

1 Better safe than sorry

OBJECTIVES

- Read an information leaflet.
- Listen to an informal dialogue.
- Exchange information about rules, obligations and responsibilities.
- Describe daily routines.
- Write an informal e-mail.

VOCABULARY

- Cycling items

GRAMMAR

- *Must; have to; imperatives*

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 36-43.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 111-116, 207-218.

Foreign Language Guidelines of Province of Buenos Aires

http://servicios.abc.gov.ar/ainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/dc_ter1_08_web.pdf
Pages 280-284.

Learner's Book, page 10

Move onto

Write the following questions on the board and ask students to discuss them in groups:

*Do you usually use public transport, walk or ride a bike?
What are the advantages and disadvantages of each option?
What precautions do you take in each case?*

Allow some time for students to discuss. Then, ask each group to choose a spokesperson to report the comments.

Digital awareness

If appropriate at this stage, tell students to explore the websites suggested for Unit 1 in the section 'Useful websites' on page 68 of the *Learner's Book* and direct a class discussion on safe sites and research sources on the internet.

- 1** Ask students to look at the image on page 10. Play hangman on the board to elicit the word *leaflet*. Tell students the material on page 10 is called a *leaflet* and ask them if they have ever seen one and what it was about.

Answers questions *a* and *b* as a whole class. Reflect on what a leaflet should look like, i.e.: colourful, attractive, clear, practical, etc.

Answer key

Students' own answers.

- 2** Tell students to look at the pictures on page 10 and ask them if they have ever seen those objects and if they know what they are called in their mother tongue. Allow time for students to read the names in English and match them to the pictures. Check as a whole class.

Answer key

Helmet: a usually strong and hard covering worn on the head for protection.

Front light: a device to use at night so as to be able to see.

Kneepads: pads of leather, foam rubber, etc., used to protect the knee.

Padlock: a small lock made of a U-shaped bar that can be opened and swung away.



Ask students to discuss the questions in pairs. Then, ask volunteers to report their answers.

Mixed-ability

- If students find it hard to guess the meanings of the words, encourage the use of dictionaries to solve activity 2.

Learner's Book, page 11

Reading

Move onto

Read the title and the introduction of the leaflet on page 10 aloud for the class. Explain that below each picture there is a rule or a warning for cyclists. Ask students to predict those rules and warnings. Elicit the useful language to express them; i.e. imperative forms, *must, have to*. Write what students say on the board.

- 3** Allow time for students to read the leaflet carefully and solve the task in pairs. Ask them to complete the blanks with the correct number and the spaces in the leaflet with the correct letter. Check as a whole class.


Answer key

a. 2, 5; b. 1; c. 3, 4

- 4** Draw students' attention to the girl's picture. Ask them to describe what she is doing, what she is wearing and what she looks like. Read questions *a* and *b* aloud and ask them to predict the answers. Write their ideas on the board to compare afterwards. Allow time for students to read the dialogue carefully. Then, ask volunteers to read it aloud. Ideally, a boy and a girl. Check the answers to the questions as a whole class and compare them to the students' predictions. Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as they need for explanations and clarifications.

Answer key

a. red and white lights; b. motorbikes

- 5**  Read the questions aloud for the class and make sure everybody understands them. Allow time for students to discuss the questions in pairs. Remind them to use the appropriate target language. Then, ask pairs to report their opinions.

Answer key

Students' own answers.

Mixed-ability

- For extra practice, invite students to prepare posters with their answers to Activity 5. The posters could be hung on a classroom's wall and serve as reminders of the target language.

Move forward Invite students to investigate about cycling or driving rules in other countries and to prepare a presentation about their research.




More practice
Practice Book, pages 80-81, activities 1-6

Listening

Move onto Show students pictures of different traffic signs and check if they know their meanings. Do the same with various icons and signs, e.g.: 'toilets'; 'fasten your seatbelt'; 'beware of the dog'; 'parking not allowed'. Elicit more examples from the class. Analyse

what all signs have in common: a clear design that communicates a short message, usually a prohibition, a rule or a warning. Reflect on the importance of the signs for a peaceful living together.

- 1** Ask students to look at the illustration on page 11. Read the instruction aloud for the class and ask students to discuss the question in pairs. Tell them to think of the places they regularly go to and to remember if they have seen these signs there.

- 2**  **02 Track 3** Tell students that the people on the illustration are Meg and Luis and explain that they will hear a conversation between them. Read the instruction aloud for the class. Make sure students understand the task. Review the signs on the illustration before listening. Have students listen and write the numbers. Allow time for them to check in pairs. Then check as a whole class.

Audioscript

Narrator: Unit 1. Page 12. Activity 2. Listen to the dialogue between Meg and Luis. Number the signs in the order they mention them.

Meg: Do you understand those signs, Luis?

Luis: Yes, some are similar in my country.

Meg: What does that sign mean in your country?

Luis: It means 'You must wear a seat belt' and that one means 'Remain seated.'

Meg: What about those signs?

Luis: That one means 'Dangerous curve ahead' and that other one means 'Be careful, there's an intersection ahead.'

Meg: Look at that sign. It means that the road or lane is for bicycles only. The other sign means that a U-turn is prohibited.

Luis: You have to be really careful when you drive a car. I would like to learn how to drive.

Meg: I prefer riding my bike. I have to be careful too! But I don't have to pay for fuel or wear a seat belt.

Luis: That's true. But you must wear a helmet! Pedestrians also must be careful.

Meg: Yes, we all have to take care of each other.

Answer key

1. You must wear a seat belt; **2.** Remain seated; **3.** Dangerous curve ahead; **4.** Be careful, there's an intersection ahead; **5.** The road or lane is for bicycles only

Allow time for students to read the meanings of the signs and match them to the images in pairs. Have them listen again and check their answers. Check as a whole class.

Answer key

a. Passengers must remain seated; **b.** Lane reserved for cyclists; **c.** Passengers must wear a seat belt; **d.** Dangerous curve ahead

Mixed-ability

- Play the recording a third time if necessary. You may want to let students read the meanings of the signs in Activity 2 even before listening for the first time, so that they familiarise with the vocabulary. This can be useful for visual learners who find listening especially challenging.

Move forward

Ask students to make groups and prepare useful signs with rules and warnings for the classroom, the playground and the school building. E.g.: 'toilets', 'fire extinguishers', 'stairs', 'little children playing', 'silence in the library'. You may want to work together with the Computing or the Arts teacher. Once they are ready, tell students to place the signs where appropriate.

Learner's Book, page 13

Grammar in use

Move onto

At this point in the unit, students have been exposed to the target language and have also used it in oral and written ways. This is the time to make the teaching points explicit so as to systematise the practice. To achieve this, it is useful to relate the teaching point with students' lives as close as possible. Therefore, you may want to ask them about their personal responsibilities and rules at home and school, or within any other community they are part of.

- 3 Ask students to look at the pictures on page 13 and describe what they see. Read the instruction for the class. Allow time for students to read the sentences and do the matching. Ask them to correct in pairs. Then check as a whole class. Allow time for students to decide where to copy each sentence. Ask them to work individually on this task. Check as a whole class. At this point, take the time needed for explanations or clarifications.

Answer key

a. Students have to do lots of projects. **b.** A taxi driver mustn't park on the cycle path. **c.** A doctor doesn't have to visit patients.

- 4 Explain what a planner is and ask students if they use one. Go through the planners on page 13 with the class and comment on the activities that are crossed out and the ones that are not. Elicit full sentences from students to describe the planners.

E.g.: *Luis must wash the dog on Monday. He doesn't have to study Math on Tuesday.*

Allow time for students to read the sentences (a-d) and choose the correct option. Ask them to correct in pairs. Then check as a whole class.

Answer key

a. mustn't; **b.** doesn't have to; **c.** don't have to; **d.** mustn't

- 5 Tell students about your obligations as a teacher and ask them what other obligations come to their minds for different professions or occupations. Read the instruction aloud for the class. Allow time for students to write. Ask them to exchange books and do peer correction. Monitor everybody's written answers. Ask volunteers to read their answers aloud.

Mixed-ability

- Invite quick finishers or more fluent writers to continue writing on their folders or to help their partners out.

Move forward

Invite students to write rules and obligations and read them aloud so that the listeners guess what profession they refer to. E.g.: *She/he must help in emergencies but doesn't have to take people to hospital (Firefighters).*

Allow students to decide whether they work individually, in pairs or in small groups.

See more Grammar reference, page 69


Learner's Book, page 14


Speaking

The Speaking section aims at increasing oral fluency and accuracy. Speaking involves a high degree of exposure, especially when the tasks are more open than guided. Open speaking tasks in a foreign language can be very demanding. Make sure students feel in a safe and relaxed environment. Otherwise, they won't make the most of the activities but will go through frustration and reluctance instead. You may want to devote time to implement humanistic techniques that empower the group and reinforce the relationships among the classmates before going over the Speaking sections. For this you may also want to resort to the class tutors or other teachers and work as a team.

Move onto

Ask students to tell you what their school planner is like and the changes they would introduce. E.g.: *I would like to have more hours of Art and less hours of Math.*

1  Explain to students that pairworks are information-gap activities that need to be done in pairs because one student has a part of the information and the other student has another part of the information. They need each other to get the information as a whole. Read the instruction aloud for the class and make sure all students understand the task. Ask volunteers to read the sample dialogue. Divide the class into students A and students B. Ask students B to go to page 64 in the *Learner's Book* and look at the information provided. Tell students to pair up and find out about Leslie's planner. Walk around to monitor the dialogues among the students.

2  Read the instruction aloud for the class. Tell students that they have to complete the planner with their real activities for each day. Tell them to include both school and extra school activities. Allow time for students to write and provide help when necessary. As they finish writing, ask students to pair up and share the information on their planners. When all the pairs have finished, ask volunteers to report what their partners told them about the activities during the week.

Mixed-ability

- Write a model dialogue on the board for students to resort to when doing activity 2. E.g.:

A *Every Thursday afternoon I must play hockey for two hours.*

B *Do you like it?*

A *No!*

B *Well, I have to play volleyball... but I enjoy sports.*

3 Read the instruction aloud for the class. Make sure all students understand the words involved and what they have to do. Allow time for them to solve the task individually or in pairs. Ask them to correct with a partner. Then check as a whole class. Encourage students to make complete sentences. E.g.: *I must do the dishes at home.*

Answer key

School: study History, do homework;

Friends & family: help with homework, do the dishes;

Free time: play sports, take a nap

Move forward

Invite students to design their ideal planner. Allow them to decide if they want to work individually, in pairs or in groups. Tell them to include activities they enjoy and also responsibilities they find reasonable, useful and self-directed. Once they have finished, ask them to share their ideal planners. Find coincidences and differences among them.

Learner's Book, page 15

Grammar in use

Move onto

Discuss with students the fact that there are rules everywhere we go and that we may find some of them reasonable and some others not. Elicit examples of both of them. Distinguish among security rules and rules that are arbitrary or imposed by someone else, sometimes for his/her own convenience. E.g.: *We must sit for tests at school vs. We mustn't eat in the lab.* You may also want to mention that there are exceptions to the rules and that common sense is always a priority. Reflect on the fact that we can always freely express our opinions and suggestions for change, and highlight the advantages of doing it respectfully and clearly, supporting our viewpoints.

4 Ask the class to recall the rules they must follow in their daily lives as students. Allow time for students to write the list. Then share as a whole class.

Mixed-ability

- Allow students to make the list in pairs or groups. Provide written examples on the board first.
- Invite fast finishers to check if their partners need help with vocabulary, spelling or grammar. They may also want to analyse which are the rules and obligations that are mentioned more times, or less.



Ask students to exchange their lists and discuss their opinions. Write useful language on the board. E.g.: *In my opinion this rule is useful because...; I think this rule is ridiculous because...*

Answer key

Students' own answers.

5 Read the instruction aloud for the class. Invite the class to think and suggest ideas for the posters. Ask them to consider suggestions that are possible to

carry out. Ask students to make groups of four and allow time for them to discuss their opinions, agree and complete the posters in their books.

Answer key

Students' own answers.

Move forward

You may want to come to an agreement with your students in order to implement some of their suggestions during the English classes. If so, have them prepare the posters on big cardboard and hang them on a classroom wall.

- 6 Ask students to look at the illustrations on page 15 and describe them. Read the instruction aloud for the class and make sure everybody understands what to do. Allow time for students to complete the sentences individually. Ask them to check in pairs. Then check as a whole class.



More practice
Practice Book, pages 84-85, activities 1-4

Move forward

Encourage students to compare the rules they made up in activity 6. Invite them to think of other special places and make up rules to move around them safely. E.g.: a hospital; a spaceship; an atelier.

Learner's Book, page 16

Integration

Remember that this section has been designed to integrate skills and to consolidate contents, vocabulary and structures presented in the unit in a more relaxed way.

Move onto

Ask students to recall everything they feel they have learnt, discovered or reflected along the unit. You may want to write their comments on the board. Ask them to go back to the opening page of the unit and read the objectives. Ask them if they think they have achieved them or not and to what extent.

- 1 Read the instructions aloud for the class and make sure everybody understands what to do. Allow time for students to prepare the questions. Then check the questions as a whole class and write them on the board. Tell students that they will walk

along, so desks need to be moved to make room for circulating. Allow students to move freely around the classroom to talk and complete the chart. Although this may be noisy and messy, it is fun and worth doing. Once students have finished, ask them to put the desks in order and go back to their places. Finally, ask volunteers to report the results in their charts.

Answer key

Students' own answers.

- 2 Ask students to look at the picture on page 16 and describe it. Elicit from them the place and the situation. Read the instruction aloud for the class. Allow time for students to solve the task individually or in pairs. Then check as a whole class.

Answer key

Students' own answers.

Read the instruction aloud for the class. Tell them to imagine a conversation first orally, and ask volunteers to act it out. Then, allow time for students to write the conversation. When they have finished, tell them to exchange books and do peer correction. Ask volunteers to read aloud their written dialogues. Check out everybody's writings.

Answer key

Students' own answers.

Mixed-ability

- Have fluent writers go on writing in their folders.
- Remind students of the dialogue they listened to between Meg and Luis in the Listening section. Have them listen again if necessary.

Move forward

Invite students to prepare a summary of the unit in any way they want: a written paragraph, a drawing, a collage, a presentation. Allow them to decide if they want to work individually, in pairs or in groups. Share the productions as a whole class.

Learner's Book, page 17

Writing

Move onto

The writing sections explore various text types. Students learn to write by reading, therefore, you should provide models of text types.

Writing planning is also needed, since organizing ideas before actually writing helps to reduce the writer's anxiety and to elaborate a better text.



Ask students if they usually send e-mails, to whom and what for. Discuss the different uses that communication tools have, i.e., when it is appropriate to communicate by e-mail, WhatsApp, Facebook message or by phone, and why.

1 Ask students to look at the text format on page 17 and analyse it as a whole class. Notice the elements of a computer or phone screen and what they are used for.
Read the instruction aloud for the class. Allow time for students to read the message carefully. Let students ask for the meaning of words or use dictionaries. You may want to ask volunteers to read the e-mail aloud.
When they have finished, draw students' attention to the organisation of the text, i.e.: opening, body and closure; and comment on the 'Bank of ideas' content.

2 Read the instruction aloud for the class. Allow time for students to write and revise their writing. Once they have finished, ask them to exchange books and do peer correction. Make sure you check everybody's production. Ask volunteers to read their e-mails aloud.

Answer key
Students' own answers.

Mixed-ability

- Fluent writers may need more space to write. Tell them to write their final copy in their folders.
- Less fluent writers may find it useful to plan their email before starting to write. Show them how to prepare a simple outline: opening formula, body, a list of issues you want to include and closure formula.
- Invite students to share their real e-mail addresses and challenge them to exchange e-mails in English during a week. Suggest printing and sharing in class.



More practice
Practice Book, pages 86-87, activities 1-3

Progress Test, Unit 4

Teacher's Book, page 76
(see Answer key on Teacher's Book, pages 86-87)



Teacher's Book, page 72

Make one copy per student of the self-assessment card corresponding to this unit.

Remember these photocopiable cards will enable students to reflect upon their learning and to inform their teachers about those areas in which they are not yet confident enough. Students colour the stars correspondingly. Explain that '1' means they still need help and '5' means they have already mastered that objective. Give them some minutes to complete the card in class. Then collect all the cards and go through them to keep a record of the students' self-assessment. Write a short comment on the cards before handing them back, such as: *Good job! Keep it up! Keep trying!*

Notes
