- Where have you been for so long? I haven't seen you in a dog's age.

'EASY TO UNDERSTAND' IDIOMS	'NOT OBVIOUS' IDIOMS

Word for word

Make a table in your notebook. Categorize these animals. Share your work with your classmates.

- badger
- wasp
- goat
- lizard
- bee
- cockroach
- wolf
- ostrich
- snake
- butterfly
- dodo
- sloth
- horse
- goldfish
- ape
- tiger
- penguin
- parrot
- dog
- bear
- crocodile
- tortoise
- rat
- fly
- ant
- mouse
- caterpillar
- woodpecker
- eagle
- shark
- salmon

Listen on ▶ Track 14 | Her Bark Is Worse Than Her Bite! LC1

Listen to Helen and answer the questions.

- Does Helen's mother make something that is unimportant seem important?
- Does she stay calm when Helen doesn't make her bed?
- Is Helen's mother's boss stubborn?
- Is Helen's mother's job well-paid?
- Does Helen advise her mother to rest in the afternoon?
- Did Helen's brother keep the secret?
- Does Helen's brother annoy her?
- Does Helen think they'll have a great time?
- Are her mother's words worse than her actions?

Listen again and match the sentences with the definitions.

- _____ She's making a mountain out of a molehill.
- _____ She goes bananas.
- _____ Her boss is pig-headed.
- _____ Her business is a cash cow.
- _____ She needs to have a cat nap in the afternoon.
- _____ He let the cat out of the bag.
- _____ He gets her goat.
- _____ They will have a whale of a time.
- _____ Her bark is worse than her bite.

- a. to sleep in the afternoon
- b. one's words are worse than one's actions
- c. to annoy someone
- d. to make something seem important
- e. to have an exciting and interesting time
- f. a stubborn person
- g. something that makes a lot of money
- h. to become very angry
- i. to tell something that is supposed to be a secret

Team up LC11 CCC4 CCC8

Take turns thinking of an animal. Your classmates will ask you questions to try to guess the animal. You can only answer 'yes' or 'no'. They have 20 questions to find out the animal you are thinking of. Then ask them to give sentences using one of these idiomatic expressions.

- like a deer caught in the headlights
- let sleeping dogs lie
- a road hog
- take the bull by the horns
- top dog
- a white elephant
- work like a horse
- monkey around with (someone or something)
- a lone wolf
- go ape

SPEAK UP LC2

What animals do these symbols represent? What animal do you most associate yourself with and why? Interview your classmates and share your findings with the group. Brainstorm your ideas.



Project@Hand

Read about the symbols of different animals on <http://goo.gl/WIQJx> and complete the sentences.

Lambs are symbols of _____.

Camels are symbols of _____.

Rats are symbols of _____.

Elephants are symbols of _____.

Grasshoppers are symbols of _____.

Owls are symbols of _____.

Work out what these idiomatic expressions mean. Write a sentence using each.

- a white elephant
- meek as a lamb
- the camel's nose
- be knee-high to a grasshopper
- night owl
- rat out



LC12

CCC7

16 Do you always follow the bus driver's instructions?

<https://goo.gl/sKKRZR>


Goal You will learn to ask about and describe physical appearance.

Time to start **LC2** **CCC10**

Have you ever ridden on a school bus? What rules do people have to follow?



Word for word

Match each phrase in column "A" with one from column "B". Then write complete sentences using 'can', 'can't', 'should', 'shouldn't', 'must' or 'mustn't'.

A	B
1. Talk to the driver only if	___ in a backpack.
2. Open windows only	___ clear at all times.
3. Carry your belongings	___ for the entire ride.
4. Be courteous to the	___ quickly.
5. Obey the rules	___ with the driver's permission.
6. Keep aisles	___ there is an emergency.
7. Always keep all body parts	___ inside the bus.
8. Talk	___ bus driver and other riders.
9. Take your seat	___ quietly.

Writing practice **Self-Study**

Complete the following sentences with a word from the list below. Choose the correct option for each sentence.

- front
- seat
- step
- head
- talk
- see
- early
- bags
- touch
- bus
- off
- listen

1. Get to the bus stop 5 minutes _____. (You should / You shouldn't)
2. Cross in _____ of the bus. (You must / You mustn't)
3. _____ quietly. (You have to / You don't have to)
4. Keep your _____ inside the window. (You must / You mustn't)
5. Stay in your _____. (You must / You mustn't)
6. Place _____ on your lap. (You have to / You don't have to)
7. Wait until the _____ stops before you stand. (You should / You shouldn't)
8. Watch your _____. (You should / You shouldn't)
9. Make sure you _____ the bus driver before crossing. (...can / ...can't)
10. _____ emergency doors or windows. (You must / You mustn't)
11. Get _____ the bus carefully. (You should / You shouldn't)
12. Remember to _____ to the bus driver at all times. (You have to / You don't have to)

Listen on ▶ Track 15 | What Do You Have to Do? **LC1** **LC2**

Do you know the most important steps for getting on and off the bus and crossing the street safely? Listen to the track and complete the sentences with correct modal verbs.

1. The driver _____ let you off when traffic has stopped.
2. You _____ wait until you are told it is safe to cross.
3. You _____ look to the left and right when you get off the bus.
4. You _____ walk forward along the side of the road to a point 10 feet in front of the bus.
5. You _____ make sure that the bus driver sees you.
6. After the driver signals you to cross, you _____ stay protected by the bus and look both ways to make sure no cars are coming from either direction.
7. You _____ cross if cars are still coming towards you.
8. You _____ make sure that all vehicles have stopped and the way is clear and then carefully walk across the street.

Listen to the track again and answer the questions.

1. When does the driver have to let you off the bus?

2. How long do you have to wait?

3. What should you do when you get off the bus?

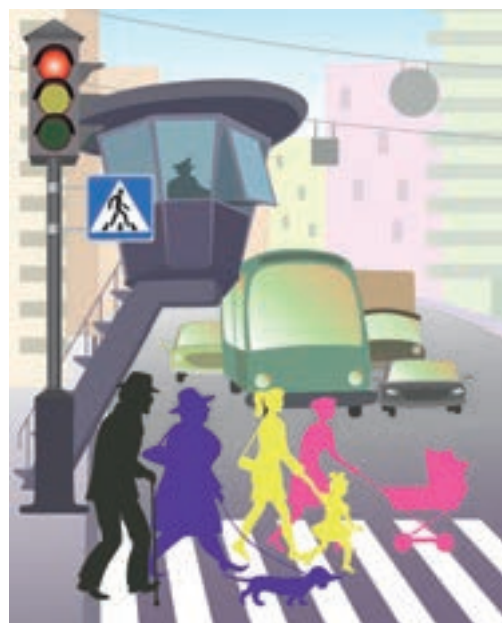
4. Should you walk behind the bus?

5. Should you make sure that the bus driver doesn't see you?

6. Where do you have to look after the driver signals you to cross?

7. Do you have to cross if cars are still coming towards you?

8. What should you make sure of?



Team up **CCC8**

Can you find these hidden words in the puzzle? Work in teams and compete.

S T U D E N T G D E C	TRAFFIC
A T R A F F I C S O D	STUDENT
F S O O B B A W L O A	SAFETY
E C N P U I I T O S N	WINDOWS
T H A E S N E R O T G	DANGER
Y O T N D I E L H I E	DOOR
T O R O R X G T C I R	TIRES
S L W T I E I N S O E	STOP SIGN
E S S T V R T I R E S	SEAT
A E G N E S S A P T L	STEPS
T D O O R W S T E P S	BUS DRIVER
	SCHOOL



Project@Hand

LC12

CCC7

Read about the rules of riding on a bus on <https://goo.gl/11r7dv> and complete these sentences in your notebook.

- You must _____.
 - You mustn't _____.
 - You should _____.
 - You shouldn't _____.
 - You have to _____.
 - You don't have to _____.
 - You can _____.
 - You can't _____.
 - You may _____.
 - You may not _____.
- Read your sentences to the group.

Grammar Lab LC9

Grammar peek 'ed' and '-ing' Adjectives CCC7

We can say that someone feels bored because something (or somebody) is boring.

Now look at the adjectives used in each of the questions in the questionnaire in the Discuss section. Work with a partner and complete.

Adjectives that describe our feelings towards something	Adjectives that describe what something (or somebody) is like

Is it better to be boring or bored? What do you do to prevent either?

Grammar peek so/neither do I LC9 CCC7

Listen to the conversation again and answer 'YES' or 'NO' for these questions.

- | | YES | NO |
|--|-----------------------|-----------------------|
| 1. Has Donna been on vacation? | <input type="radio"/> | <input type="radio"/> |
| 2. Has Melanie been on vacation? | <input type="radio"/> | <input type="radio"/> |
| 3. Did Donna have a relaxing vacation? | <input type="radio"/> | <input type="radio"/> |
| 4. Did Melanie have a relaxing vacation? | <input type="radio"/> | <input type="radio"/> |
| 5. Did Donna eat well? | <input type="radio"/> | <input type="radio"/> |
| 6. Did Melanie eat well? | <input type="radio"/> | <input type="radio"/> |
| 7. Was Donna disappointed? | <input type="radio"/> | <input type="radio"/> |
| 8. Was Melanie disappointed? | <input type="radio"/> | <input type="radio"/> |
| 9. Does Donna like her job? | <input type="radio"/> | <input type="radio"/> |
| 10. Does Melanie like her job? | <input type="radio"/> | <input type="radio"/> |
| 11. Has Donna applied for a new job? | <input type="radio"/> | <input type="radio"/> |
| 12. Has Melanie applied for a new job? | <input type="radio"/> | <input type="radio"/> |
| 13. Can Donna speak Italian? | <input type="radio"/> | <input type="radio"/> |
| 14. Can Melanie speak Italian? | <input type="radio"/> | <input type="radio"/> |
| 15. Can Donna speak German? | <input type="radio"/> | <input type="radio"/> |
| 16. Can Melanie speak German? | <input type="radio"/> | <input type="radio"/> |

What exactly does Donna say to make you understand she also just got back from summer vacation?

What exactly does Melanie say to make you understand that she didn't have a relaxing vacation?

Find other examples in the text of Melanie and Donna agreeing and disagreeing, and then complete the rules below.

- To 'agree' with a positive phrase, use _____ + auxiliary + subject
- To 'disagree' with a positive phrase, use _____ + _____
- To 'agree' with a negative phrase, use _____ + _____ + subject
- To 'disagree' with a negative phrase, use _____ + _____

You will need a die and counters. Play in groups of four. Roll the die, and move the number of squares indicated. Answer the question or follow the instructions in the square. In squares with a question mark, you have to ask a question related to the grammar or vocabulary in the unit, to any person in your team. If you don't do the task correctly, you miss a turn. The winner is the first to get to the FINISH line.

START

1

What are you going to do next week?
Find someone who is going to do the same.

2

What's the weather like in your area today?

5

Describe this kind of weather. Do you like it? What should you wear when the weather is like this?



4

Look through the book. Who said this?
I'm going to find a well-paid job and rent my own apartment.

3

?

6

Are you going to buy anything this week?
What?

7

Tell your partners what there is your fridge.
Use quantity adverbs!

8

Mention your favorite kind of weather and say the clothes you wear in that weather.

FINISH

10

?

9

How often do you use public transportation? Which is better: public or private transportation? Why?

Closing Up CCC7

1. Imagine you are having a conversation with Gabriel. What he says is true for you too. Write 'so ____ I' or 'neither ____ I':

- a. Gabriel: Anna loves playing the piano. Me: _____
- b. Gabriel: I can't eat chocolate. Me: _____
- c. Gabriel: Diana is Mexican. Me: _____
- d. Gabriel: She isn't coming to the cinema. Me: _____
- e. Gabriel: Lucia will come early tomorrow. Me: _____
- f. Gabriel: I have to study this week. Me: _____
- g. Gabriel: Gilberto lives in Monterrey. Me: _____
- h. Gabriel: He doesn't have any brothers or sisters. Me: _____
- i. Gabriel: I've been to the U.S.A. Me: _____
- j. Gabriel: I'm going to sleep now. Me: _____

2. Choose 'must' or 'mustn't' depending on your own experience.

- a. In my room you _____ listen to bad music!
- b. In my room you _____ be nice to me!
- c. In my room you _____ shout at me!
- d. In my room you _____ play with me!
- e. In my room you _____ help me with my homework!
- f. In my room you _____ share everything with me!
- g. In my room you _____ use my computer.
- h. In my room you _____ tell the truth only!
- i. In my room you _____ break my stuff!
- j. We _____ write on the desks.

3. Write down the correct form of the word in brackets.

- a. Jane is (slow) _____ . She works _____ .
- b. Susan is a (careful) _____ woman. She climbed up the ladder _____ .
- c. The cat is (angry) _____ . It meows _____ .
- d. He played (excellent) _____ . He's an _____ player.
- e. They learn English (easy) _____ . They think English is an _____ language.
- f. Terry is a (good) _____ singer. He sings _____ .
- g. It's (awful) _____ cold today. The cold wind is _____ .
- h. Dogs rely on their noses as they can smell (extreme / good) _____ . If that is true, why does dog food smell so (terrible) _____ ?
- i. The little boy looked (sad) _____ . I went over to comfort him and he looked at me _____ .
- j. I tasted the soup (careful) _____ but it tasted (wonderful) _____ .

4. Fill in the comparative and superlative forms of the adjectives. Use the endings '-er' and '-est'.

- | | | | | |
|----------|---|----------------------|---|----------------------|
| a. young | → | <input type="text"/> | → | <input type="text"/> |
| b. short | → | <input type="text"/> | → | <input type="text"/> |
| c. cheap | → | <input type="text"/> | → | <input type="text"/> |
| d. small | → | <input type="text"/> | → | <input type="text"/> |
| e. dark | → | <input type="text"/> | → | <input type="text"/> |
| f. long | → | <input type="text"/> | → | <input type="text"/> |
| g. warm | → | <input type="text"/> | → | <input type="text"/> |
| h. sweet | → | <input type="text"/> | → | <input type="text"/> |
| i. big | → | <input type="text"/> | → | <input type="text"/> |
| j. nice | → | <input type="text"/> | → | <input type="text"/> |

Learning Evidence

CCC7

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
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• _____

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• _____

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• _____

• _____

• _____

• _____

• _____

• _____

• _____

• _____

• _____

• _____

• _____

Attitude

Week/Month _____

CRITERIA					
	5	4	3	2	POINTS
Attendance	Student always attends class on time.	Student always attends class but is late once every two weeks .	Student regularly attends class but is late more than once every two weeks .	Attendance is poor and/or student is late more than once a week .	○
Engagement/ Participation	Student is proactive and contributes to class with ideas and questions more than once per class.	Student is proactive and contributes to class with ideas and questions once per class.	Student rarely contributes to class with ideas and questions.	Student never contributes to class with ideas and questions.	○
Behavior	Student almost never engages in disruptive behavior during class.	Student rarely engages in disruptive behavior during class.	Student occasionally engages in disruptive behavior during class.	Student almost always engages in disruptive behavior during class.	○
Preparation	Student is almost always prepared with assignments and class materials.	Student is usually prepared with assignments and class materials.	Student is rarely prepared with assignments and class materials.	Student is almost never prepared with assignments and class materials.	○
Presentations	Student stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and/or does not look at people during the presentation.	○
TOTAL					○

Peer Evaluation – Cooperation CCC7

Read each of the statements carefully and write the numbers according to your perception of your partners' performance. Use the following number code:

Always
5

Almost always
4

Sometimes
3

Rarely
2

Never
1

	1	2	3	Me
Is willing to help his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful to his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carries out the assignments within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brings the necessary materials when working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates actively in group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies the work of other members of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Co-Evaluation – Learning

Name: _____ Date: _____

Signature of evaluator:

Dimensions	E	VG	G	A	NI
Knowing					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
Doing					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
Being					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent

VG = Very Good

G = Good

A = Average

NI = Needs Improvement

Read and evaluate your work using the following rubrics.

Siglema: CPIN-02	Name of Module: Productive communication in English	Student's Name:	
Evaluator's Name:		Group:	Date:
Learning Outcome:	2.2 Expresses agreements and disagreements according to grammatical structures and personal idioms that indicate result or resolution.	Evaluation Activity:	2.2.1 Expresses proposals of conflict resolution in English.

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Oral Presentation	40	<ul style="list-style-type: none"> ● Uses full sentences and statements ● Presents actions in a logical sequence ● Poses hypothetical school conflicts including the following elements: <ul style="list-style-type: none"> – five to six hypothetical conflicts – suggests a solution for each conflict ● Speaks fluently and without pauses for longer than five seconds ● Corrects confusion or error lapses 	<ul style="list-style-type: none"> ● Uses full sentences and statements ● Presents actions in a logical sequence ● Poses hypothetical school conflicts including the following elements: <ul style="list-style-type: none"> – five to six hypothetical conflicts – suggests a solution for each conflict 	<ul style="list-style-type: none"> ● Uses incomplete sentences and statements ● Presents actions in an illogical sequence ● Poses hypothetical school conflicts omitting one or more of the following elements: <ul style="list-style-type: none"> – five to six hypothetical conflicts – a solution for each conflict
Grammar	20	<ul style="list-style-type: none"> ● Uses the following modal verbs: <ul style="list-style-type: none"> – should – ought to – have to – don't have to – may – must ● Uses language related to agreement and disagreement ● Uses agreement and disagreement collocations ● Uses language related to beliefs ● Uses adverbs and adverbial phrases ● Uses language related to giving opinions ● Uses <i>collocations</i> related to beliefs and opinions 	<ul style="list-style-type: none"> ● Uses the following modal verbs: <ul style="list-style-type: none"> – should – ought to – have to – don't have to – may – must ● Uses language related to agreement and disagreement ● Uses agreement and disagreement <i>collocations</i> ● Uses language related to giving opinions ● Uses language related to beliefs 	<ul style="list-style-type: none"> ● Uses grammatical elements incorrectly or omits the use the following: <ul style="list-style-type: none"> – should – ought to – have to – don't have to – may – must ● Language related to agreement and disagreement ● Agreement and disagreement <i>collocations</i> ● Language related to opinions ● Language related to beliefs

Conalep Rubric

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Tone and Pitch Elements	20	<ul style="list-style-type: none"> • Uses correct intonation and emphasis for proposals • Speaks loudly and clearly • Speaks in a paused, natural rhythm • Pronounces English sounds so he/she is understood while speaking • Uses the same emphasis, tone and rhythm throughout his/her whole speech 	<ul style="list-style-type: none"> • Uses correct intonation and emphasis for proposals • Speaks loudly and clearly • Speaks in a paused, natural rhythm • Uses the same emphasis, tone and rhythm throughout his/her whole speech 	<ul style="list-style-type: none"> • Omits one of the following criteria: <ul style="list-style-type: none"> – speaking loudly and clearly – paused, natural rhythm – correct emphasis and intonation for proposals • Pronounces English sounds in such a way that he/she is not understood while speaking
Attitude	20	<ul style="list-style-type: none"> • Shows organization and responsibility by delivering work before the deadline given • Shows perseverance by taking advantage of intonation pattern mistakes marked in previous activities to improve his/her oral production • Handles school materials according to indications • Shows willingness and takes the role assigned in collaborative work 	<ul style="list-style-type: none"> • Shows organization and responsibility by delivering work on the deadline given • Shows perseverance by taking advantage of intonation pattern mistakes marked in previous activities to improve his/her oral production • Handles school materials according to indications • Shows willingness and takes the role assigned in collaborative work 	<ul style="list-style-type: none"> • Shows lack of responsibility by delivering work after the deadline given, or not delivering work at all • Shows lack of perseverance by not correcting intonation pattern mistakes marked in previous activities to improve his/her oral performance • Does not handle school materials according to indications • Shows no willingness and doesn't take the role assigned in collaborative work, hindering collaborative work
	100			

Audio Scripts

▶ Track 1 | Fierce Is Coming To Town!

The town of Springfield is making final preparations for tomorrow's arrival of one of the world's biggest rock stars, Mike Fierce, ahead of his concerts scheduled for Friday and Saturday nights. The town has gone 'crazy' and local radio stations are playing his latest hit, "I'm Gonna Rock Your World", almost non-stop. Hundreds of teenage fans are already waiting outside his hotel, the Green Palm Resort, and extra security staff is working around the clock to ensure the safety of Springfield's V.I.P. visitor.

Mr. Fierce is arriving in City airport tomorrow at 10:20 and from there is going directly to the studios of Radio Check. He is giving interviews to radio and newspaper journalists at noon, and after that is having lunch at The Four Seasons restaurant with the four lucky winners of the Fierce Rocks Radio Check competition. In the afternoon, he is playing in a charity soccer match with other famous musicians (such as Tommy Rider and the boys from Love Bundle) against a team of music journalists. After that, Mike is visiting Springfield General Hospital to sign autographs for some of the patients and then in the evening he is attending a gala dinner in his honor at the Town Hall.

▶ Track 2 | What Is Leo Going To Do?

Wayne: When is your brother getting into town?

Sandrine: On Thursday at eight o'clock in the evening.

Wayne: Are you going to do anything together that night?

Sandrine: No, I think he'll be too tired and will probably just want to go to bed early.

Wayne: That's true, it's a long flight from Melbourne.

Sandrine: I am so looking forward to having him here.

Wayne: How long is he going to stay?

Sandrine: Only till Monday, then he goes to Boston to see our parents.

Wayne: Great, so what about Friday? What are you going to do? Do you have any special plans?

Sandrine: You bet! He can relax in the apartment on Friday morning and then in the afternoon, we are going to the beach with some of my friends to have a picnic.

Wayne: I hope the weather is sunny for you.

Sandrine: So do I.

Wayne: And then in the evening?

Sandrine: I'm going to take him to Pablo's. That Mexican restaurant on 7th Avenue. Have you heard of it?

Wayne: Yeah, but I thought it was very difficult to book a table there.

Sandrine: Not if you know one of the waiters it isn't! Then, on Saturday morning, we are going to go to the Metropolitan Museum. They've got an exhibition I know Leo will be really interested in. And then we are having lunch in Central Park before doing a bit of shopping.

Wayne: It seems strange to come all the way back from Australia to do some shopping.

Sandrine: Yes, I know but there are some things he wants to buy.

Wayne: I'm meeting you guys on Saturday evening at eight o'clock, right?

Sandrine: Oh yes, of course. The party is at Clare's house. Come round here just before eight and we can take a cab over to Clare's together. My brother's leaving early on Monday, so Sunday will be his last day with me. We are driving up to the lake first thing and we are fishing all day on Sunday. It will be just like when we were young. When we come back to the city, I have one extra surprise for him before he leaves the next day.

Wayne: Oh, tell me what it is.

Sandrine: OK, but promise not to say anything to him. We're going to see a basketball game. It was so difficult to find tickets, but I got them. It's going to be a great weekend.

Wayne: That sounds wonderful. You will have a fabulous time.

▶ Track 3 | At The Department Store!

Store Assistant: Good afternoon, madam. Welcome to Galaxy Stores. Is there anything I can help you with today?

Customer: Yes. Thank you. I have a few things I need to buy today and this is my first time here, so I'm not sure where everything is.

Store Assistant: That's fine, that's what I'm here for. Now, what do you need first?

Customer: I have to buy a hat for my sister. She's going to a wedding in New Orleans next weekend and asked me to get a new hat for her. Do you sell hats?

Store Assistant: Yes, we do, madam. All women's clothing is on this floor, the first floor. If you go in that direction and go past the jackets, you'll find the hats over to the left.

Customer: OK, great. Then I need to get a toaster. Ours caught fire yesterday morning and, you know, my kids can't live without toast in the morning for their breakfast!

Store Assistant: Our kitchen appliances are up on the 3rd, no sorry, the 4th floor. If you take the elevator from this floor up to the 4th floor, turn left when you leave the elevator and walk through the pictures and framing section. You'll see small kitchen appliances on the left with larger items such as ranges and fridges on the right.

Customer: My husband wanted me to check the cost of a new fridge-freezer so I can do that, too.

Store Assistant: Was there anything else, madam?

Customer: Yes, my daughter wants a DVD for her birthday. Where can I find them?

Store Assistant: Our home entertainment section is on the second floor. Perhaps it would be a good idea to go there before you go and look for the toaster. There is an escalator that joins all the floors so after you buy your hat, you can go up the escalator to the second floor where you will find books, CDs, DVDs as well as all our television and computer equipment.

Customer: The last things on my list are a CD for myself, which I can get on the second floor, and a chair for the kitchen. My husband broke a chair so I need to get a new one.

Store Assistant: You will find all chairs, stools and tables in our furniture section but that's right up on the sixth floor. If you go there immediately, you can ask them to take the chair down to the first floor.

Customer: Thank you ever so much. You have been very helpful. I will go up to get the chair now and get the other things as I come down.

Store Assistant: No problem, madam. We hope you enjoy Galaxy Stores.

▶ Track 4 | I Will Help, Too!

Claire: I'd love to go out, but I think it will rain today.

Sonia: Perhaps the sun will come out later this afternoon.

Claire: I'm going to have a party this Friday. Would you like to come?

Sonia: Of course. Who's going to come to the party?

Claire: Mark and Rose will come for sure. Rick and Dana are going to help out with the cooking.

Sonia: I'll help, too!

Claire: That would be great!

Sonia: I'll make pasta a la Bolognese!

Claire: That sounds delicious! I know my Italian friends are going to be there. I'm sure they'll love it.

Sonia: Maybe I'll make lasagna, too.

Claire: They'll love it.

Sonia: Is there going to be a theme for the party?

Claire: No. We'll just get together and have fun.

Sonia: I'm sure it'll be lots of fun.

Claire: I think I'm going to hire a clown!

Sonia: I'm sure we will have a good laugh.

Claire: I hope so!

▶ Track 5 | Clive's Plans

The next few weeks are going to be pretty tough by the look of things, but I guess that just means I'll enjoy my vacation all the more because of it.

Tomorrow, I'll be in London for a meeting with the new Marketing Director, and the day after that, I'll be checking ideas for the new advertising campaign in Paris. On the last day of next month, we'll be launching our new variety of iced teas, which hopefully next summer will become one of the most popular in Europe. All of next week, my market research team and I will be analyzing the final results of months of research into the new product before finally deciding on the product name. It will either be CoolTea or TeaCool. We'll decide on the name within the next two weeks.

On Friday evening, my phone will definitely be off, as I'll be listening to one of my favorite operas, Aida, by Verdi. I'll be at the theater from seven-thirty onwards and I'll have my beautiful wife on my arm.

I've already booked my well-earned vacation and, to tell you the truth, I can't wait to get away. The morning after the new tea drink is launched, my wife and I will be sitting on a plane to Mexico. I've never been there, but my wife was there with her parents a few years ago and she said it was great. We'll be there only for a couple of weeks. We will go to see the ancient pyramids, we'll eat excellent food and we'll swim in the beautiful waters of Acapulco.

▶ Track 6 | He Is As Smart As Me

Patricia:

I work very hard.
I can run a mile in 10 minutes.
I speak French with difficulty.
I sleep 5 hours a day.
I can lift 80 pounds.
I've never had an accident.
I type 50 words per minute.
I can sing very well.

Simon:

I work very hard.
I can run a mile in 8 minutes.
I speak French fluently.
I sleep 8 hours a day.
I can lift 80 pounds.
I've had three car accidents.
I type 50 words per minute.
I'm not a good singer.

▶ Track 7 | Could We Take This Course?

Kelly: Would you do an evening class with me?

Boyd: Ok. Let's have a look at these ads, first.

Kelly: I could take a German language course. What do you think?

Boyd: Oh, no. I have enough problems with German at college.

Kelly: There are plenty of other courses. Would you take this one? It is so cheap, just 50 dollars.

Boyd: Flower arranging. Why would I do that? And it runs for 12 weeks!

Kelly: You watch football 3 hours every Saturday. I couldn't do that. Let's see what else is there.

Boyd: I like photography. There is an evening course on Photography for Amateurs. Would you take it with me?

Kelly: Look at the price! \$300 dollars for 3 weeks. I couldn't afford that.

Boyd: But it is cheaper than the French wine course. \$500 for 2 weeks. I wouldn't take it.

Kelly: How about Introduction to Antiques? I could buy cheap antiques on e-bay and sell them for a profit. It is \$250 for 30 days.

Boyd: That's not my cup of tea. Look at this. Web Design for Beginners. It's pretty cheap. Just \$80 for 3 weeks. We could take this one. What do you think?

Kelly: I spend too much time in front of a computer at work. I don't want to see a computer in the evening too. I would prefer the antiques one.

Boyd: What about Mexican Cooking?

Kelly: Sounds great! I love Mexican food. How much is it?

Boyd: It costs only \$150 and lasts 3 months. We could organize Mexican dinner parties after we finish the course.

Kelly: I'm in!

▶ Track 8 | What Should I Do?

Emily: Hi, Steve.

Steve: Hello, Emily. How are you?

Emily: Not too well actually. I'm still having a lot of problems with Matt.

Steve: Oh, sorry to hear that.

Emily: I don't know what to do anymore. I'm feeling very down.

Steve: You shouldn't talk about it with him in front of his friends and family. I think you should sit down with Matt tonight and have a good talk about everything.

Emily: We've already talked about everything a thousand times!

Steve: Yes, but you should go somewhere quiet and relaxing to speak about things. If you talk when you are tired and stressed out, you will only make things worse. You should take him to a quiet restaurant.

Emily: I think it's a good idea, Steve. Thank you.

▶ Track 9 | All About Natalie!

Natalie is twenty-seven and married with two young children. They live in Sicily, a large island in the Mediterranean Sea that forms part of Italy. Her husband works in Turin in the north of Italy, so he doesn't go to Sicily very often to see his family. Natalie works in a bakery, so she has to get up really early, first to feed her baby, Michele, and then to prepare breakfast for herself and her other son, Elmo. She has to get ready for work and get Elmo ready for school at the same time, so the mornings in her house are usually pretty chaotic. She can't be late for work because her boss is really strict. Because Natalie lives in a small village and has a very large family, she doesn't have to find a babysitter for Michele. Her mother, sisters or grandmother can look after her. Natalie likes her job. She's very good at making cakes and she enjoys trying new ideas, her latest 'creation' being a cake with cheese and honey, topped with fresh apricots. It is so popular in the village that if you want to buy one you have to order it a day before! Natalie doesn't have to wear a uniform but she has to wear a special type of hat to keep any hair from falling into the cake mixtures. The smell coming from the bakery is delicious and she's always very tempted to eat the things that she's preparing, but she's diabetic, so she can't eat too much sugar. She

has to check her blood every day and give herself an injection of insulin. In the evening she likes spending time with Elmo and Michele and she usually calls her husband to have a chat. She has a special rate with the telephone company so she doesn't have to spend a lot of money. After that, the children go to bed and Natalie does her English homework; she's studying it because she has to take an exam at the end of next month, which she can't fail if she wants to get the job at the bakery in Turin. She's a great student, so she doesn't have to worry too much.

▶ Track 10 | What Does She Have To Do?

- Mr. Boyle:** Good morning, Emma. Welcome to the company. Are you nervous?
- Emma:** Just a little because everything is new, but I'm sure I'll be okay.
- Mr. Boyle:** I'm sure you will. Okay, we'll start off with some simple rules and regulations. Nothing too strict! First, you have to get here before your boss, Mr. Murphy. Just inside the front entrance is the machine where you have to clock in and out. You have to get your time card from Mrs. Edison on the second floor. I'll take you there in a moment.
- Emma:** Do I have to wear a uniform?
- Mr. Boyle:** No, you don't. You may wear any clothes you want. Although I advise you to dress sharply. Mr. Murphy doesn't like his staff wearing jeans and t-shirts.
- Emma:** What exactly do I have to do in my job?
- Mr. Boyle:** Well, a bit of everything really. You have to type Mr. Murphy's letters, reply to his e-mails, make his travel arrangements and generally be available if he needs help with anything.
- Emma:** Do I have to work overtime?
- Mr. Boyle:** Yes, you do, but only occasionally. Mr. Murphy will also ask you if you can go with him on business trips abroad, but you don't have to go if you don't want to. You may turn down business trips.
- Emma:** Ok, that sounds fine. So, when does he arrive? I'm curious to meet him.
- Mr. Boyle:** He has to be here at 10:30 for a meeting, so in about 10 minutes. He might be running late. The traffic this time of the day is awful. Why don't you have a coffee while you wait? There's a machine in the break lounge. Help yourself. You don't have to pay for it.

▶ Track 11 | Nick's Complaint

Hello,
I want to tell you how angry and disappointed I am with something I got off your terrible site.
I bought the Robot Vacuum Cleaner 5000, but I think my dog could do a better job. First of all, it took two days to arrive. Really? You guys are liars!
When I got the machine, I found out that the batteries were dead and I had to waste so much time charging them. Why didn't you write that on the site?
Final disaster! I have a coffee table. It's very expensive. It's only three inches off the floor and this machine gets stuck underneath? It's still there.
I want my money back right now.
Answer me soon,
Nick

▶ Track 12 | So Do I!

- Melanie:** Wow! I haven't seen you for ages. How are you?
- Donna:** Hi, Melanie. I'm great, thanks. And you?
- Melanie:** Yeah, I'm fine. You look absolutely fantastic.
- Donna:** Thanks. I've just got back from my summer vacation.
- Melanie:** So have I! Where did you go?
- Donna:** I went to Greece with my boyfriend. What about you?
- Melanie:** I was in Spain for a few days with a colleague. I had a really relaxing time.
- Donna:** I didn't! We argued most of the time. He wanted to go sightseeing all day every day, but I desperately needed to spend some time relaxing on the beach. In the end we spent only one day on the beach – and he complained most of the time!
- Melanie:** We stayed away from the beaches because they're so crowded at this time of year. Instead we spent our time in the mountains visiting some beautiful traditional villages. We weren't stressed at all.
- Donna:** I was. Did you eat well?
- Melanie:** No, we didn't.
- Donna:** Neither did we! The food was terrible. We were very disappointed.
- Melanie:** So were we. And people say that British cooking is bad! Tony was ill for two days.
- Donna:** So was George! Anyway, how's work?
- Melanie:** Not so good actually. I have to be honest – I don't like my job.
- Donna:** Neither do I! In fact I've just applied for a job with a travel agency.
- Melanie:** So have I! They are looking for someone who can speak two foreign languages. I can speak Italian.

Donna: So can I. I can also speak German.

Melanie: I can't, but I know Japanese. Look, here's my stop. I'm getting off here.

Donna: So am I. Have you got time for a coffee?

Melanie: Sure, let's go!

▶ Track 13 | Compulsive Shopper

Bertha Mori goes shopping every day. She loves shopping for clothes and accessories. She knows all the shopping malls, department stores, boutiques, markets and shoe shops in town.

Her closet is full of fashionable handbags, dresses, shirts, jackets and shoes. Every day she wakes up and feels she needs to buy something new. Bertha can spend hours window shopping.

Many times when she comes home she realizes that what she bought wasn't that necessary, but it doesn't stop her from doing it again and again.

Her husband says she's a shopping addict and he's trying to find the best solution for the problem.

And you? Do you agree with Bertha's husband?

▶ Track 14 | Her Bark Is Worse Than Her Bite!

My mother is always making a mountain out of a molehill. She always goes bananas if I don't make my bed. If I get up late for school, she lectures me about my responsibilities. I know she is a bit stressed out. Her boss is very pigheaded, but my mom is planning to change his attitude soon. However, her business venture is a great cash cow and there are bills to pay. I advised her to take a catnap in the afternoons. It would help her relax.

I'm planning a surprise for her birthday. I asked all her friends to come over for dinner on Friday. However, my brother let the cat out of the bag and it's not a surprise anymore. He really gets my goat when he does things like that. Anyway, my mother is really pleased that I organized the party. She bought me and my brother a new cell phone. I'm sure we'll have a whale of a time. My mom is not so bad after all. Her bark is worse than her bite.

▶ Track 15 | What Do You Have to Do?

1. The driver must let you off when traffic has stopped.
2. You must wait until you are told it is safe to cross.
3. You should look to the left and right when you get off the bus.
4. You should walk forward along the side of the road to a point 10 feet in front of the bus.
5. You have to make sure that the bus driver sees you.
6. After the driver signals you to cross, you should stay protected by the bus and look both ways to make sure no cars are coming from either direction.
7. You mustn't cross if cars are still coming towards you.
8. You should make sure that all vehicles have stopped and the way is clear and then carefully walk across the street.

Pictionary



page 14

Horoscope =
Horóscopo



page 19

Walk the dog =
Pasear al perro



page 16

Rock star =
Estrella de Rock



page 19

Swim =
nadar



page 17

Play football =
Jugar futbol



page 19

Go shopping =
ir de compras



page 17

Go to the beach =
Ir a la playa



page 20

Hammer and nails =
Martillo y clavos



page 17

Buy a car =
Comprar un auto



page 20

Guitar =
guitarra



page 17

Clean the house =
Limpiar la casa



page 20

Cookies =
galletas



page 19

Travel =
Ir de viaje



page 20

Cellphone =
Teléfono celular



page 20

Sneakers =
Tenis



page 23

Goggles =
Goggles



page 21

Traveler =
viajera/viajero



page 23

Sandwich =
sandwich



page 21

Singer =
cantante



page 23

Laptop =
laptop o computadora
portátil



page 21

Athlete =
atleta



page 36

Sister =
hermana



page 21

Carpenter =
carpintero



page 36

Big =
grande



page 22

Eggs =
huevos



page 36

Rusted =
oxidado



page 22

Pancakes =
Hot cakes



page 36

Far =
lejos



page 23

Helmet =
casco



page 38

Screws =
Tornillos



Nails =
clavos

page 38



Cut =
cortar

page 39



Box =
caja

page 38



Pour =
vaciar o servir un líquido

page 39



Hole =
agujero

page 38



Vegetables =
vegetales

page 44



Screwdriver =
Desarmador

page 38



Dairy products =
productos lácteos

page 44



Shelves =
repisas

page 38



Meat =
carne

page 44



Stir =
revolver

page 39



Fruit =
fruta

page 44



Blend =
licuar

page 39



Drinks =
bebidas

page 44



Slice =
rebanar

page 39



That girl =
Esa/aquella niña

page 45



This girl =
Esta niña

page 45



Teacher =
maestra

page 67



Those keys =
Esas/aquellas llaves

page 45



Doctor =
doctora

page 67



These keys =
Estas llaves

page 45



Subway =
metro

page 74



That tower =
Esa/aquella torre

page 45



Boutique =
tienda de ropa

page 76



This tower =
Esta torre

page 45



Shopping Mall =
centro comercial

page 76



Android =
androide

page 54



Department store =
tienda departamental

page 76



Police officer =
oficial de policía

page 67



Market =
mercado

page 76



Mother =
mamá

page 67



Greengrocer =
verdulería o verdulero(a)

page 77



page 77

Flower shop =
florería



page 78

Donkey =
burro



page 77

Bakery =
panadería



page 78

Cat =
gato



page 77

Pharmacy/Drugstore =
Farmacia



page 78

Dog =
perro



page 77

Jewelry store =
joyería



page 78

Puppy =
cachorro



page 77

Bookstore =
librería



page 78

Canary =
canario



page 78

Fox =
zorro



page 80

School bus =
Camión escolar



page 78

Elephant =
elefante



page 80

Kids =
niños



page 78

Horse =
caballo



page 81

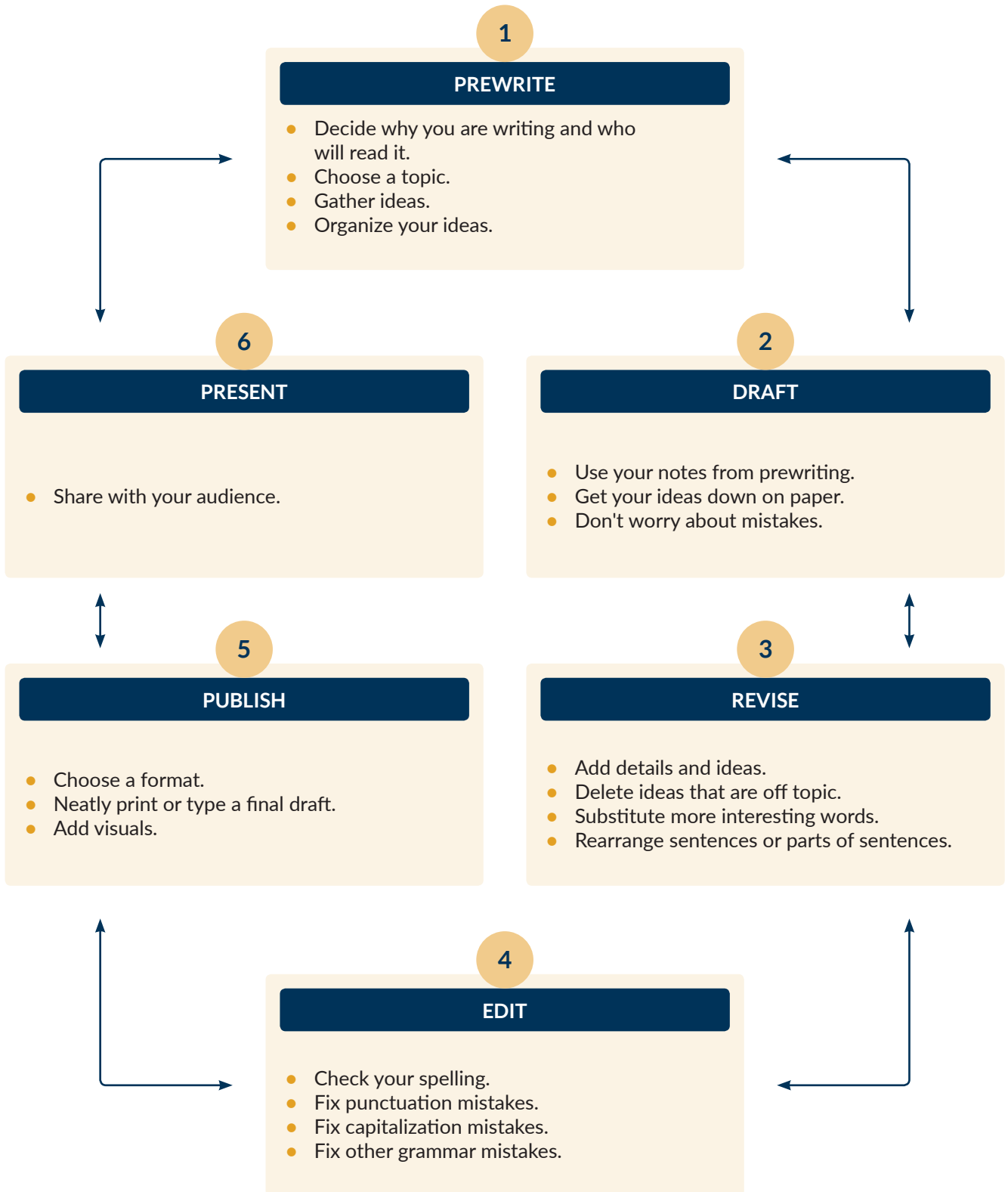
Street =
calle

Irregular verb list CCC7

Base Form	Simple Past Tense	Simple Past
be	was, were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
breed	bred	bred
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	know
lay	laid	laid
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

Base Form	Simple Past Tense	Simple Past
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawed/sawn
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slay	slew	slain
slide	slid	slid
sling	slung	slung
slit	slit	slit
smite	smote	smitten
sow	sowed	sowed/sown
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

The Writing Process



Adapted from <https://goo.gl/q3AHec>



Words Related to Learning

Find these learning-related words in the puzzle. The words may be in any direction. Be careful.

- ~~Calculator~~
- calendar
- chalk
- geography
- globe
- glue
- map
- markers
- math
- mathematics
- pen
- tape
- teacher
- test
- thesaurus
- think

Think about which of these aspects you feel the most strongly about.

S	L	T	H	P	H	C	P	Y	R	R	B	U	A	J	L	K	Y	M	X
E	G	D	T	U	O	E	K	U	A	G	S	Q	C	O	H	P	J	L	T
U	E	D	E	U	N	P	M	D	F	R	J	H	V	A	V	J	G	V	N
L	H	W	L	N	W	S	N	I	H	A	P	I	K	G	S	R	I	R	Y
G	M	N	J	G	T	E	R	O	W	T	J	L	R	U	J	J	G	E	B
D	Q	F	O	Z	L	J	I	M	L	M	A	E	J	E	I	D	F	T	S
A	Q	R	S	A	X	T	I	O	A	A	E	M	J	H	U	O	P	Z	Y
N	N	V	C	Q	Z	N	E	T	Q	X	F	A	Z	Q	V	B	L	E	T
M	A	R	K	E	R	S	H	A	I	H	A	T	R	V	A	F	P	E	T
Z	A	R	R	C	I	E	Y	L	C	K	N	I	H	T	M	A	N	G	F
E	I	G	E	D	M	Y	H	D	G	H	A	R	D	C	T	A	B	E	W
V	P	C	L	A	E	J	H	L	P	O	E	Y	S	Z	P	A	P	L	S
S	P	S	T	P	F	V	X	P	Q	R	W	R	U	Q	Z	Z	E	J	C
B	A	I	E	F	N	K	R	Z	A	T	O	M	R	R	M	E	L	O	R
L	C	R	J	G	B	R	R	K	O	R	U	A	U	U	Q	E	K	M	F
S	R	O	T	A	L	U	C	L	A	C	G	V	A	Y	J	W	I	J	N
T	E	S	T	C	O	H	F	Z	I	I	L	O	S	R	J	X	T	I	W
O	W	O	J	O	A	N	T	T	S	L	O	I	E	L	X	O	Y	P	N
R	A	M	X	L	O	U	E	N	P	C	B	L	H	G	F	G	C	Y	R
F	J	T	K	M	F	C	O	L	Q	M	E	T	T	B	E	S	U	Z	V