



Universidad de Cuenca

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Lengua y Literatura Inglesa

**“The use of Authentic Material to develop reading skills in English
language learners in the tenth grade at Ángel Modesto Paredes High
School”**

Trabajo de graduación previo
a la obtención del Título de
Licenciado en Ciencias de la
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Universidad de Cuenca

BOOKLET

Reading Plus+

Skills and strategies
to improve reading
proficiency

Marco Carmona





TABLE OF CONTENTS

Title	2
Introduction.....	2
Objectives:.....	3
General objective.....	3
Specific objectives.....	3
Justification.....	3
Students' Booklet.....	4
Unit 1 TV Stars.....	5
Unit 2 Healthy food.....	11
Unit 3 Beverages.....	18
Unit 4 Do you practice any sport?.....	24
Unit 5 Alternative education.....	31
Unit 6 Looking good	37
Teacher's Booklet.....	43
Unit 1 TV Stars.....	44
Lesson plan 1.....	50
Unit 2 Healthy food.....	54
Lesson plan 2.....	61
Unit 3 Beverages.....	65
Lesson plan 3.....	71
Unit 4 Do you practice any sport?.....	74
Lesson plan 4.....	81
Unit 5 Alternative education.....	84
Lesson plan 5.....	90
Unit 6 Looking good	93
Lesson plan 6.....	99
References	102



Title

Reading Plus+: Skills and Strategies to Improve Reading Proficiency.

Introduction

The booklet *Reading Plus+: Skills and Strategies to Improve Reading Proficiency* is a didactic material which uses authentic learning resources to develop students' reading skills.

This booklet was developed based on the previous research; where, results showed deficiencies when taking about reading skills in EFL classes in tenth grade at "Ángel Modesto Paredes" High school. Authentic materials can help to improve students' linguistic skills and non-linguistic skills; moreover, this booklet was created in order to accomplish the main objective of this research, which was "to create a booklet with lesson plans and activities based on authentic materials to foster reading skills in English language learners."

This booklet pretends to be a working tool, letting teachers to introduce authentic texts in EFL classes to foster students' reading skills by using colorful pictures and graphics, entertaining and interesting texts taken from different sources, as well as proper before-reading, during-reading, and after-reading strategies and activities.

This booklet was written based on the requirements of the national curriculum for public intuitions as well as the English course book used in this particular institution; which allow teachers to move smoothly from their regular classes to the booklet; moreover, students' needs were considered as well, by selecting topics and texts which are proper for their level.

The booklet is divided in two parts. The first one is the students' booklet. It contains texts and exercises that students have to read and solve in order to improve their reading skills. The second one is the teachers' booklet which provides the same texts and exercises in the students' booklet, but in this section, exercises are already solved; moreover, the lesson plans which pretend to guide teachers in each step of the lessons are placed after each unit. The lesson plans provide clear instructions based on strategies studied in this research.



Objectives:

General objective

- To help teachers to implement authentic materials in EFL classes to develop students' reading skills.

Specific objectives

- To motivate students' to read authentic texts in English as well as to change their attitude towards reading.
- To develop students' basic reading skills as well as its vocabulary.
- To foster students' reading comprehension skills.

Justification

The booklet Reading Plus+: Skills and Strategies to Improve Reading Proficiency has been developed in order to accomplish the objective of helping students at "Ángel Modesto Paredes" High school to improve their reading skills by using authentic material in EFL classes. These kind of resources teach how the language is used outside the classroom for real purposes; which can motivate students along their school years to use and learn more about it.

The booklet pretends to motivate teachers as well. Authentic materials are not used frequently at this particular educative institution as didactic material. The fear of using this kind of material in the classroom is challenging for teachers; however, this booklet can be a tool to change teachers' mind. Authentic materials are not easy to manage, but they're not impossible either. The booklet can be a start to lose that fear and implement new strategies to get better results.

Reading is a basic skills needed in the classroom and in life. Students can read, but there is a short list of students that can really understand what they are reading. Reading is not decoding symbols, reading is extracting meaning from what you are reading and those skills need to be trained. The booklet includes colorful material, authentic text according to teachers and students' needs, and activities in order to improve students' basic reading skills as well as reading comprehension skills; moreover, lesson plans for each unit are included, facilitating teachers' job.



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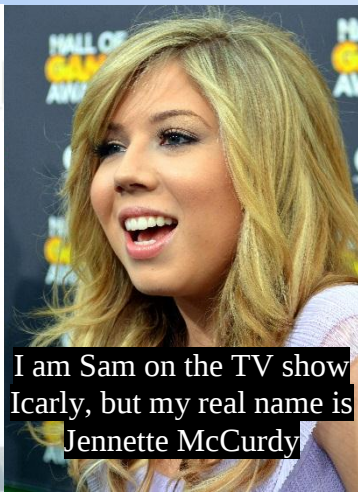
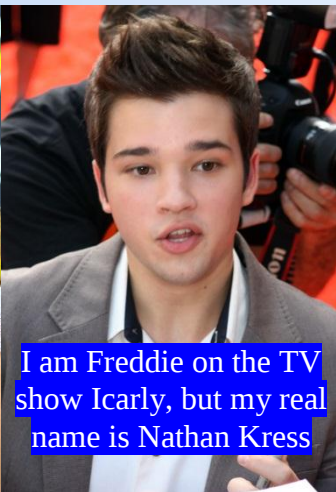
Student's Book

Unit 1 TV Stars

KEY READING SKILL DETERMINING AUTHOR'S PURPOSE

Focus

1 Look at the pictures with a partner. Who are these people? Then read the information.

 I am Carly on the TV show <i>Icarly</i>, but my real name is Miranda Cosgrove	 I am Sam on the TV show <i>Icarly</i>, but my real name is Jennette McCurdy	 I am Freddie on the TV show <i>Icarly</i>, but my real name is Nathan Kress
---	--	---

2 Do you like the TV show *Icarly*? What is your favorite character?

Think about it

1 Can you describe Miranda's personality on the TV show *Icarly*? Check (✓) your answers.

- a () shy
- b () serious
- c () fun
- d () outgoing

2 Compare answers with a partner.



Vocabulary Overview

1 Read the sports in the box below. Rewrite the name of each sport according to the picture.

Rollerblading Skateboarding Baseball Trampoline Ice skating



a)



b)



c)



d)

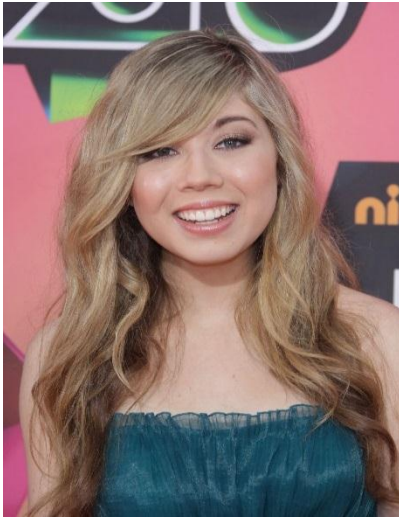


e)

Predicting

You're going to read Jennette McCurdy's biography posted on the website <http://www.imdb.com/>. Before you read, discuss these questions with a partner.

- a Where do you think Jennette McCurdy is from?
- b What sports do you think Jennette McCurdy practices?
- c Do you think she has pets?



Jennette McCurdy

Biography

Overview

Date of Birth	26 June 1992, Los Angeles, California, USA
Birth Name	Jennette Michelle Faye McCurdy
Nicknames	Net Net Nettie Nette
Height	5' 2" (1,57 m)

Mini Bio

In addition to her acting ambitions, Jennette enjoys many activities including dance, karate, ice skating, piano, cooking, reading, writing, and watching movies. Her other talents and skills include rollerblading, skateboarding, singing, baseball, basketball, and trampoline. She hopes to someday graduate from film school and dreams of turning her own screenplays into movies. She loves performing in front of the camera and is equally fascinated by the many aspects of production that take place behind-the-scenes.

- IMDb Mini Biography By: Roger Pine

Trivia

She has three older brothers named Marcus, Dustin and Scott.

She has three dogs (Snoopy, Chewie and Musashi) and two turtles (Tootsen and Zeus).

She was inspired to become an actress by Harrison Ford after watching *La guerra de las galaxias* (1977). She was fortunate enough to be able to act alongside her idol in *Hollywood: Departamento de homicidios* (2003).

Collects stuffed animals, hats, books and crafts.

Loves to read and write poetry and screenplays.

She is a StarPower Ambassador for the Starlight Children's Foundation.

She loves to figure skate in her spare time, and has been in a few figure skating competitions.

Source: <http://www.imdb.com/>



Understanding the text

1 Read these questions and write your answers.

a Where is Jennette McCurdy from?

b What activities does Jennette McCurdy enjoy?

c What talents and skills does Jennette McCurdy have?

d What does Jennette McCurdy dream about?

2 Write T (true), F (false), or N (not in the text) for each statement.

a Jennette McCurdy has four older brothers. _____

b She likes singing and writing songs. _____

c She has three dogs and two turtles. _____

d She loves to figure skate in her spare time. _____

3 Correct the grammar mistake in each sentence.

a Collects stuffed animals, hats, books and crafts.

b Loves to read and write poetry and screenplays.

4 Work with a partner and find the following information.

a Jennette McCurdy has dogs. What are their names?

b Who inspired Jennette McCurdy to be an actress?

c Jennette McCurdy has brothers. What are their names?

d Jannette is a StarPower Ambassador. What is the foundation's name?



Reading skills: Determining Author's Purpose

1 Read the text again. What is the author's purpose? Check (✓) your answer.

- a () To inform
- b () To entertain
- c () To persuade

2 Read these paragraphs. Can you determine the author's purpose? Check (✓) your answer.

Carly and Sam

I) On the TV show *Icarly*, Carly and Sam have different personalities. Sam is a sarcastic, aggressive, and bad girl, who has no respect for the rules or other people; on the other hand, Carly is a nice, easy going, and caring person who does anything for her friends.

Source: <http://icarly.wikia.com/>

- a () To inform
- b () To entertain
- c () To persuade

II) Are you bored at home? Are you tired of the same TV shows? Then watch *Icarly*. *Icarly* is an amazing show that teenagers all around the world love. *Icarly* has a lot of funny situations that you will enjoy, so what are you waiting for? Go and start watching *Icarly*.

- a () To entertain
- b () To persuade
- c () To inform

Grammar Focus: Simple present "have/has."

Study the examples, and then choose the best answer to complete each sentence.

Carly and Sam **have** different personalities.

She **has** three older brothers named Marcus, Dustin and Scott.

Carly and Sam **don't have** cats.

Carly **doesn't have** a skateboard.



1 Sam _____ three dogs

- a** have
- b** has
- c** don't have
- d** doesn't have

2 Carly and Sam _____ a TV show.

- a** have
- b** has
- c** don't have
- d** doesn't have

3 Sam _____ sisters.

- a** have
- b** has
- c** don't have
- d** doesn't have

4 Sam and Carly _____ cats.

- a** have
- b** has
- c** don't have
- d** doesn't have

Talk about it

1 Make a group and discuss this question.

What TV shows do you like to watch at home?

Unit 2 Healthy food

KEY READING SKILL SEQUENCING EVENTS

Focus

1 Describe these pictures with a partner. Then read the information.



Healthy food provides the nutrients and vitamins that human beings need.



Junk food contains a lot of sugar and fat which are bad for human beings

2 Do you like to eat healthy food? What is your favorite food?

Think about it

1 Look at the list below and choose the healthy food. Check (✓) your answers.

- a () ice cream
- b () fruits
- c () chips
- d () vegetables

2 Compare answers with a partner. Then make a list of healthy food.



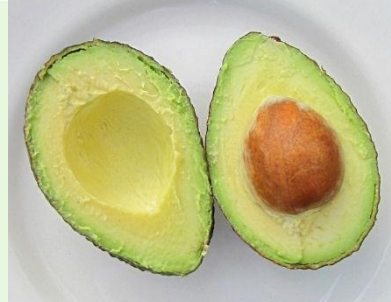
Vocabulary Overview

1 Read the vegetables in the box below. Rewrite the name of each vegetable according to the picture.

Olive Cucumber Avocado Celery



a)



b)



c)



d)

Predicting

You're going to read a delicious, funny and healthy recipe posted on the online magazine "*Healthy Food Guide*". Before you read, check (✓) the ingredients that you think the recipe will use.

- | | |
|----------------|---------------|
| a () bacon | e () butter |
| b () apples | f () olive |
| c () cucumber | g () bananas |
| d () eggs | h () avocado |

Fried egg bunny

By The Art of Nutrition | Mar 19, 2015 | [Login to post a comment](#)

We're hopping very quickly towards Easter, so it's about time we saw some bunnies! My boys were delighted with this quirky rabbit, especially using his nose as a dip.



Recipe

Ingredients

- fried egg
- avocado
- cucumber
- celery
- olive

Method

Step 1 Fry an egg. Use a spatula to gently push the yolk into the center if it's not there already! Trim the edges to make the 'face shape'.



Step 2 Carefully peel an avocado and cut two ear shapes.



Step 3 Add some cucumber eyes.



Step 4 And some olive pupils.



Step 5 More cucumber skin makes a mouth.



Step 6 With some big celery teeth.



Step 7 And some ostentatious celery whiskers.



Step 8 All finished and ready to lunch.



Source: <http://www.healthyfood.co.nz/>



Understanding the text

1 Read these questions and write your answers.

a What is the name of the recipe?

b What are the ingredients of the recipe?

c What ingredient is the face of the bunny?

d What ingredient is the ears of the bunny?

2 Write T (true), F (false), or N (not in the text) for each statement.

a The eyes of the bunny are some avocado. _____

b Two olives are the pupils of the bunny. _____

c Some cucumber makes the arms of the bunny. _____

d Some cucumber makes the teeth of the bunny. _____

e Some celery makes the whiskers. _____



Reading Skills: Sequencing events

1 Read the text again. Number these steps in the correct order (1-8).

- a () And some olive pupils.
- b () All finished and ready to lunch.
- c () More cucumber skin makes a mouth.
- d () Carefully peel an avocado and cut two ear shapes.
- e () And some ostentatious celery whiskers.
- f () Fry an egg. Use a spatula to gently push the yolk into the center if it's not there already! Trim the edges to make the 'face shape'.
- g () Add some cucumber eyes.
- h () With some big celery teeth.

2 Read this text. Can you remember the instructions without looking at the text? Number the instructions in the correct order (1-5).

How to make a green salad

First, cut lettuce leaves and slice a cucumber. Then slice some tomatoes and cut some carrots. After that, peel an avocado and slice a red onion. Put all the ingredients in a bowl and mix them. Finally, add some oil, salt and lemon.

- a () Put all the ingredients in a bowl and mix them.
- b () Finally, add some oil, salt and lemon.
- c () First, cut lettuce leaves and slice a cucumber.
- d () Then slice some tomatoes and cut some carrots.
- e () After that, peel an avocado and slice a red onion.

Grammar Focus: Indefinite articles "a/an".

Study the examples, and then choose the best answer to complete each sentence.

Peel **an** avocado.

Fry **an** egg.

Slice **a** cucumber.

Slice **a** red onion.



1 Cut _____ carrot.

a an

b a

2 Peel _____ avocado.

a an

b a

3 Cut _____ olive.

a an

b a

4 Slice _____ onion.

a an

b a

Talk about it

1 Make a group and discuss this question.

What kind of food do you eat frequently? Healthy food or junk food?



Unit 3 Beverages

KEY READING SKILL DISCOVERING THE MAIN IDEA AND IDENTIFYING DETAIL

Focus

1 Look at the pictures with a partner. What beverages are those? Then read the information.



Coffee is one of the most popular beverage in the world. It is consumed mainly in the American continent.



Tea is not too popular in American Countries. Tea is consumed mainly in European and Asiatic countries.

2 Do you agree with the information about coffee and tea? What is your favorite beverage?

Think about it

1 Ask and answer this questions with a partner.

Do you like coffee or tea?

When do you drink coffee/tea?

Do you prefer any other kind of beverage rather than tea/coffee?

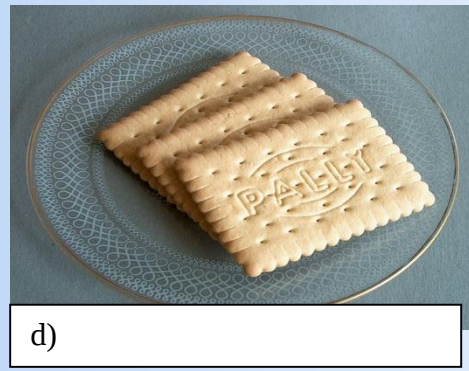
When you drink coffee/tea, do you eat something?

2 Make a group and compare your answers.

Vocabulary Overview

1 Read the nouns in the box below. Rewrite the nouns according to the picture.

Scone Teapot Bug Cup Biscuit Tearooms



Predicting

You're going to read an article about British people's favorite beverage posted on the online magazine "Britishcouncil". Before you read, discuss this question with a partner.

- a What stereotype is well known about British people?



It's tea 'o' clock!

RosemaryM

Friday, 10 April, 2015 - 14:38

As a nation, Brits are famous for our love of tea. It is a very common stereotype of the UK.

All tea-drinkers tend to be quite particular about how they like their tea. When serving others tea, there are two important questions: "Would you like sugar in your tea?" and "How much milk do you like in your tea?". Unlike many countries in Europe, us Brits like our tea with milk. There are relatively few people who would relish a cup of black tea. Of course, when it comes to fruit teas milk is out of the question; it would be considered rather odd to add milk to a cup of fruit tea.

Adding sugar is the simple part: one cube or two does the trick for most people. Milk, on the other hand, can cause many problems. Some people, like my father, insist on putting the milk in the mug first and then pouring in the tea. My mother always complains about this way of doing it. She prefers to brew the tea, pour it into a mug and then add the milk. She says that this way she can make sure it ends up the right shade of brown.

Tea can be drunk in mugs or cups; at home, many people drink from a mug, whereas tearooms tend to serve tea in cups with saucers. Often, people will have a biscuit with their tea.

Tea is, of course, an essential element of the famous afternoon tea. Contrary to the stereotype, us Brits don't indulge in afternoon tea every day at 4pm. We will drink tea at any time of day, but afternoon tea is a special affair. If you're in a tearoom, it will tend to include a selection of small sandwiches and cakes with a teapot of tea. Some people opt to just have a scone (jam and cream optional) with their cup of tea.

Source: <http://learnenglishteens.britishcouncil.org/magazine/>



Understanding the text

1 Read these questions and write your answers.

a What is the famous stereotype of UK?

b What are the important questions to ask when serving tea?

c Unlike many countries in Europe, how do Brits like their tea?

d When is it considered odd to add milk to a cup of tea?

2 Write T (true), F (false), or N (not in the text) for each statement.

a Adding milk is the simple part.

b The father pour milk first and then tea.

c The mother pour milk first and then tea.

d The father always complains about this way of making tea.

3 Correct the mistake in each sentence according to the information in the text.

a Tea can be drunk in glasses or cups.

b Tearooms tend to serve tea in glasses.

4 Work with a partner and answer the questions according to the information in the text.

a What time do Brits drink tea?

b What happen when you drink tea in a tearoom?



Reading Skills: Understanding the main idea

1 Read the text again. What is the main idea of each paragraph? Check (✓) your answer.

Paragraph number 1

- a () Brits love tea.
- b () Brits' stereotypes.
- c () Brits are famous.

Paragraph number 2

- a () How Brits like their tea.
- b () How much milk Brits drink.
- c () How to make tea.

Paragraph number 4

- a () How much tea they drink.
- b () How much sugar they use.
- c () The problems when adding milk.

Paragraph number 5

- a () Brits don't like drinking tea from a cup.
- b () Brits go to tearooms to drink tea.
- c () Brits use a cup or mug to drink tea.

Paragraph number 6

- a () Brits just drink tea at 4pm.
- b () Brits love sandwiches.
- c () Brits drink tea at any time but 4pm tea is special.

Grammar focus: "How much/How many"

Study the examples, and then choose the best answer to complete each sentence.

How **much sugar** do you need?
How **much milk** do you want?

How **many sandwiches** do you want?
How **many biscuits** do you want?



- | | |
|---|---------------------------------------|
| 1 How _____ apples do you have? | 2 How _____ water do you need? |
| a many | a much |
| b much | b many |
| 3 How _____ sisters do you have? | 4 How _____ mugs do you have? |
| a many | a much |
| b much | b many |

Talk about it

1 Do a survey in your classroom and discover the following.

Do your partners prefer coffee? How many?

Do your partners prefer tea? How many?

2 Show the results in front of the class



Unit 4 Do you practice any sport?

KEY READING SKILL SEQUENCING EVENTS

Focus

1 Describe the pictures with a partner. How are these sports named? Can you say some differences between these sports?



Football (soccer) is the most popular game around the world. It is a team sport of 11 players.



Tennis is an individual sport, there is no team and no coach in the court while playing.

2 Can you list other team sports? Can you list other individual sports?

Think about it

1 With a partner, ask and answer these questions.

- a** Do you like playing in a team? Why?
- b** What are the advantages or disadvantages of playing in team?
- c** Do you like playing individual sports? Why?
- d** What are the advantages or disadvantages of playing individual sports?

2 Make a group and compare answers.



Vocabulary Overview

1 Study the phrasal verbs in the box below. Then complete the exercises.

- **Find out:** Discover

Everyday, I **find out** new information about sports.

Every week, she **finds out** fantastic books at the library.

- **Try out:** Test

Every week, I **try out** a new sport.

Every week, he **tries out** Ecuadorian food.

- **Sign up:** Subscribe.

I **sign up** in math classes every month.

Every year, she **signs up** in different dance schools.

- **Look up:** Consult a reference work for a specific piece of information.

When I want to know about a new sport, I **look it up** on a sport website.

When she doesn't know how to spell a word, she **looks it up** in the dictionary.

- **Look for:** Try to find

I have to **look for** a new ball.

He **looks for** new information about local teams.

- **Show up:** Attend something or arrive somewhere.

People **show up** to support the team every week.

She **doesn't show up** when we have to clean the house.

- **Go back:** Return to, start doing something again.

I have to **go back**. I like the game.

She **goes back** when she makes a mistake.

2 Exercise: Complete the sentences using phrasal verbs.

a I don't have her phone number. I have to _____ it _____ in the phone book.

b She can't _____ because the way is closed.

c He _____ a different job every week.

d They usually _____ in different English courses at the same time.

e I would like to _____ a team sport.



f She wants to _____ the cure against cancer.

g They only _____ when the team wins.

Predicting

You're going to read an article about how to pick up a sport that suits your needs, posted on the website www.wikihow.com. Before you read, discuss these questions with a partner.

- a Before starting practicing a sport, who should you ask for a professional opinion?
- b Where should you go to find out sporting options?
- c Where should you go to look for information about sports?
- d Who should you ask for advice while practicing a sport?



How to Find a Sport That's Right for You

Finding a sport that you love is a discovery for a lifetime. Getting in shape, making friends, and having fun are only a few of the benefits that you can gain. Do you want a sport of your own?

Steps

1 Know which sport is suitable and good for you and your health. It would be a good idea to ask for your doctor's professional opinion.

2 Call your city's recreation department to find out the sporting options in your area.

3 Decide how much time you have to try out a sport. If you are a busy person, try one you can find time for in your full schedule, so you don't have to drop or miss your other activities.

4 Pick a time that is convenient for you to sign up.

5 Decide if you want to spend money to buy equipment or participate.

6 Look up the rules of the sport online. Especially if it's a team sport, knowing the rules is essential.

7 Show up for the first day. There is usually a coach around, so look for that person and ask him to show you a few tricks. Feel free to ask them about anything (like terms, rules and such) you don't know about.

8 See how you feel the next day, physically and emotionally. A sport should, above all, make you feel relaxed and full of energy. Don't worry if you got muscle cramps; they're normal when you haven't practiced any sports recently.

9 Go back again if you had a good time.

10 Try other sports that allow you to explore being alone or on a team.

11 Surf a sports site online to learn more about the sport you are interested in.

12 Keep at it once you find a sport that you love. Start practicing it on a regular basis.

Source: <http://www.wikihow.com/>



Understanding the text

1 Read these questions and write your answers.

a What are the benefits of practicing a sport?

b Who should you ask for advice before practicing a sport?

c Where should you go to find out sporting options?

d What time should you practice a sport?

2 Write T (true), F (false), or N (not in the text) for each statement.

a Knowing the rules is essential.

b Look up the rules of the sport at your local library.

c Muscle cramps are normal when you don't practice sports.

d When you practice a sport, you don't feel relaxed.

3 Work with a partner and find the following information.

a What do you have to buy when practicing a sport?

b Who can help you when you show up for the first time?

c Where can you find information about the sport you are interested in?

d What do you have to do when you find out the sport you love?



Reading Skills: Sequencing events

1 Read the text again. Number these steps in order (1-12).

- a () Show up for the first day.
- b () Start practicing it on a regular basis.
- c () Go to the doctor.
- d () Decide if you want to spend money.
- e () Pick a time that is convenient for you to sign up.
- f () Go back again if you had a good time.
- g () Call your city's recreation department.
- h () Try out team sports and individual sports.
- e () Look up the rules.
- j () Surf on the Internet to learn more.
- k () Decide how much time you have.
- l () See how you feel the next day.

Grammar Focus: Imperatives forms

1 Study the examples, and then rewrite the sentence in their imperative forms.

I look up the rules on the Internet.	= Look up the rules on the internet.
They try out different spots.	= Try out different spots.
You go to school.	= Go to school.
I don't watch TV.	= Don't watch TV.

a I don't play video games.

b They don't play basketball in the house.

c I dance with Ema.

d You can't play tennis here.



Talk about it

1 Make a group and discuss these questions.

What sport do you practice?

What sport would you like to practice?

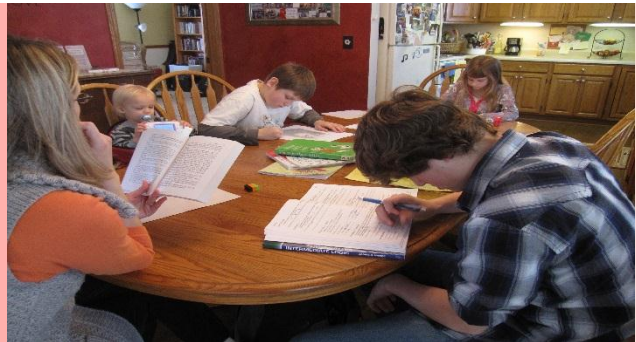
Unit 5 Alternative education

KEY READING SKILL MAKING INFERENCES AND DRAWING CONCLUSIONS

Focus

1 Describe the pictures with a partner. What are these people doing right now? Then read the information.

In the U.S., parents have the option to educate their children at home. This is called homeschooling.



There are non-traditional schools where students can do and study whenever they want.



Think about it

1 With a partner, ask and answer these questions.

- a** What are the benefits of learning at home?
- b** What are the problems of learning at home?
- c** What are the benefits of studying in a non-traditional school?
- d** What are the problems of studying in a non-traditional school?
- e** Would you like to study at home or to go to a non-traditional school?



Vocabulary Overview

1 Read the nouns in the box below. Rewrite them according to the picture.

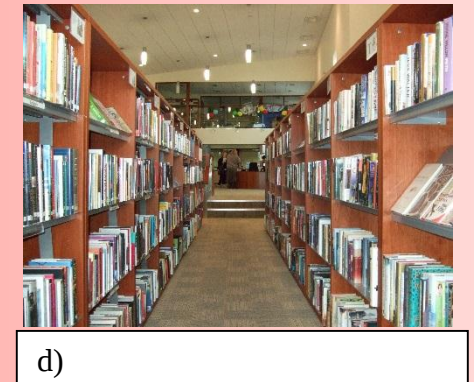
Schedule Recreational facilities Classroom Library School bell



High school - St Georges

	Mon	Tue	Wed	Thu	Fri
8:00					
9:00	Maths Classroom 2A	Physics LAB 1 Tue 9:00 AM - 10:30 AM	Biology LAB 1 Wed 9:00 AM - 10:30 AM	Biology LAB 1 Thu 9:00 AM - 10:30 AM	Maths Classroom 2A
10:00	Sport Camp 2 Wed 10:00 AM - 11:30 AM	Biology LAB 2	Sport Camp 2	English LANG BUILD. A2	Biology LAB A.2 Fri 10:00 AM - 11:30 AM
11:00					
12:00	Spanish LANG BUILD. A2	Chemistry Classroom 1	Physics LAB 1	Math Classroom 2A	Chemistry Classroom 2A
13:00	Philosophy Classroom 2	English LANG BUILD. A2	Math Classroom 2A	Physics LAB 1	Biology LAB A.2
14:00					

b)



Predicting

You're going to read an article about non-traditional education posted on the website www.teenink.com/. Before you read, discuss this question with a partner. Then write your ideas.

a How would your ideal school be like?



The Ideal School

By [crookshanks](#), Laurel, MD

My ideal school is a school quite unlike any school we've heard of. This school consists of a large library and basic recreational facilities. And that's all. There are no classrooms. The school motto is built on the idea of active learning. No student is forced to learn. This is a much more effective way of learning. Students at this school can really pursue their interests. Most importantly, students at this school are not "institutionalized." They do not obey and follow the school bells. They do not act according to a set schedule.

Like I mentioned before there are no classrooms in this school, therefore there are no classes, no homework, and no tests. There are many teachers; however these teachers act more like mentors. They are there to answer questions, to guide and to help the students with their curiosities or problems.

A normal school day consists of the student arriving at school in the morning. After the student arrives at school, he/she can do whatever they want. Or more so they can learn about whatever they want. The school encourages individualism. We encourage each student to deeply learn about the topics they are interested in. On ways of learning, students are encouraged to get hands on experience, like traveling, and taking trips.

The students do not have to follow text books. Instead they are encouraged to read and write each other's pieces. They can always ask the teachers or should I say mentors questions about anything. According to their interests, students can learn things from how to ride a bike, to Greek mythology, to the modern languages.

Source: <http://www.teenink.com/>



Understanding the text

1 Read these questions and write your answers.

a What is the name of the school based on the idea of active learning?

b What is the teachers' role?

c What do students have to do when they arrive at the school?

d What text do students have to read?

2 Write T (true), F (false), or N (not in the text) for each statement.

a There is a large library and basic recreational facilities. _____

b There are classrooms . _____

c They obey and follow the school bells. _____

d There are no classes, no homework, and no tests.. _____

3 Correct the mistakes in each sentence according to the text.

a The school encourages to work in groups.

b Students can learn things from how to ride a horse, to history, to English.

4 Work with a partner and find the following information.

a Three things that there are not in this school.

b Two experiences that students are encouraged to get hands on.



Reading Skills: Making inferences and drawing conclusions

1 Read the text again. Then match each sentence to complete the idea.

- | | |
|---|--|
| a If there are no classrooms, | 1 students can arrive whenever they want. |
| b If there isn't a schedule, | 2 students can play different games |
| c If there are recreational facilities, | 3 students can read about what they are interested in. |
| d If there is a large library | 4 there are no classes, no homework, and no tests. |

2 Read this text. Then answer the questions.

Addison's day

I wake up at 7am. I eat my breakfast and go to school. My mom cooks very well. Every day, English is my first class. My English teacher wears beautiful dresses all the time. In the break, I like to play soccer and basketball; however, I have to play it with the boys. My friends don't like playing soccer. They prefer playing with dolls.

-What time does Addison have classes?

- a () In the morning
- b () In the afternoon
- c () In the evening

-Who makes the breakfast?

- a () Addison's father
- b () Addison's mother
- c () Addison's brother

-Addison's English teacher is a

- a () man
- b () woman

-Addison is a?

- a () boy
- b () girl



Focus on grammar: Zero conditional

Read the information and study the examples. Then write four sentences using the zero conditional.

We use the zero conditional when the result of the condition is always true.

	Condition	Result
If	<i>Present simple</i>	<i>Present simple</i>
If	there is no teacher,	there is no class
If	there are recreational facilities,	students can play

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Talk about it

1 Make a group and discuss this question.

Is it correct to allow students to choose what they want to study? Why?

Unit 6 Looking good

KEY READING SKILL SUMMARIZING

Focus

1 Describe this picture with a partner. Can you describe their clothes? Then read the information in the box.



2 Do you think they are dressed properly for the occasion? What should you wear for a wedding party?

Think about it

1 Ask and answer these questions with a partner.

- a What should you wear for a friend's birthday party?
- b What should you wear for a Christmas dinner?
- c What should you wear when you go to the church?
- d What should you wear when you go to the mall?

2 Make a group and compare answers.

Vocabulary Overview

1 Read the nouns in the box below. Rewrite the nouns according to the picture.

Tuxedo Wedding Formal dance Formal garden party Floor-length gowns
Reward ceremony



a)



b)



c)



d)



e)



f)

Predicting

You're going to read an online article about how to dress properly for any occasion posted on the online newspaper "The Cougar". Before you read, discuss these questions with a partner.

- a What does it mean formal when talking about clothes?
- b What does it mean casual when talking about clothes?



Tip Tuesday: How to dress for any occasion

By Diana Nguyen November 11, 2014

Black Tie

A Black Tie invitation means serious business — it is the most formal dress code. A Black Tie event usually consists of weddings and award ceremonies. Men wear tuxedos while women usually wear long, elegant dresses. It's traditional for women to wear floor-length gowns, but in this day and age, exceptions are often made. A little black dress is a perfectly appropriate choice.

Formal

The dress code for formal wear is similar to Black Tie, but is generally more flexible for creativity or unique style preferences. Tuxedos are not required. Men can rock suits in various colors, while women have the option to choose shorter dresses. Such occasions include weddings, formal garden parties or dinners, and formal dances.

Semi-Formal

With a semi-formal dress code, you can wear dark suits and cocktail dresses. Semi-formal is usually separated into two categories: daytime and evening. For daytime, feel free to spice it up with color. Think about going to the church and relative parties.

Casual

Casual generally means anything goes. Jeans, sneakers, sun dresses, a leather jacket. Such events include friends' birthday parties.

Source: <http://thedailycougar.com/>



Understanding the text

1 Read these questions and write your answers.

a What is the most formal dress code?

b When do you wear the most formal dress code?

c What do men and women wear when talking about the most formal dress code?

d What is the exception for girls when talking about the most formal dress code?

2 Write T (true), F (false), or N (not in the text) for each statement.

a Tuxedos are required in formal dress code.

b When talking about formal dress, men wear suits in black.

c When talking about formal dress, women wear short dresses.

d When talking about semi-formal dress, you can wear dark suits and cocktail dresses.

3 Correct the mistakes in each sentence according to the article.

a Semi-formal is usually separated into two categories: morning and afternoon.

b The dress code for formal wear is similar to casual.

4 Work with a partner and find the following information.

a What does a Black Tie invitation mean?

b What exception do we can find when talking about Black Tie dress code?

5 When should you wear formal clothes when talking about events? Tell a partner why or why not.



Reading skills: Summarizing

1 Read the text again. Then complete the following outline.

Black Tie event:

Men's clothes: _____; Women's clothes _____

Occasions: _____

Formal event:

Men's clothes: _____; Women's clothes _____

Occasions: _____

Semi-formal event:

Men's clothes: _____; Women's clothes _____

Occasions: _____

Casual event:

Clothes: Man and Woman: _____

Occasions: _____

2 Complete the summary with your own words based on the outline.

There are four types of events: _____, Formal, _____, and Casual. In Black Tie events, Men wear _____, and women wear _____. Such events include _____. In Formal events, _____, and women _____.

_____.

Grammar Focus: Showing possession with irregular plural nouns.

Study the following list of irregular plural nouns. Then read the examples and choose the best answer to complete each sentence.

Singular	Plural		Singular	Plural
Man	men		wife	wives
Woman	women		child	children
Person	people		mouse	mice



The **man's** car.

Men's clothes.

The **child's** toy.

Children's breakfast.

My **wife's** cat.

Their **wives'** business.

1 The _____ T-shirt.

a womans'

b woman's

c womens'

2 Their _____ pants?

a childrens'

b childs'

c children's

3 My _____ jacket.

a wives's

b wife's

c wives'

4 _____ clothes

a people's

b persons'

c peoples'

Talk about it

1 Make a group and discuss this question.

Do you like going to Formal parties? Why?



Universidad de Cuenca

Teacher's Book

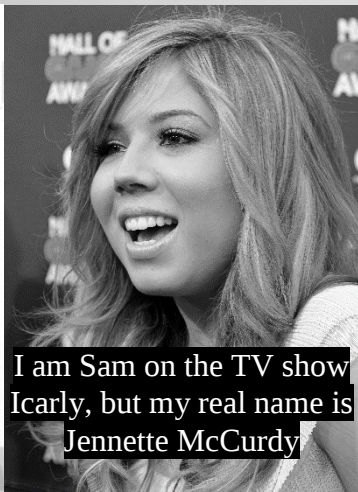
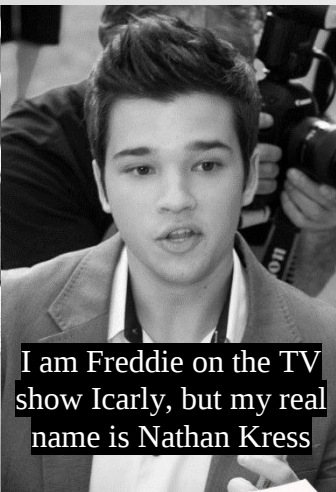


Unit 1 TV Stars

KEY READING SKILL DETERMINING AUTHOR'S PURPOSE

Focus

1 Look at the pictures with a partner. Who are these people? Then read the information.

 I am Carly on the TV show <i>Icarly</i>, but my real name is Miranda Cosgrove	 I am Sam on the TV show <i>Icarly</i>, but my real name is Jennette McCurdy	 I am Freddie on the TV show <i>Icarly</i>, but my real name is Nathan Kress
---	--	---

2 Do you like the TV show *Icarly*? What is your favorite character?

Think about it

1 Can you describe Miranda's personality on the TV show *Icarly*? Check (✓) your answers.

a () shy

b () serious

c (✓) fun

d (✓) outgoing

2 Compare answers with a partner.



Vocabulary Overview

1 Read the sports in the box below. Rewrite the name of each sport according to the picture.

Rollerblading Skateboarding Baseball Trampoline Ice skating



a) Trampoline



b) Skateboarding



c) Baseball



d) Rollerblading



e) Ice skating

Predicting

You're going to read Jennette McCurdy's biography posted on the website <http://www.imdb.com/>. Before you read, discuss these questions with a partner.

- a Where do you think Jennette McCurdy is from?
- b What sports do you think Jennette McCurdy practices?
- c Do you think she has pets?



Jennette McCurdy

Biography

Overview

Date of Birth	26 June 1992, Los Angeles, California, USA
Birth Name	Jennette Michelle Faye McCurdy
Nicknames	Net Net Nettie Nette
Height	5' 2" (1,57 m)

Mini Bio

In addition to her acting ambitions, Jennette enjoys many activities including dance, karate, ice skating, piano, cooking, reading, writing, and watching movies. Her other talents and skills include rollerblading, skateboarding, singing, baseball, basketball, and trampoline. She hopes to someday graduate from film school and dreams of turning her own screenplays into movies. She loves performing in front of the camera and is equally fascinated by the many aspects of production that take place behind-the-scenes.

- IMDb Mini Biography By: Roger Pine

Trivia

She has three older brothers named Marcus, Dustin and Scott.

She has three dogs (Snoopy, Chewie and Musashi) and two turtles (Tootsen and Zeus).

She was inspired to become an actress by Harrison Ford after watching *La guerra de las galaxias* (1977). She was fortunate enough to be able to act alongside her idol in *Hollywood: Departamento de homicidios* (2003).

Collects stuffed animals, hats, books and crafts.

Loves to read and write poetry and screenplays.

She is a StarPower Ambassador for the Starlight Children's Foundation.

She loves to figure skate in her spare time, and has been in a few figure skating competitions.

Source: <http://www.imdb.com/>



Understanding the text

1 Read these questions and write your answers.

a Where is Jennette McCurdy from?

She is from Los Angeles, California.

b What activities does Jennette McCurdy enjoy?

Jennette enjoys many activities including dance, karate, ice skating, piano, cooking, reading, writing, and watching movies.

c What talents and skills does Jennette McCurdy have?

Her other talents and skills include rollerblading, skateboarding, singing, baseball, basketball, and trampoline.

d What does Jennette McCurdy dream about?

She dreams about turning her own screenplays into movies.

2 Write T (true), F (false), or N (not in the text) for each statement.

a Jennette McCurdy has four older brothers. F

b She likes singing and writing songs. N

c She has three dogs and two turtles. T

d She loves to figure skate in her spare time. T

3 Correct the grammar mistake in each sentence.

a Collects stuffed animals, hats, books and crafts.

She collects stuffed animals, hats, books and crafts.

b Loves to read and write poetry and screenplays.

She loves to read and write poetry and screenplays.

4 Work with a partner and find the following information.

a Jennette McCurdy has dogs. What are their names?

She has three dogs: Snoopy, Chewie and Musashi.

b Who inspired Jennette McCurdy to become an actress?

She was inspired to become an actress by Harrison Ford.

c Jennette McCurdy has brothers. What are their names?

She has three older brothers named Marcus, Dustin and Scott.

d Jannette is a StarPower Ambassador. What is the foundation's name?

She is a StarPower Ambassador for the Starlight Children's Foundation.



Reading skills: Determining Author's Purpose

1 Read the text again. What is the author's purpose? Check (✓) your answer.

- a (✓) To inform
- b () To entertain
- c () To persuade

2 Read these paragraphs. Can you determine the author's purpose? Check (✓) your answer.

Carly and Sam

I) On the TV show *Icarly*, Carly and Sam have different personalities. Sam is a sarcastic, aggressive, and bad girl, who has no respect for the rules or other people; on the other hand, Carly is a nice, easy going, and caring person who does anything for her friends.

Source: <http://icarly.wikia.com/>

- a () To inform
- b (✓) To entertain
- c () To persuade

II) Are you bored at home? Are you tired of the same TV shows? Then watch *Icarly*. *Icarly* is an amazing show that teenagers all around the world love. *Icarly* has a lot of funny situations that you will enjoy, so what are you waiting for? Go and start watching *Icarly*.

- a () To entertain
- b (✓) To persuade
- c () To inform

Grammar Focus: Simple present "have/has."

Study the examples, and then choose the best answer to complete each sentence.

Carly and Sam **have** different personalities.

She **has** three older brothers named Marcus, Dustin and Scott.

Carly and Sam **don't have** cats.

Carly **doesn't have** a skateboard.



- | | |
|-------------------------------|---|
| 1 Sam _____ three dogs | 2 Carly and Sam _____ a TV show. |
| a have | (a) have |
| (b) has | b has |
| c don't have | c don't have |
| d doesn't have | d doesn't have |
| 3 Sam _____ sisters. | 4 Sam and Carly _____ cats. |
| a have | a have |
| b has | b has |
| c don't have | (c) don't have |
| (d) doesn't have | d doesn't have |

Talk about it

1 Make a group and discuss this question.

What TV shows do you like to watch at home?



Lesson plan 1

Grammar

Simple present: Affirmative, negative.

Vocabulary

Sports: Rollerblading, Skateboarding, Baseball, Trampoline, Ice skating.

Key reading skill

Determining author's purpose.

1. Warm-up

- Show students flash cards of popular sitcoms similar to *Icarly*.
- Ask students to describe each sitcom and its characters.
- Ask: *what are your favorite sitcoms?*

2. Before-reading

- Arrange students in couples and ask: *What can you see at the top of page 5? Who are these people? What is the name of the TV show where they act? Do you like this TV show? Why? Do you know the real name of these characters?* Then students read the information in each photo.
- Students think about their favorite character. Ask: *Can you remember its personality in the TV show?*
- Individually, students do the exercise 1, in the section “**Think about it,**” page 5.
- Students compare answers with their partners.
- Students say their answers loudly. Ask: *Why did you choose that option?*
- Finally, write on the whiteboard the correct options. (see page 44)

2.1. Vocabulary Overview

- Students work in couples. Ask: *What can you see on page 6? Do you know the name of these sports?*
- After recognizing the name of the sports on page 6, students write the name of each sport below the pictures. Students can use the words in the box if they do not know how to spell the sports.
- Check students' answers. (see page 45)



2.2. Activating prior knowledge

- Arrange students in groups of four and ask them to read and comment about the questions on page 6, in the section **“Predicting.”**
- Ask randomly student’s predictions about the text.
- Each group write in a piece of paper their predictions, thus they can compare their answers with the information in the text after reading it.

3. During-reading

- Provide some sticky notes to each student and ask to paste two sticky notes at the top of the sheet. Students write their predictions (elaborated in the previous task) in one of the sticky notes and in the other one, students write true answers of the questions in the section **“Predicting”** based on the text.
- The teacher starts reading the text loudly and students must be attentive in order to find the information needed to answer the previous questions.
- Ask randomly students’ coincidences in their predictions.
- Students read the text again and write in another sticky note the activities that Jennette enjoys practicing; moreover, students write Jennette’ talents, her brother’s names, and her pet’s names.
- Encourage students to write unknown words found in the text in sticky notes in order look for their meaning latter on.

4. After-reading

- Check students comprehension by throwing some questions about the text, like: *What are Jennette’ favorite activities? How many brothers and sisters does Jennette have? How many pets does Jennette have?*
- Students complete tasks 1 and 2 in the section **“Understanding the text”** on page 8. If it is necessary, students can check the text again in order to solve these tasks; moreover, they can use their sticky notes with the information collected before.
- Check students’ responses (see page 47) when they have finished the activities by asking students to go to the whiteboard and write their answers.



- Students complete task 3 on page 8. *Did students see the grammar mistakes while reading?* Check answers and continue with the following task.
- Arrange students in couples and ask them to read the text again. Students complete the task 4 on page 8 and check their answers (see page 47) by asking them to go to the whiteboard and write their responses (one per student).

4.1. Reading skills

- Explain to students what author's purpose means with the help of the following video from the website Youtube:
<https://www.youtube.com/watch?v=ECE0I0AeXXE>
- Use the acronym P.I.E showed in the video to encourage students to remember the three main purposes used by authors when writing. This acronym can be related to the word "pie"; therefore, students will be able to remember what authors' purposes are when reading in further lessons.
- Students draw a pie and divide in three slides. Inside each slide, students write a letter of the acronym P.I.E with the questions showed in the video. These questions help students when looking for the author's purpose in a text.
- Check students' understanding by asking randomly about the authors' purpose in texts.
- Students make groups of four and complete exercises 1 and 2 in the section "**Reading skills**" on page 9.
- Check answers (see page 48) by asking each group: *Why did you choose that option?* Encourage students to share their thoughts among the other groups in order to find the correct answers.
- For extra explanation and practice, use the following Prezi presentation <https://prezi.com/hmigliruja4v/8th-grade-authors-purpose/> and the worksheets from the following address <http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/>



4.2. Grammar

- Choose four volunteers and designate each one a sentence in the section **“Grammar focus”** on page 9. Encourage students to study the conjugations of the verb “have” in simple present tense.
- Explain the verb “have” and its conjugations in simple present tense by writing more examples on the board.
- Get students in couples and ask them to write 10 sentences using “have” in its different conjugations in simple present tense.
- Ask and write some of the examples written by students on the board.
- Complete the exercise on page 10 about the verb “have.”

4.3. Talk about it

- Get students in groups of 4 and ask them to talk about what TV shows they watch at home.
- Conduct a little survey among students and find out: *What are the most watched TV shows in the classroom?* Show the results on the board.

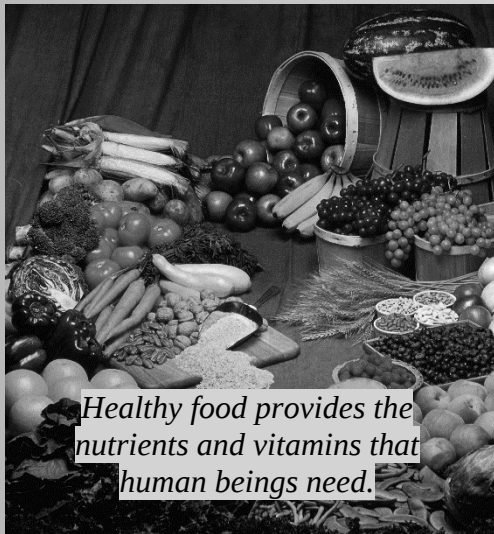


Unit 2 Healthy food

KEY READING SKILL SEQUENCING EVENTS

Focus

1 Describe these pictures with a partner. Then read the information.



Healthy food provides the nutrients and vitamins that human beings need.



Junk food contains a lot of sugar and fat which are bad for human beings

2 Do you like to eat healthy food? What is your favorite food?

Think about it

1 Look at the list below and choose the healthy food. Check (✓) your answers.

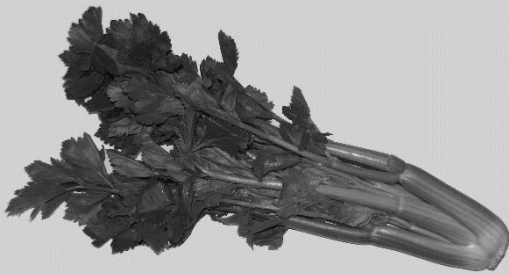
- a () ice cream
- b (✓) fruits
- c () chips
- d (✓) vegetables

2 Compare answers with a partner. Then make a list with food you consider healthy.

Vocabulary Overview

1 Read the vegetables in the box below. Rewrite the name of each vegetable according to the picture.

Olive Cucumber Avocado Celery



a) Celery



b) Avocado



c) Olive



d) Cucumber

Predicting

You're going to read a delicious, funny and healthy recipe posted on the online magazine "*Healthy Food Guide*". Before you read, check (✓) the ingredients that you think the recipe will use.

- | | |
|----------------|---------------|
| a () bacon | e () butter |
| b () apples | f () olive |
| c () cucumber | g () bananas |
| d () eggs | h () avocado |

Fried egg bunny

By The Art of Nutrition | Mar 19, 2015 | [Login to post a comment](#)

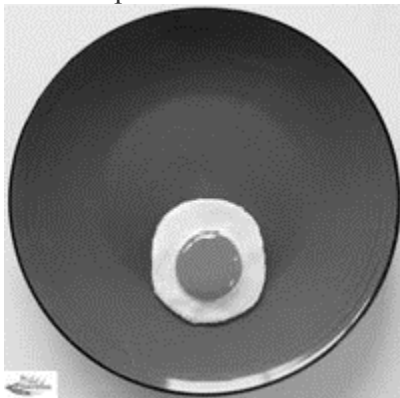
We're hopping very quickly towards Easter, so it's about time we saw some bunnies! My boys were delighted with this quirky rabbit, especially using his nose as a dip. Recipe

Ingredients

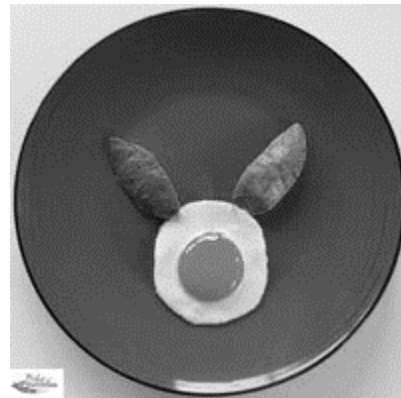
- fried egg
- avocado
- cucumber
- celery
- olive

Method

Step 1 Fry an egg. Use a spatula to gently push the yolk into the center if it's not there already! Trim the edges to make the 'face shape'.



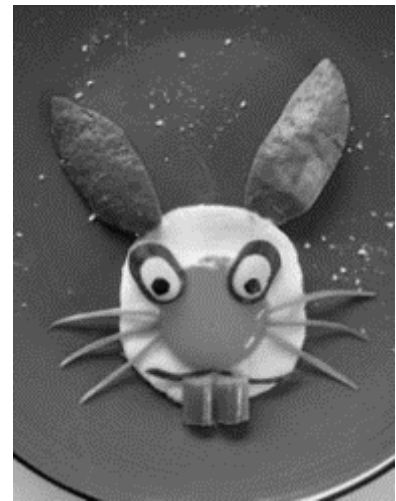
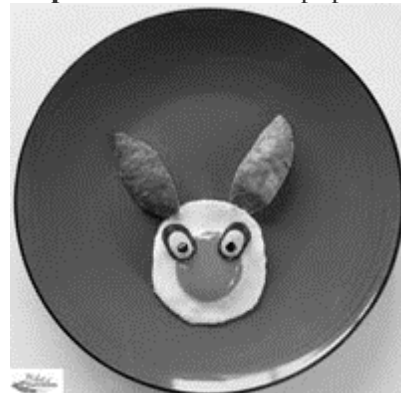
Step 2 Carefully peel an avocado and cut two ear shapes.



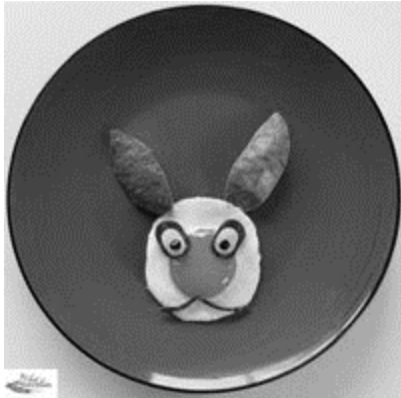
Step 3 Add some cucumber eyes.



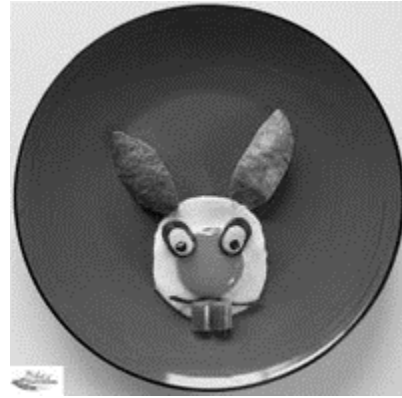
Step 4 And some olive pupils.



Step 5 More cucumber skin makes a mouth.



Step 6 With some big celery teeth.



Step 7 And some ostentatious celery whiskers.



Step 8 All finished and ready to lunch.



Source: <http://www.healthyfood.co.nz/>



Understanding the text

1 Read these questions and write your answers.

a What is the name of the recipe?

The name of the recipe is fried egg bunny.

b What are the ingredients of the recipe?

The ingredients of the recipe are: fried egg, avocado, cucumber, celery and olive.

c What ingredient is the face of the bunny?

The face of the bunny is an egg.

d What ingredient is the ears of the bunny?

The ears of the bunny are some avocado.

2 Write T (true), F (false), or N (not in the text) for each statement.

a The eyes of the bunny are some avocado. F

b Two olives are the pupils of the bunny. T

c Some cucumber makes the arms of the bunny. N

d Some cucumber makes the teeth of the bunny. F

e Some celery makes the whiskers. T



Reading Skills: Sequencing events

1 Read the text again. Number these steps in the correct order (1-8).

- a (4) And some olive pupils.
- b (8) All finished and ready to lunch.
- c (5) More cucumber skin makes a mouth.
- d (2) Carefully peel an avocado and cut two ear shapes.
- e (7) And some ostentatious celery whiskers.
- f (1) Fry an egg. Use a spatula to gently push the yolk into the center if it's not there already! Trim the edges to make the 'face shape'.
- g (3) Add some cucumber eyes.
- h (6) With some big celery teeth.

2 Read this text. Can you remember the instructions without looking at the text? Number the instructions in the correct order (1-5).

How to make a green salad

First, cut lettuce leaves and slice a cucumber. Then slice some tomatoes and cut some carrots. After that, peel an avocado and slice a red onion. Put all the ingredients in a bowl and mix them. Finally, add some oil, salt and lemon.

- a (4) Put all the ingredients in a bowl and mix them.
- b (5) Finally, add some oil, salt and lemon.
- c (1) First, cut lettuce leaves and slice a cucumber.
- d (2) Then slice some tomatoes and cut some carrots.
- e (3) After that, peel an avocado and slice a red onion.

Grammar Focus: Indefinite articles "a/an".

Study the examples, and then choose the best answer to complete each sentence.

Peel **an** avocado.

Fry **an** egg.

Slice **a** cucumber.

Slice **a** red onion.



1 Cut _____ carrot.

a an

☒ b a

2 Peel _____ avocado.

☒ a an

b a

3 Cut _____ olive.

☒ a an

b a

4 Slice _____ onion.

☒ a an

b a

Talk about it

1 Make a group and discuss this question.

What kind of food do you eat frequently? Healthy food or junk food?



Lesson plan 2

Grammar

Simple present: Affirmative, negative.

Indefinite Article: a/an

Commands

Vocabulary

Vegetables, fruits and food: Avocado, Cucumber, Onion, Olive, Celery, Banana, Egg, Ice cream, Carrot, Oil, Salt, Lemon.

Key reading skill

Sequencing Events.

1. Warm-up

- Show students flash cards of healthy food and junk food. Students say the name of each food.
- Students determine what food is healthy and what food is junk while students see the flashcards again.
- Ask: *What are your favorite food?* Do a little survey among students about their favorite food; show the results on the board.

2. Before-reading

- Get students in couples and ask: *What can you see at the top of page 11? What fruits do you see? What junk food do you see in the second picture? Do you like hamburgers? Why? Do you like eating vegetables? Why?* Students read the information in each photo, then ask: *What are the benefits of eating healthy food? Why junk food is bad for your health?*
- Individually, students do the exercise 1, in the section *Think about it*, page 11.
- Gather students in couples and ask them to compare answers.
- Encourage students to say their answers loudly and ask: *Why did you choose that option?*
- Write on the board the correct options. (see page 53)



- Students complete exercise 2 in the section *Think about it*, page 11. Encourage students to look for new vocabulary related to food in the dictionary in order to complete this task.
- Students say some of the new words in their list and the teacher writes some of them on the board. Students copy in their notebook those words for latter classes.

2.1. Vocabulary Overview

- Arrange students in couples and ask them to look at the photos on page 12. *Do you know the name of each vegetable?*
- Students write the name of each vegetable below the picture.
- Check students' answers. (see page 55)

2.2. Activating prior knowledge

- Teacher explains in short the text that students will have to read. Ask them to complete the exercise in the section **"Predicting"** on page 11.
- Ask randomly about what ingredients student chose in the previous task.

3. During-reading

- The teacher asks students to look at the pictures on pages 12 and 13 without read the text; then the teacher picks up the text and starts reading aloud. Students do the same; but, they just follow the reading with their eyes. While the teacher is reading, he/she stops and asks students to close their books and predict what ingredients is used to form each section of the rabbit by asking questions like: *What ingredient is the face of the rabbit? What ingredient are the eyes of the rabbit? What ingredient is the mouth of the rabbit? Etc.*
- Repeat this activity until the end of the text.
- Check comprehension by asking randomly questions about the text.
- Students go back to page 12 and compare their answers in the **Predicting** exercise with the ingredients used in the recipe. Ask randomly students' coincidences in their predictions.
- Encourage students to write unknown words found in the text in sticky notes in order look for their meaning latter on.



4. After-reading

- Students complete tasks 1 and 2 in the section **Understanding the text** on page 15. If it is necessary, they can check the text again in order to complete these exercises.
- Check students' responses (see page 58) when they have finished the activities by asking students to go to the whiteboard and writing their answers (one answer per student).

4.1. Reading skills

- Students read the text again, paying attention to each step in order to make the recipe.
- Explain the importance of sequencing events in a text to improve comprehension and introduce the words First, Next, Then, After that, & Finally, in order to help students to remember instructional steps. encourage students to use them while describing the text about the recipe.
- Ask randomly about the steps to prepare the recipe. *Can they remember each step in the correct order?*
- Arranging students in groups of four, ask them to do exercise 1 in the section **"Reading skills"** on page 16 without looking at the text. Check answers by asking student's responses (see page 59).
- Students complete exercise 2 in the section **"Reading skills"** and check answers (see page 59)
- For extra explanation and practice, use the following video about sequencing <https://www.youtube.com/watch?v=-HutuMqTAPw> and the worksheets from this website <http://www.primaryresources.co.uk/english/englishD2.htm>

4.2. Grammar

- Students read the sentences on page 59 in the section **"Grammar focus"**. *Can students explain the pattern?*
- Explain the use of indefinite articles "a/an" when talking about countable nouns by writing more examples on the board and encouraging students to write their own examples in their notebooks.



- Complete the exercise on page 15 about the articles “a/an.” Check answers (see page 60)

4.3. Talk about it

- Arrange students in groups of 4 or 5, and ask them to talk about their favorite healthy food.
- Students choose one recipe and write the steps to make it.
- The groups go to the board and describe the procedure to make their healthy recipe.



Unit 3 Beverages

KEY READING SKILL DISCOVERING THE MAIN IDEA AND IDENTIFYING DETAIL

Focus

1 Look at the pictures with a partner. What beverages are those? Then read the information.



Coffee is one of the most popular beverage in the world. It is consumed mainly in the American continent.



Tea is not too popular in American Countries. Tea is consumed mainly in European and Asiatic countries.

2 Do you agree with the information about coffee and tea? What is your favorite beverage?

Think about it

1 Ask and answer these questions with a partner.

Do you like coffee or tea?

When do you drink coffee/tea?

Do you prefer any other kind of beverage rather than tea/coffee?

When you drink coffee/tea, do you eat something?

2 Make a group and compare your answers.

Vocabulary Overview

1 Read the nouns in the box below. Rewrite the nouns according to the picture.

Scone Teapot Bug Cup Biscuit Tearooms



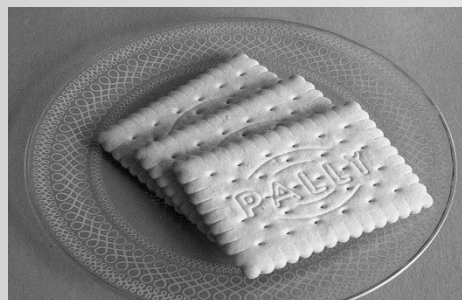
a) Scone



b) Teapot



c) Tearooms



d) Biscuit



e) Cup



f) Bug

Predicting

You're going to read an article about British people's favorite beverage posted on the online magazine "British Council". Before you read, discuss this question with a partner.

- a What stereotype is well known about British people?



It's tea 'o' clock!

RosemaryM

Friday, 10 April, 2015 - 14:38

As a nation, Brits are famous for our love of tea. It is a very common stereotype of the UK.

All tea-drinkers tend to be quite particular about how they like their tea. When serving others tea, there are two important questions: "Would you like sugar in your tea?" and "How much milk do you like in your tea?". Unlike many countries in Europe, us Brits like our tea with milk. There are relatively few people who would relish a cup of black tea. Of course, when it comes to fruit teas milk is out of the question; it would be considered rather odd to add milk to a cup of fruit tea.

Adding sugar is the simple part: one cube or two does the trick for most people. Milk, on the other hand, can cause many problems. Some people, like my father, insist on putting the milk in the mug first and then pouring in the tea. My mother always complains about this way of doing it. She prefers to brew the tea, pour it into a mug and then add the milk. She says that this way she can make sure it ends up the right shade of brown.

Tea can be drunk in mugs or cups; at home, many people drink from a mug, whereas tearooms tend to serve tea in cups with saucers. Often, people will have a biscuit with their tea.

Tea is, of course, an essential element of the famous afternoon tea. Contrary to the stereotype, us Brits don't indulge in afternoon tea every day at 4pm. We will drink tea at any time of day, but afternoon tea is a special affair. If you're in a tearoom, it will tend to include a selection of small sandwiches and cakes with a teapot of tea. Some people opt to just have a scone (jam and cream optional) with their cup of tea.

Source: <http://learnenglishteens.britishcouncil.org/magazine/>



Understanding the text

1 Read these questions and write your answers.

a What is the famous stereotype of UK?

Brits are famous for their love of tea.

b What are the important questions to ask when serving tea?

"Would you like sugar in your tea?" and "How much milk do you like in your tea?"

c Unlike many countries in Europe, how do Brits like their tea?

Brits like their tea with milk.

d When is it considered odd to add milk to a cup of tea?

When it comes to fruit teas, milk is out of the question.

2 Write T (true), F (false), or N (not in the text) for each statement.

a Adding milk is the simple part. F

b The father pours milk first and then tea. T

c The mother pours milk first and then tea. F

d The father always complains about this way of making tea. F

3 Correct the mistake in each sentence according to the information in the text.

a Tea can be drunk in glasses or cups.

Tea can be drunk in mugs or cups.

b Tearooms tend to serve tea in glasses.

Tearooms tend to serve tea in cups.

4 Work with a partner and answer the questions according to the information in the text.

a What time do Brits drink tea?

Brits drink tea at any time of day.

b What happen when you drink tea in a tearoom?

In a tearoom, it tends to include a selection of small sandwiches and cakes with a teapot of tea.



Reading Skills: Understanding the main idea

1 Read the text again. What is the main idea of each paragraph? Check (✓) your answer.

Paragraph number 1

- a () Brits love tea.
- b (✓) Brits' stereotypes.
- c () Brits are famous.

Paragraph number 2

- a (✓) How Brits like their tea.
- b () How much milk Brits drink.
- c () How to make tea.

Paragraph number 4

- a () How much tea they drink.
- b () How much sugar they use.
- c (✓) The problems when adding milk.

Paragraph number 5

- a () Brits don't like drinking tea from a cup.
- b () Brits go to tearooms to drink tea.
- c (✓) Brits use a cup or mug to drink tea.

Paragraph number 6

- a () Brits just drink tea at 4pm.
- b () Brits love sandwiches.
- c (✓) Brits drink tea at any time but 4pm tea is special.

Grammar focus: "How much/How many"

Study the examples, and then choose the best answer to complete each sentence.

How **much sugar** do you need?
How **much milk** do you want?

How **many sandwiches** do you want?
How **many biscuits** do you want?



1 How _____ apples do you have?

- ☒ a many
- ☐ b much

2 How _____ water do you need?

- ☒ a much
- ☐ b many

3 How _____ sisters do you have?

- ☒ a many
- ☐ b much

4 How _____ mugs do you have?

- ☐ a much
- ☒ b many

Talk about it

1 Do a survey in your classroom and discover the following.

Do your partners prefer coffee? How many?

Do your partners prefer tea? How many?

2 Show the results in front of the class



Lesson plan 3

Grammar

Simple present: Affirmative, negative, questions.

How much vs. How many: Countable nouns vs. Uncountable nouns.

Vocabulary

Food and Kitchen: Scone, Teapot, Bug, Cup, Biscuit, Tearooms

Key reading skill

Discovering the main idea and identifying detail.

1. Warm-up

- Get students to think of ten beverages they have drunk in their lives and write them in a piece of paper.
- Encourage students to use the dictionary if they do not know the beverages in English.
- Ask: *What are your favorite beverage?* Find out what beverage is the most popular among students.

2. Before-reading

- Arrange students in couples and ask them to watch the pictures on page 18 without reading the text. Ask: *Can you tell me the name of the beverages in the pictures? Why do you say that it is coffee? Why do you say that it is tea?* Then students read the information in each photo.
- After reading the information, check understanding and ask: *Do you agree with the information? What do you think? Do you drink coffee or tea? What is your favorite?*
- Students complete the exercise 1, in the section *Think about it*, page 18. Then interview some students about their partner's answers.

2.1. Vocabulary Overview

- Students complete exercise 1 in the section "Vocabulary Overview," page 19. Students can use the dictionary if they do not understand the vocabulary.
- Check students' answers (see page 66).



- Explain the difference between a cup & a bug; and what tearooms are.

2.2. Activating prior knowledge

- Explain to students what a stereotype is. Arrange students in couples and ask them to discuss what stereotypes they know about British people (in this activity, the native language is allowed).
- The groups share their ideas aloud with the rest of the class. *Have they mentioned tea time?*
- Announce that students are going to read a text about a well-known British people's stereotype; say: *Let's see if you mentioned it in your predictions.* Explain the term Brits as a shortcut for British people.

3. During-reading

- Use partner reading strategy. Students underline unknown words and expressions. Encourage students to look for unknown words in the dictionary. Provide some sticky notes and ask to write unknown words and their meaning.
- Teacher starts reading the text loudly and students listen to attentively in order to mold pronunciation.
- Students read the text again and write in another sticky note information they think might be important to remember.

4. After-reading

- Check students' comprehension by doing the exercise 1 and 2 in the section **Understanding the text** on page 21. If it is necessary, they can check the text again; moreover, students can use their sticky notes with the information collected before.
- Check students' responses (see page 68) when they have finished the activities by asking students to go to the whiteboard and writing their answers (one answer per couple).
- Students complete task 3 and 4 on page 21. Check answers (see page 68).
- Provide feedback if students do not understand the text clearly.



4.1. Reading skills

- Explain to students what main ideas and supporting details are with the help of the following Power point presentation.
<http://www.slideshare.net/gtherm6/main-ideas-and-supporting-details-30059758?related=5>
- Arranging students in couples, complete exercise 1 in the section “**Reading skills**” on page 22.
- Check answers (see page 69). *Did they have trouble finding the main ideas?*
- For extra explanation and practice, use the following Prezi presentation
<https://prezi.com/upszobgyvk13/main-idea-and-supporting-details/> or
<https://prezi.com/c9avq0njd87o/main-idea-and-details/>
- Find useful worksheets on this website:
<http://www.k12reader.com/subject/reading-skills/main-idea-worksheets/>

4.2. Grammar

- Students read the sentences in the section “**Grammar focus**” on page 22. *Did they realize the pattern?*
- Explain the use of “how much vs. how many” by writing more examples related to food. *Can students write and say more examples?*
- Students write some examples on the board.
- Complete the exercise on page 23 about the use of “how much & how many.”

4.3. Talk about it

- Individually, students make a chart with the following items: Name, Coffee, & Tea. Encourage students to discover: *What beverage in the classroom is the most common? Tea or Coffee?* They say to their partners: *Do you like coffee or tea?* Students answer with full sentences. Write the name and draw a tick underneath their answer.
- Show the results to the teacher. *How many students drink coffee and how many drink tea.*

Unit 4 Do you practice any sport?

KEY READING SKILL SEQUENCING EVENTS

Focus

1 Describe the pictures with a partner. How are these sports named? Can you say some differences between these sports?



Football (soccer) is the most popular game around the world. It is a team sport of 11 players.



Tennis is an individual sport, there is no team and no coach in the court while playing.

2 Can you list other team sports? Can you list other individual sports?

Think about it

1 With a partner, ask and answer these questions.

- a** Do you like playing in a team? Why?
- b** What are the advantages or disadvantages of playing in team?
- c** Do you like playing individual sports? Why?
- d** What are the advantages or disadvantages of individual sports?

2 Make a group and compare answers.



Vocabulary Overview

1 Study the phrasal verbs in the box below. Then complete the exercises.

- **Find out:** Discover

Everyday, I **find out** new information about sports.

Every week, she **finds out** fantastic books at the library.

- **Try out:** Test

Every week, I **try out** a new sport.

Every week, he **tries out** Ecuadorian food.

- **Sign up:** Subscribe.

I **sign up** in math classes every month.

Every year, she **signs up** in different dance schools.

- **Look up:** Consult a reference work for a specific piece of information.

When I want to know about a new sport, I **look it up** on a sport website.

When she doesn't know how to spell a word, she **looks it up** in the dictionary.

- **Look for:** Try to find

I have to **look for** a new ball.

He **looks for** new information about local teams.

- **Show up:** Attend something or arrive somewhere.

People **show up** to support the team every week.

She **doesn't show up** when we have to clean the house.

- **Go back:** Return to, start doing something again.

I have to **go back**. I like the game.

She **goes back** when she makes a mistake.

2 Exercise: Complete the sentences using phrasal verbs.

a I don't have her phone number. I have to look it up in the phone book.

b She can't go back because the way is closed.

c He looks for a different job every week.

d They usually sign up in different English courses at the same time.



e I would like to try out a team sport.

f She wants to find out the cure against cancer.

g They only show up when the team wins.

Predicting

You're going to read an article about how to pick up a sport that suits your needs, posted on the website www.wikihow.com. Before you read, discuss these questions with a partner.

- a Before starting practicing a sport, who should you ask for a professional opinion?
- b Where should you go to find out sporting options?
- c Where should you go to look for information about sports?
- d Who should you ask for advice while practicing a sport?



How to Find a Sport That's Right for You

Finding a sport that you love is a discovery for a lifetime. Getting in shape, making friends, and having fun are only a few of the benefits that you can gain. Do you want a sport of your own?

Steps

1 Know which sport is suitable and good for you and your health. It would be a good idea to ask for your doctor's professional opinion.

2 Call your city's recreation department to find out the sporting options in your area.

3 Decide how much time you have to try out a sport. If you are a busy person, try one you can find time for in your full schedule, so you don't have to drop or miss your other activities.

4 Pick a time that is convenient for you to sign up.

5 Decide if you want to spend money to buy equipment or participate.

6 Look up the rules of the sport online. Especially if it's a team sport, knowing the rules is essential.

7 Show up for the first day. There is usually a coach around, so look for that person and ask him to show you a few tricks. Feel free to ask them about anything (like terms, rules and such) you don't know about.

8 See how you feel the next day, physically and emotionally. A sport should, above all, make you feel relaxed and full of energy. Don't worry if you got muscle cramps; they're normal when you haven't practiced any sports recently.

9 Go back again if you had a good time.

10 Try other sports that allow you to explore being alone or on a team.

11 Surf a sports site online to learn more about the sport you are interested in.

12 Keep at it once you find a sport that you love. Start practicing it on a regular basis.

Source: <http://www.wikihow.com/>



Understanding the text

1 Read these questions and write your answers.

a What are the benefits of practicing a sport?

Getting in shape, making friends, and having fun are only a few of the benefits that you can gain.

b Who should you ask for advice before practicing a sport?

It would be a good idea to ask for your doctor's professional opinion.

c Where should you go to find out sporting options?

You should call your city's recreation department.

d What time should you practice a sport?

Pick a time that is convenient for you to sign up.

2 Write T (true), F (false), or N (not in the text) for each statement.

a Knowing the rules is essential. T

b Look up the rules of a sport at your local library. N

c Muscle cramps are normal when you don't practice sports. T

d When you practice a sport, you don't feel relaxed. F

3 Work with a partner and find the following information.

a What do you have to buy when practicing a sport?

You have to buy the required equipment for each sport.

b Who can help you when you show up for the first time?

A coach.

c Where can you find information about the sport you are interested in?

You can surf on the Internet to learn more about the sport you are interested in.

d What do you have to do when you find out the sport you love?

You should start practicing it on a regular basis.



Reading Skills: Sequencing events

1 Read the text again. Number these steps in order (1-12).

- a (7) Show up for the first day.
- b (12) Start practicing it on a regular basis.
- c (1) Go to the doctor.
- d (5) Decide if you want to spend money.
- e (4) Pick a time that is convenient for you to sign up.
- f (9) Go back again if you had a good time.
- g (2) Call your city's recreation department.
- h (10) Try out team sports and individual sports.
- e (6) Look up the rules.
- j (11) Surf on the Internet to learn more.
- k (3) Decide how much time you have.
- l (8) See how you feel the next day.

Grammar Focus: Imperatives forms

1 Study the examples, and then rewrite the sentence in their imperative forms.

I look up the rules on the Internet.	= Look up the rules on the internet.
They try out different spots.	= Try out different spots.
You go to school.	= Go to school.
I don't watch TV.	= Don't watch TV.

a I don't play video games.

Don't play video games.

b They don't play basketball in the house.

Don't play basketball in the house.

c I dance with Ema.

Dance with Ema.



d You can't play tennis here.

Don't play tennis here.

Talk about it

1 Make a group and discuss these questions.

What sport do you practice?

What sport would you like to practice?



Lesson plan 4

Grammar

Simple present: Affirmative, negative, questions.

Modal verb “should:” Sentences & questions.

Phrasal verbs.

Imperatives.

Vocabulary

Phrasal verbs: Find out, Try out, Sign up, Look up, Look for, Show up, Go back.

Key reading skill

Sequencing events.

1. Warm-up

- Play “Simon says” with the students. Use action verbs related to sports such as: run, jump, hit the ball, shoot the ball, etc.
- The winner is the last student standing.
- Reward students for good behavior by allowing them to play the part of Simon.

2. Before-reading

- Students describe the pictures on page 24 with a partner without reading the text. Ask: *Do you know the name of those sports? Who can tell me the differences between Football and Tennis? How many people play in a football team?*
- Students read the information next to each photo. Explain to students that in USA they do not say football; they name this sport as Soccer.
- Individually, students make a short list of team sports and solo sports. Encourage students to use the dictionary if they do not know some of the sports in English. Choose some students and ask them to write some of their ideas on the whiteboard (one sport per student).
- Arranging students in couples, perform the activity 1 in the section “**Think about it**” on page 24.



- When students are done, ask randomly their opinion about the previous activity. *Do your students prefer team sports or individual sports?* Encourage a discussion about advantages and disadvantages of team sports and individual sports.

2.1. Vocabulary Overview

- Go to page 25 and explain what a phrasal verb is. Study each phrasal verb by reading the definition and the examples, as well as encouraging students to say some sentences on their own. Write on the whiteboard some examples said by students and invite them to go the board to write their examples by themselves. Having studied all the phrasal verb showed in page 25, students complete the exercise 2 on page 25.
- Check students' answers (see page 75). *Did your students have problems when resolving the task?* Create more exercises based on the phrasal verbs if it is necessary.

2.2. Activating prior knowledge

- Arranging students couples, ask them to perform the activity on page 26, in the section **Predicting**.
- Ask randomly student's responses about the questions of the previous task.
- Ask each group to write in a sticky note their ideas, so they can compare their answers with the information in the text after reading it.

3. During-reading

- Provide some sticky notes to each student and ask to read the text twice. The first time, students read for a general idea and the second time, students look for specific details, thus sticky notes can be used to remember that information.
- Students paste the sticky notes at the top of the sheet and compare with the predictions made earlier. *Did they have any coincidence?* Ask randomly about their coincidences.



4. After-reading

- Students complete tasks 1 & 2 on page 28 in the section **Understanding the text**.
- Check students' responses (see page 78). Students to go to the whiteboard and write their answers (one answer per student). Encourage students to correct their responses if they got any mistake.
- Arrange students in couples and complete task 3 on page 28. Check answers (see page 78) and continue with the following task.
- Finally, encourage students to write an outline of the text using short sentences, like: *Go to the doctor, Buy the equipment, etc.* The important part is to keep the sentences as short as possible. Check outlines and provide some feedback if it is necessary.

4.1. Reading skills

- Students complete task 1 in the section **Reading skills** on page 29.
- Check answers (see page 79)

4.2. Grammar

- Students study the examples in the section "**Grammar focus**" on page 29. Explain to students what the imperatives forms are and when they are used. Encourage students to say some examples.
- Students complete exercise 1 in the section "**Grammar focus**" on page 29 & 30. Check answers (see page 79 & 80).

4.3. Talk about it

- Arrange students in groups of 4 and ask them to complete task 1 in the section "**Talk about it.**"
- Pick up one student per group and ask them to go to the white board and share what sports their partners practice and what sport they would like to practice.

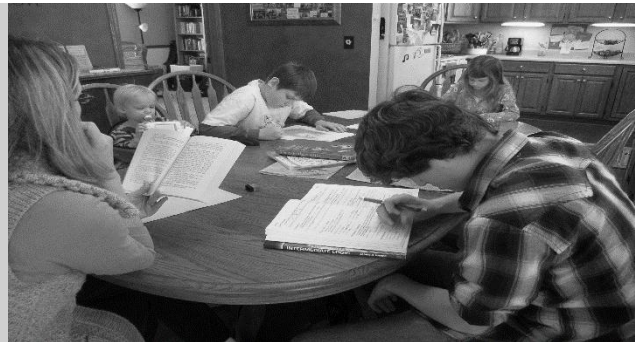
Unit 5 Alternative education

KEY READING SKILL MAKING INFERENCES AND DRAWING CONCLUSIONS

Focus

1 Describe the pictures with a partner. What are these people doing right now? Then read the information.

In the U.S., parents have the option to educate their children at home. This is called homeschooling.



There are non-traditional schools where students can do and study whenever they want.



Think about it

1 With a partner, ask and answer these questions.

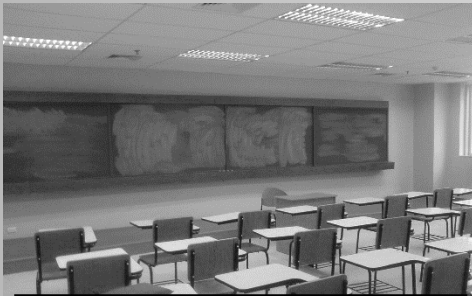
- a** What are the benefits of learning at home?
- b** What are the problems of learning at home?
- c** What are the benefits of studying in a non-traditional school?
- d** What are the problems of studying in a non-traditional school?
- e** Would you like to study at home or to go to a non-traditional school?



Vocabulary Overview

1 Read the nouns in the box below. Rewrite them according to the picture.

Schedule Recreational facilities Classroom Library School bell



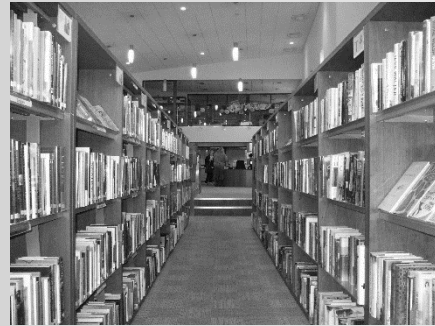
a) Classroom



c) Recreational facilities

High school - St Georges				
Mon	Tue	Wed	Thu	Fri
8:00				
9:00	Maths Classroom 2A	Physics LAB1 Tue 9:00 AM - 10:30 AM	Biology LAB1 Thu 9:00 AM - 10:30 AM	Maths Classroom 2A
10:00	Sport Syn 2 Mon 10:00 AM - 11:30	Biology LAB2	English LANG BUILD. A2	Biology LAB A.1 Fri 10:00 AM - 11:30 AM
11:00		Sport Syn 2		
12:00	Spanish LANG BUILD. A2	Chemistry Classroom 1	Physics LAB1	Math Classroom 2A
13:00	Philosophy Classroom 2	English LANG BUILD. A2	Math Classroom 2A	Physics LAB1
14:00				Chemistry Classroom 2A

b) Schedule



d) Library



e) School bell

Predicting

You're going to read an article about non-traditional education posted on the website www.teenink.com/. Before you read, discuss this question with a partner. Then write your ideas.

a How would your ideal school be like?



The Ideal School

By crookshanks, Laurel, MD

My ideal school is a school quite unlike any school we've heard of. This school consists of a large library and basic recreational facilities. And that's all. There are no classrooms. The school motto is built on the idea of active learning. No student is forced to learn. This is a much more effective way of learning. Students at this school can really pursue their interests. Most importantly, students at this school are not "institutionalized." They do not obey and follow the school bells. They do not act according to a set schedule.

Like I mentioned before there are no classrooms in this school, therefore there are no classes, no homework, and no tests. There are many teachers; however these teachers act more like mentors. They are there to answer questions, to guide and to help the students with their curiosities or problems.

A normal school day consists of the student arriving at school in the morning. After the student arrives at school, he/she can do whatever they want. Or more so they can learn about whatever they want. The school encourages individualism. We encourage each student to deeply learn about the topics they are interested in. On ways of learning, students are encouraged to get hands on experience, like traveling, and taking trips.

The students do not have to follow text books. Instead they are encouraged to read and write each other's pieces. They can always ask the teachers or should I say mentors questions about anything. According to their interests, students can learn things from how to ride a bike, to Greek mythology, to the modern languages.

Source: <http://www.teenink.com/>



Understanding the text

1 Read these questions and write your answers.

a What is the name of the school based on the idea of active learning?

The school motto.

b What is the teachers' role?

Teachers act like mentors. They are there to answer questions, to guide and to help the students with their curiosities or problems.

c What do students have to do when they arrive at the school?

They can learn about whatever they want.

d What text do students have to read?

The students do not have to follow text books. Instead they are encouraged to read and write each other's pieces.

2 Write T (true), F (false), or N (not in the text) for each statement.

a There is a large library and basic recreational facilities. T

b There are classrooms . F

c They obey and follow the school bells. F

d There are no classes, no homework, and no tests.. T

3 Correct the mistakes in each sentence according to the text.

a The school encourages to work in groups.

The school encourages individualism.

b Students can learn things from how to ride a horse, to history, to English.

Students can learn things from how to ride a bicycle, to Greek mythology, to modern languages.

4 Work with a partner and find the following information.

a Three things that there are not in this school.

There are no classes, no homework, and no tests.

b Two experiences that students are encouraged to get hands on.

They are encourage to get hands on experience, like traveling, and taking trips.



Reading Skills: Making inferences and drawing conclusions

1 Read the text again. Then match each sentence to complete the idea.

- | | |
|---|--|
| a If there are no classrooms, | 1 students can arrive whenever they want. |
| b If there isn't a schedule, | 2 students can play different games |
| c If there are recreational facilities, | 3 students can read about what they are interested in. |
| d If there is a large library | 4 there are no classes, no homework, and no tests. |

2 Read this text. Then answer the questions.

Addison's day

I wake up at 7am. I eat my breakfast and go to school. My mom cooks very well. Every day, English is my first class. My English teacher wears beautiful dresses all the time. In the break, I like to play soccer and basketball; however, I have to play it with the boys. My friends don't like playing soccer. They prefer playing with dolls.

-What time does Addison have classes?

- a (✓) In the morning
- b () In the afternoon
- c () In the evening

-Who makes the breakfast?

- a () Addison's father
- b (✓) Addison's mother
- c () Addison's brother

-Addison's English teacher is a

- a () man
- b (✓) woman

-Addison is a?

- a () boy
- b (✓) girl



Focus on grammar: Zero conditional

Read the information and study the examples. Then write four sentences using the zero conditional.

We use the zero conditional when the result of the condition is always true.

	Condition	Result
If	Present simple	Present simple
If	there is no teacher,	there is no class
If	there are recreational facilities,	students can play

1 _____

2 _____

3 _____

4 _____

Talk about it

1 Make a group and discuss this question.

Is it correct to allow students to choose what they want to study? Why?



Lesson plan 5

Grammar

Simple present: Affirmative, negative, & questions.

Present progressive: Affirmative, negative, & questions.

Zero conditional: Clauses using “If.”

Vocabulary

School: Schedule, Recreational facilities, Classroom, Library, School bell.

Key reading skill

Making inferences and drawing conclusions.

1. Warm-up

- Ask students to keep quiet for 2 minutes. *How many sounds can they hear?*
- Write a list with the sounds you hear.
- The student go to the board en mimic the sounds.

2. Before-reading

- Students look at the pictures on page 31 with a partner. *Can students describe what's going on in the pictures?* Then students read the information next to each photo.
- Explain the terms: homeschooling and non-traditional education. Ask if they know someone who studies at home or in a non-traditional school.
- In couples, students discuss about the questions on page 31 in the section “**Think about it**” (native language is allowed in this activity).
- Ask randomly students' opinion about the questions in the previous task. *How many students want to study at home? How many students want to study in a non-traditional school?*
- Write on the whiteboard some of the advantages and disadvantages of these two forms of alternative education said by students. *Do they find the same ideas as in the text they are going to read?*



2.1. Vocabulary Overview

- Students go to page 32 and look at the pictures. They match each photo with the word in the box.
- Check students' answers. (see page 85)
- Ask: *What else can we find in a school?* Encourage students to make a list of things we can find inside and outside of the classroom.
- Ask and write on the board some of the students' ideas.

2.2. Activating prior knowledge

- Arrange students in couples and ask them to discuss about the following question: *How would your ideal school be like?*
- Ask randomly student's ideas and write some of them on the board. Say: *Let's see if we find your ideas in the text.*

3. During-reading

- Do partner reading. Encourage students to underline main ideas and circle specific details. Use question marks for unknown words and expressions.
- Students look for unknown words in the dictionary.
- Read the text loudly to mold pronunciation and check comprehension by throwing random questions about the text.
- *Did students find any coincidences in their ideas about the ideal school in the text?* Encourage students to say them aloud.

4. After-reading

- Students go to page 34 and complete exercise 1 and 2 in the section **Understanding the text**. If it is necessary, they can check the text again.
- Check students' responses (see page 87) when they have finished the activities by asking students to go to the whiteboard and write their answers (one answer per student).
- Students complete task 3 and 4 with the help of a partner. Check answers (see page 87). If they have trouble solving these exercises, students can read the text again.



4.1. Reading skills

- Using the following Prezi presentation <https://prezi.com/yq6i1z4iidww/making-inferences-and-drawing-conclusions/> , explain and practice how to make inferences and draw conclusions.
- After understanding and practicing how to make inferences and draw conclusions, students go to page 35 and complete exercise 1. Check students' answers (see page 79) and invite them to write more inferences and conclusions about the text. Ask randomly and write some of the students' ideas on the board.
- Students complete exercise 2 in the same page. Check students' answers (see page 79) by inviting them to go to the board and writing the correct responses (one per student).
- For extra explanation and practice, use the following Youtube video <https://www.youtube.com/watch?v=kPIp-3n08> and the worksheets from the following address <http://www.k12reader.com/subject/reading-skills/inference/> .

4.2. Grammar

- Students read the information and sentences on page 36 in the section “**Grammar focus.**” Explain the use of zero conditional and encourage students to say some examples; write some of them on the board.
- Students complete the exercise on page 36 in the section “**Grammar focus**” and write 5 more examples in their notebooks. Check students' sentences and provide feedback.

4.3. Talk about it

- Arrange students in groups of 4 and ask them to answer the question on page 36 in the section “**Talk about it.**” (Students can use their native language)
- Each group write in a piece of paper their ideas in English and give it to the teacher.

Unit 6 Looking good

KEY READING SKILL SUMMARIZING

Focus

1 Describe this picture with a partner. Can you describe their clothes? Then read the information in the box.



2 Do you think they are dressed properly for the occasion? What should you wear for a wedding party?

Think about it

1 Ask and answer these questions with a partner.

- a What should you wear for a friend's birthday party?
- b What should you wear for a Christmas dinner?
- c What should you wear when you go to the church?
- d What should you wear when you go to the mall?

2 Make a group and compare answers.

Vocabulary Overview

1 Read the nouns in the box below. Rewrite the nouns according to the picture.

Tuxedo Wedding Formal dance Formal garden party Floor-length gowns
Reward ceremony



a) Reward ceremony



b) Wedding



c) Formal dance



d) Formal garden party



e) Tuxedo



f) Floor-length gowns

Predicting

You're going to read an online article about how to dress properly for any occasion posted on the online newspaper "The Cougar". Before you read, discuss these questions with a partner.

- a What does the term formal mean when taking about clothes?
- b What does the term casual mean when taking about clothes?



Tip Tuesday: How to dress for any occasion

By Diana Nguyen November 11, 2014

Black Tie

A Black Tie invitation means serious business — it is the most formal dress code. A Black Tie event usually consists of weddings and award ceremonies. Men wear tuxedos while women usually wear long, elegant dresses. It's traditional for women to wear floor-length gowns, but in this day and age, exceptions are often made. A little black dress is a perfectly appropriate choice.

Formal

The dress code for formal wear is similar to Black Tie, but is generally more flexible for creativity or unique style preferences. Tuxedos are not required. Men can rock suits in various colors, while women have the option to choose shorter dresses. Such occasions include weddings, formal garden parties or dinners, and formal dances.

Semi-Formal

With a semi-formal dress code, you can wear dark suits and cocktail dresses. Semi-formal is usually separated into two categories: daytime and evening. For daytime, feel free to spice it up with color. Think about going to church and relative parties.

Casual

Casual generally means anything goes. Jeans, sneakers, sun dresses, a leather jacket. Such events include friends' birthday parties.

Source: <http://thedailycougar.com/>



Understanding the text

1 Read these questions and write your answers.

a What is the most formal dress code?

Black Tie is the most formal dress code.

b When do you wear the most formal dress code?

A Black Tie event usually consists of weddings and award ceremonies.

c What do men and women wear when talking about the most formal dress code?

Men wear tuxedos while women usually wear long, elegant dresses.

d What is the exception for girls when talking about the most formal dress code?

Women can wear a little black dress.

2 Write T (true), F (false), or N (not in the text) for each statement.

a Tuxedos are required in formal dress code. F

b When talking about formal dress, men can wear just black suits. F

c When talking about formal dress, women can wear short dresses. T

d When talking about semi-formal dress, you can wear dark suits and cocktail dresses. T

3 Correct the mistakes in each sentence according to the article.

a Semi-formal code is usually separated into two categories: morning and afternoon.

Semi-formal code is usually separated into two categories: daytime and evening.

b The formal dress code is similar to casual.

The formal dress code is similar to Black Tie code.

4 Work with a partner and find the following information.

a What does a Black Tie invitation mean?

It means serious business.

b What do women wear traditionally when talking about Black Tie dress code?

It's traditional for women to wear floor-length gowns.

5 When should you wear formal clothes when talking about events? Tell a partner why or why not.



Reading skills: Summarizing

1 Read the text again. Then complete the following outline.

Black Tie code:

Men's clothes: Tuxedos, Women's clothes: Long, elegant dresses.

Occasions: Weddings and award ceremonies.

Formal code:

Men's clothes: Suits in various colors, Women's clothes: Shorter dresses.

Occasions: Weddings, formal garden parties or dinners, and formal dances.

Semi-formal code:

Men's clothes: Dark suits, Women's clothes: Cocktail dresses.

Occasions: Church and relative parties.

Casual code:

Man's clothes: Jeans, sneakers, a leather jacket, Woman's clothes: Jeans, sneakers, sun dresses, a leather jacket.

Occasions: Birthday parties.

2 Complete the summary with your own words based on the outline.

There are four types of dress code: Black Tie, Formal, Semi-formal, and Casual. In Black Tie code, men wear Tuxedos, and women wear long, elegant dresses. Such events include weddings and award ceremonies. In Formal dress code, men wear suits in various colors, and women wear shorter dresses. Such events include weddings, formal garden parties or dinners, and formal dances. In Semi-formal dress code, men wear dark suits and women cocktail dresses. Such events include going to church and relative parties. In casual code, man and woman wear jeans, sneakers, and leather jackets. Such occasions include birthday parties.

Grammar Focus: Showing possession with irregular plural nouns.

Study the following list of irregular plural nouns. Then read the examples and choose the best answer to complete each sentence.



Singular	Plural		Singular	Plural
Man	men		wife	wives
Woman	women		child	children
Person	people		mouse	mice

The **man's** car.

Men's clothes.

The **child's** toy.

Children's breakfast.

My **wife's** cat.

Their **wives'** business.

1 The _____ T-shirt.

a womans'

☒ b woman's

c womens'

3 My _____ jacket.

a wives's

☒ b wife's

c wifes'

2 Their _____ pants?

a childrens'

b childs'

☒ c children's

4 _____ clothes

☒ a people's

b persons'

c peoples'

Talk about it

1 Make a group and discuss this question.

Do you like going to Formal parties? Why?



Lesson plan 6

Grammar

Simple present: Affirmative, negative, & questions.

Present progressive: Affirmative, negative, & questions.

Modal verb “should:” Affirmative, negative, & questions.

Irregular nouns.

Possessive forms.

Vocabulary

Clothes: Formal & informal clothes.

Formal ceremonies: Reward ceremony, Weddings, Formal dance.

Key reading skill

Summarizing.

1. Warm-up

- Students write 5 facts about themselves and fold their piece of paper into a paper airplane; fly the plane across the room. Students try to catch the airplane in the air. Whoever catches the airplane, reads the facts out loud and tries to guess who wrote the facts.

2. Before-reading

- Students look at the picture on page 37 with a partner. Say: *Can you guess what the occasion is? What kind of clothe are they using?* Then students read the information in the photo. Ask: *Do you think they are properly dressed for the occasion? What should they be wearing?*
- Keep students in couples and encourage them to answer the questions on page 37 in the section “**Think about it**” (native language is allowed in this activity).
- Ask randomly students’ opinion about the questions in the previous task. *Do their partners agree?* Say more situations and ask: *What should I wear? Why?*
- Write on the whiteboard some events like: birthday party, dinner, movies, etc., and students’ advice about what kind of clothes you should wear.



2.1. Vocabulary Overview

- Students go to page 32 and look at the pictures. They match each photo with the word in the box.
- Check students' answers. (see page 94)

2.2. Activating prior knowledge

- Arrange students in couples and ask them to discuss about the questions in the section “**Predicting**” on page 38.
- Say: *you are going to read a text about clothes. If you don't know the difference between formal and casual, then let's discover it in the text.*

3. During-reading

- Do partner reading and encourage students to circle specific details. Students use question marks for unknown words and expressions.
- Students look for unknown words in the dictionary.
- Read the text loudly to mold pronunciation and check comprehension by throwing random questions about the text. *Are students able to distinguish between formal and casual clothes? Provide feedback if it is necessary. Use visual aids.*

4. After-reading

- Students go to page 40 and complete exercise 1 and 2 in the section **Understanding the text**. If it is necessary, they can check the text again.
- Check students' responses (see page 96). Provide feedback if it is necessary.
- Students complete task 3 and 4 with the help of a partner. Check answers (see page 96). Encourage students to complete these tasks without looking at the text.
- Students create a graphic organizer divided into two categories. Formal events and Informal events. Students write the places and events where formal clothes are needed as well as informal clothes according to each category.
- Students show their graphic organizer to the teacher. Provide feedback if it is necessary.



4.1. Reading skills

- Using the following Prezi presentation https://prezi.com/2ptrhkz_dpkl/summarizing/ , explain to students how to summarize a text.
- In order to simplify the process of summarizing the text, students go to page 41 and complete exercise 1 (see page 97). Ask randomly about what students wrote in each section of the outline and provide feedback if it is necessary.
- Students complete exercise 2 in the same page, which is a guide to write a summary using the previous outline (see page 97). Check students work by inviting them to go to the board and writing one sentence per student in order to complete the whole summary.
- For extra practice, use the following worksheets from this website: <http://www.education.com/worksheets/> .

4.2. Grammar

- Explain to students what an irregular plural noun is and encourage them to memorize the irregular nouns on page 41 in the section “**Grammar focus.**” Ask students to write some examples on their own. Write some of students’ sentences on the whiteboard and invite them to copy the examples on their notebooks.
- Explain to students the possessive form on nouns with the help of this Prezi presentation: <https://prezi.com/mnwr27y3ge-u/possessive-forms-of-nouns/> .
- Students write some examples using the previous list of irregular plural nouns.
- Students complete the exercise on page 42 in the section “**Grammar focus**” and provide feedback if it is necessary.

4.3. Talk about it

- Arrange students in groups of 4 and ask them to discuss about the question on page 42 in the section “**Talk about it.**” (Students can use their native language).



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