

1

Student's Book

Secondary



Juicy
ENGLISH
THE WAY TO TEACH

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Term 1 – Unit 1

SOCIAL LEARNING ENVIRONMENTS: FAMILIAR AND COMMUNITY

Communicative activity: Exchanges related to specific purposes.

Social practice of the language: Exchange information about a community service.

Achievements:

- Listen and check dialogues about community services.
- Understand the general meaning and main ideas.
- Exchange information about community services.

Teaching guidelines

Offer your students a variety of activities where they can:

- Recognize subject, purpose and destination;
- Detect contextual clues (for example, sounds environmental, background noise, relationship between participants, attitude, etc.);
- Identify communication modality (face-to-face, a distance);
- Distinguish intonation and attitude;
- Recognize behaviors of speakers and listeners that favor the construction of meaning (for example, volume adjustments, reframes, ask questions, etc.);
- Notice speech record;
- Experiences exchange.

Evaluation suggestions

Collect evidence such as:

- Table with information about a community service,
- List of questions and answers to request and offer information.
- Final product: acting-out a dialogue.

- Suggested instrument:

- Rubric.

1

Community services

1 Read the following text. Then circle “T” (true) or “F” (false) for each statement.



Community service is a work done by a person or group of people that benefits others. You do not get paid to perform community service. It can help any group of people in need: children, senior citizens, people with disabilities, and more. It can also help animals, such as those at a shelter.

- | | | |
|---|---|---|
| 1. The text is about a voluntary work intended to help people. | T | F |
| 2. A community service is free. | T | F |
| 3. Adopting dogs or cats from a local shelter is not a community service. | T | F |
| 4. Teens can perform a community service. | T | F |

2 Look at the pictures and label them.

Planting trees – Adopting dogs – Cleaning up a park – Donating food



3 Tick the community service that you have in your area.

- | | | |
|---|--|--|
| 1. <input type="checkbox"/> Donate or raise money for your local Red Cross. | 2. <input type="checkbox"/> Participate in recycling programs. | 3. <input type="checkbox"/> Adopt pets from the animal shelter. |
| 4. <input type="checkbox"/> Plant trees. | 5. <input type="checkbox"/> Clean up a local park. | 6. <input type="checkbox"/> Donate blood. |
| 7. <input type="checkbox"/> Endangered species conservation project. | 8. <input type="checkbox"/> Tutor children during or after school. | 9. <input type="checkbox"/> Collect baby clothes to donate to new parents. |
| 10. <input type="checkbox"/> Participate in a charity race. | 11. <input type="checkbox"/> Donate food. | 12. <input type="checkbox"/> Help elderly people. |

4 How would you rate your community service programs?

Excellent	Good	Only fair	Poor	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fundraising for the Red Cross.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community clean-up.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Environmental conservation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saving streets pets.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Local blood drive.

5 What are the most needed community services in your area?

1) _____

2) _____

6 Complete the table. Words can go in more than one category. Use your dictionary.

help – volunteer – hospital – school – work – senior - homeless – feed – animal shelter - recycle - nursing home – citizen – neighborhood – plant - tutor

People	Places	Actions
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7 Complete the sentences with the words from the table above.

- In my school, we collect and _____ plastic bottles.
- A good citizen _____ others in the community.
- I love caring dogs. I'd like to help at the _____.
- There is a community program where people _____ trees in the parks.
- Be a _____. Volunteering is a way to help others.

Volunteering

8 Look at the pictures and label them.

Rescuing abandoned pets - Feeding elderly people – Tutoring children - Participating in recycle programs



9  Listen and complete the conversation.

Mr. Rogers: Good morning Kim. What can I do for you?

Kim: Good morning Mr. Rogers. I'm interested in participating in the community

1) _____ programs.

Mr. Rogers: Thank you for 2) _____.

What exactly are you interested in?

Kim: Well, I think I'm good at math and science.

Mr. Rogers: There's a tutoring 3) _____ in which you can help primary students who are trying to deal with math.

Can you work Mondays and 4) _____ from 5 to 6 pm?

Kim: Yes, I can.

Mr. Rogers: Then, look for Mrs. Brown at the 5) _____.

She is responsible for this program and will give you more details.

Kim: I know her! Thank you Mr. Rogers!

Mr. Rogers: It was a pleasure to 6) _____ you.

10  Listen again and answer the following questions.

1. Where did the conversation take place?
 School Hospital Park Animal shelter
2. Is the conversation formal or informal?
 Formal (Follow strict rules and a pre-established channel)
 Informal (It's flexible and easy to understand, e.g. conversation between friends)
3. How was the teacher's attitude?
 Arrogant Friendly Interested Inflexible Rude
4. What was the purpose of the conversation?
 Ask for help Offer a service
5. What is Kim interested in doing? _____
6. Who does Kim want to help? _____
7. What is the relationship between the speakers? _____

11 Read the following extracts from the conversation below and circle the correct answer.

1. "Good morning Kim"
The teacher is: a) asking for help b) greeting
2. "What can I do for you?"
The teacher is: a) asking for information b) offering help
3. "I'm interested in participating"
The girl is expressing: a) what she needs b) her feelings
4. "I'm good at math and science"
The word "and" is used: a) to contrast ideas b) to link ideas

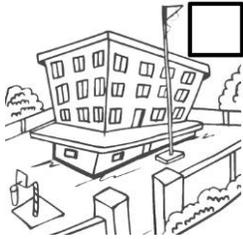
12  Listen to a list of words, and for each word you identify, put a tick (✓) in the correct category.

People	Places

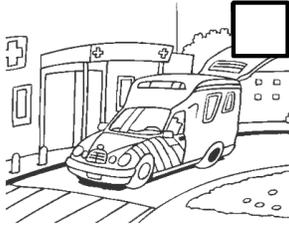
Community service programs

13  Listen and number the pictures in the order you hear them. Then label the places where you can do a community service using the words from the box.

Park – Hospital – School – Library – Zoo
 Animal shelter – Nursing home – Museum – Beach



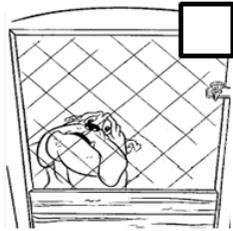
a) _____



b) _____



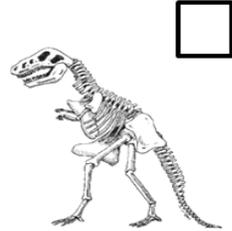
c) _____



e) _____



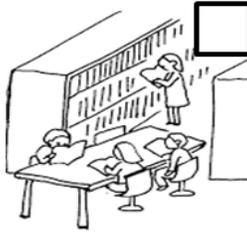
f) _____



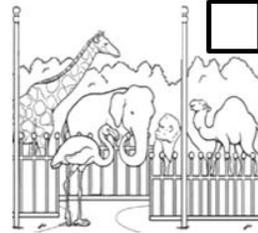
g) _____



h) _____

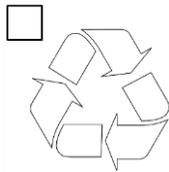


i) _____



j) _____

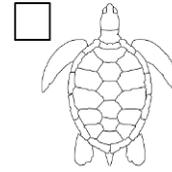
14  Listen to a conversation between a volunteer and a receptionist. Then, mark the correct picture of volunteer's decision.



Recycling program



Children with disabilities program

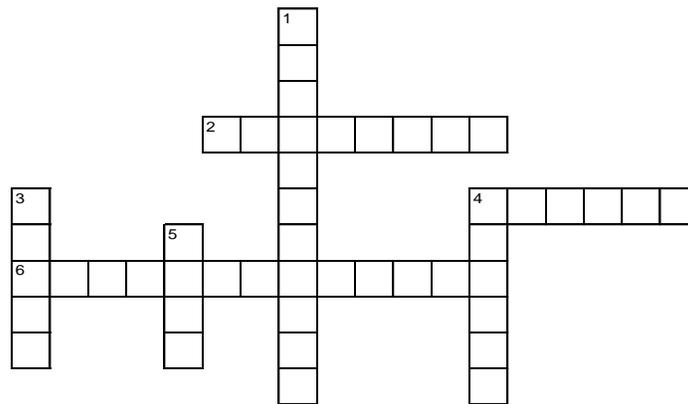


Conservation of endangered turtles

15  Listen again and put T (true) or F (false) to the statements.

1. Steve wants to work with children. _____
2. Steve is not interested to volunteer abroad. _____
3. There is a conservation program in Cuba. _____
4. Steve heard about a recycling program in the Central park. _____

16 Where can you do a community service? Find the places in the puzzle.



Across

2. Feeding patients program.
4. Tutoring children with learning disabilities.
6. Caring sick and unwanted pets.

Down

1. Elderly care volunteer program.
3. Rescuing endangered sea turtles.
4. "Saving unwanted cats"
5. Reforestation program.

17  Listen to each definition and try to guess the community helper.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |



I would like to participate

18 Put F (formal speech) or I (informal speech) to the following expressions.

1. Good morning ()
2. What's up dude? ()
3. How can I help you? ()
4. See you later! ()
5. Good-bye ()
6. How are you? ()



19 Listen to the conversations and check (✓) the correct answers.



	Face to face	Long distance interaction	Formal	Informal
Conversation 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20 Listen again and check (✓) the chart.

	Conversation 1	Conversation 2
1. Can you help me?	<input type="checkbox"/>	<input type="checkbox"/>
2. Hi.	<input type="checkbox"/>	<input type="checkbox"/>
3. No problem.	<input type="checkbox"/>	<input type="checkbox"/>
4. I want to help in any way possible.	<input type="checkbox"/>	<input type="checkbox"/>
5. How can I help you?	<input type="checkbox"/>	<input type="checkbox"/>
6. What do I need?	<input type="checkbox"/>	<input type="checkbox"/>
7. See you later.	<input type="checkbox"/>	<input type="checkbox"/>
8. I would like to help at the animal shelter.	<input type="checkbox"/>	<input type="checkbox"/>

21 Match the expressions from the conversations with their purpose.

- | | |
|--|----------------------------------|
| 1. What's up? | a. () Greet someone formally. |
| 2. Good morning. | b. () Ask for help. |
| 3. Can you help me? | c. () Express what you need. |
| 4. I'd like to participate in the program. | d. () Greet someone informally. |
| 5. That's a really good idea, dude. | e. () Show a friendly attitude. |

22 Write the correct answer for each expression.

It was a pleasure to help you - Good morning – See you later –
Yes, of course. How can help you? – Hi!

- | | |
|---------------------|-------|
| 1. Hello! | _____ |
| 2. Good morning. | _____ |
| 3. Can you help me? | _____ |
| 4. See you. | _____ |
| 5. Thank you! | _____ |

23  **Listen to the audio and tick the community services you hear.**

- Donate old clothes.
- Tutor children after school.
- Clean up a local park.
- Recycling program.
- Help animal shelter.



I'm interested in volunteering

24 What can we find in a dialogue? Match the columns.

Opening – Body – Closing

- _____ : Conclusions and farewells.
_____ : Greetings, theme introduction and key words.
_____ : Theme development, opinions, arguments and details.

25 Put “O” (Opening), “B” (Body) or “C” (Closing) to the following expressions.

1. Thank you Mr. Rogers! _____
2. Hello! I'm calling to ask about your youth volunteer programs. _____
3. No problem. See you later. _____
4. There's a tutoring program in which you can help primary students. _____
5. Excuse me. Can you help me? _____
6. It will take place next Sunday morning at Central park. _____
7. Can you work Mondays and Wednesdays from 5 to 6 pm? _____
8. Good morning. What can I do for you? _____
9. OK. Thanks. Good-bye. _____
10. In my opinion volunteering is great! _____

26  Listen to the conversation and number the dialogues in the order you hear them. Then decide which sentences are used for the opening, body or closing.

- a) _____ There is a program at the senior citizen center. Can you work on weekends?
- b) _____ Thank you.
- c) _____ It was a pleasure to help you.
- d) _____ Good morning. I'm interested in volunteering. I'd like to work with the elderly. Is there a program that involves working with them?
- e) _____ If you're interested, please call me. I have the details in my office. Here's my telephone number.
- f) _____ Good morning. What can I do for you?
- g) _____ Sure! How can I participate?

Main idea and supporting details

27 Read the ad and complete the table. You can use a dictionary.

Volunteers Needed
Help us conserve the environment



We're looking for volunteers who will help others in their community to waste less and recycle more. You don't need any experience, just need to be over 18 and willing to encourage others to recycle.

Make a difference, we recycle aluminum, PET plastic bottles, newspapers, corrugated cardboards, steel cans and glass containers.

Activities you can get involved in include taking part in local events, displaying posters on local notice boards and collecting recycled materials.

You can help every Saturdays between 9 to 11 am at Central park.

Previous experience _____

Job requirements _____

Type of work _____

Purpose of the work _____

Activities _____

Where _____

When _____

Giving and asking for information

28 Decide if the sentences express necessity (N) or hope (H).

1. I'd like to volunteer on weekends. _____
2. You need to be 13 or older. _____
3. I really want to help others. _____
4. You have to go to the library. _____
5. I hope I can help. _____
6. I would like to volunteer. _____
7. Only 18+. _____



29 Match the two parts of the sentences.

- | | |
|---------------------|--------------------------------|
| 1. I'd like to | a) () you? |
| 2. How can I help | b) () volunteer on Saturdays. |
| 3. What can I | c) () help my community. |
| 4. I really want to | d) () do for you? |

30 Match the two columns.

- | | |
|--|--|
| a) Can you help me? | 1. () Yes, of course. |
| b) What can I do for you? | 2. () Endangered species program. |
| c) Which program do you want to participate? | 3. () Next Saturday at 10 am. |
| d) What do I need? | 4. () I'm interested in helping others. |
| e) When can I start? | 5. () Just fill in the form. |

Final product – Acting-out a dialogue

STEP 1 Choose one community service for your product

Review the community services that you have been discussing throughout the unit. For example: donate blood, help in an animal shelter, recycle, clean-up a local park, etc.

Community service:

What are the activities for this service?

- _____
- _____

STEP 2 Write the main ideas for your dialogue

Consider:

- Description of the service and audience.
- Information necessary for a person who wants to participate.
- Opinions of the service.

STEP 3 Write down three questions and answers

QUESTIONS

ANSWERS

1. _____
2. _____
3. _____

STEP 4 Assign roles and write your dialogue

- Check the dialogues you have developed during this unit.
- Determine if your conversation is formal or informal.
- Check your notes and ask your teacher for help.

Opening

Body

Closure

STEP 5 Practice the dialogue

- Practice the dialogue as many times as necessary.
- Remember to use body language and watch out intonation and voice volume. Ask your teacher for help.
- Find the proper clothes and objects you may need to act-out the dialogue.

STEP 6 Present the dialogue

- Now it's time to act-out your dialogue in front of the class.
- Listen to your classmates respectfully while you wait for your turn.

Term 1 – Unit 2

SOCIAL LEARNING ENVIRONMENTS: LITERARY AND LUDIC

Communicative activity: Literary expression.

Social practice of the language: Read classic tales.

Achievements:

- Select and review classic tales.
- Understand the general meaning and main ideas of the classic tales.
- Compare variants in pronunciation and writing.
- Express key events orally.
- Rewrite the key events.

Teaching guidelines

Offer your students a variety of activities where they can:

- Propose realistic learning goals;
- Recognize textual and graphic organization;
- Identify author (s);
- Activate previous knowledge about story elements;
- Recognize the theme, purpose and destiny of the narratives;
- Agree with others the selection criteria.

Offer different models to your students so they understand how:

- Anticipate content of graphics and texts;
- Use some comprehension strategies (for example: adjust reading speed, interrogate themselves, etc.);
- Recognize the general meaning of the work and look for key events;
- Determine number and order of key events;
- Value reading as a recreational activity.

Explain to your students the strategies and resources that allow them to learn to:

- Classify sounds represented by different letters: groups of rare spelling or absent in the mother tongue (ee, gh, etc.);
- Consider cons between the British and American versions (-our / -o, -re / -er, etc.);
- Monitor own and others' strengths.

Provide diverse students to achieve:

- Contribute points of view;

- Expressions and personal opinions about events;
- Encourage respect for the opinions of others;
- Narrate events from illustrations;
- Ask questions to locate specific information (for example: how often ...?, Who was the first ...?, When did ...?); to transmit continuous and past actions (for example: they saw ..., they were seeing ..., they had seen ..., etc.);
- Explain the strategies used.

Involve your students in a variety of activities to achieve:

- Remember and use repertoires of words and expressions;
- Rewrite key statements and events;
- Order events in a sequence;
- Exchange texts to review conventions.

Evaluation suggestions

Collect evidence such as:

- List with key events,
- Dialogue about the understanding of the story,
- Rewriting of sentences.
- Final product: Big book.

Suggested instrument:

- Descriptive assessment.

2

Classic tales

1 Look at the image and answer the questions.



1. Do you remember the name of this classic tale? _____
2. Where did the story take place? _____
3. Who are the main characters? _____

4. What is the conflict of this story? _____

2 How much do you know about classic tales? Do the following quiz.

1. Cinderella wore shoes made of: a) silk b) gold c) glass
2. Snow White ate a poisoned: a) banana b) apple c) orange
3. Which little pig is the smartest? a) first b) second c) third
4. Rapunzel has very long: a) eyelashes b) hair c) nails
5. The woodcutter is the hero of which fairy tale?
a) Goldilocks and the Three Bears b) Little Red Riding Hood c) Hansel and Gretel

6. Who says 'I'll huff and I'll puff and I'll blow your house down'?

- a) a giant b) a wolf c) a witch

7. By what time did Cinderella have to leave the ball?

- a) Midnight b) Eleven c) Noon

8. How many bears did Goldilocks meet? a) 1 b) 2 c) 3

9. For how many years was Sleeping Beauty asleep before the Prince woke her?

- a) 25 b) 50 c) 100

10. Which of these fairy tales does NOT feature a wolf?

- a) Cinderella b) Little Red Riding Hood c) The three little pigs

11. Which of these does Jack steal from the Giant in Jack and the Beanstalk?

- a) A cow b) A handful of magic beans c) The hen that lays the golden eggs

12. Hansel and Gretel find a house made of: a) gold b) sweets c) straw

3 Match the following classic tales with the descriptions.

- A. This tale is about a hungry wolf who wants to catch three pigs.
- B. This tale is about a girl who visits her grandma but she meets a bad wolf in the forest.
- C. This tale is about a wooden boy who lives with an old carpenter and wants to be a real boy.
- D. This tale is about servant girl who lives with her evil stepmother and stepsisters. She goes to a ball and the prince falls in love with her.
- E. This tale is about a little bird born in a barnyard who suffers abuse from the others ducks around him until he matures into a beautiful swan.
- F. This tale is about a beautiful princess who sleeps for many years when a prince appears and wakes her up.
- G. This tale is about a boy who goes up a beanstalk to rescue a little girl who has been transformed into a harp.
- H. This tale is about girl who lives with seven dwarves. One day she eats a poisoned apple and falls sleep and wakes up with the kiss of a real love.
- I. This tale is about a brother and sister who walk in the forest and find a house of candy where an evil witch lives.
1. () Hansel and Gretel.
2. () Snow White.
3. () The ugly duckling.
4. () Cinderella.
5. () Sleeping beauty
6. () Jack and the beanstalk.
7. () Pinocchio
8. () Little Red Riding Hood.
9. () Three little pigs.

Parts of classic tales books

4 Label the parts of the classic tale book with the words in the box.

Illustrations - Author - Title - Text - Subtitle

Jack and the beanstalk
Classic tale for children

Jack, a poor country boy, trades the family cow for a handful of magic beans, which grow into an enormous beanstalk reaching up into the clouds.

STEVEN KELLOGG

5 Answer the following questions.

1. What type of the information does the cover tell you? _____

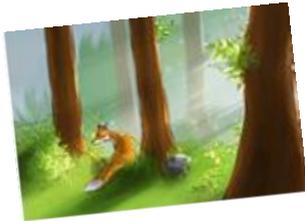
2. Which text is the biggest and why? _____
3. What can you infer from the illustration? _____

4. Who is it written for? How do you know? _____

Setting and characters

6 Match the images with the locations.

Castle – Bear's house – Forest – House of cookies and sweets



7 Circle the characters from the tale "Little Red Riding Hood".



8 Who are the hero and the villains? Complete the chart.

Classic tale	Hero	Villain(s)
1. Three Little Pigs	_____	_____
2. Little Red Riding Hood	_____	_____
3. Cinderella	_____	_____
4. Snow White	_____	_____

9 Match the adjectives with the characters.

Hungry – Friendly – Lazy - Hard-working – Mean – Kind – Smart



10 Describe classic tale characters using adjectives and connectors (and & but). Look at the examples.

Examples:

The princess was **beautiful and nice**.

The first little pig was **lazy but friendly**.

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

Parts of the plot

11 Classify the list of words into the following categories.

LIST OF WORDS: woods, wolf, woodcutter, grandma's house, bad, evil, granddaughter, beautiful, mother, big teeth, mean, nice, brave, wicked, red hood and happy.

Characters	Locations
Appearance	Personality

12  Listen and complete the classic tale framework.



The start: Once upon a 1) _____....

Location: In the woods at grandmother's 2) _____

Character 1: A girl called Little 3) _____ Riding Hood. She was 4) _____ and _____.

Character 2: There was a wolf. He was 5) _____ and had big 6) _____.

Conflict: When the girl meets the 6) _____ in the woods and stopped to talk to him.

The resolution: A woodcutter killed the 7) _____.

The end: They all lived 8) _____ ever after.

13 Complete the table with your favorite classic tale.

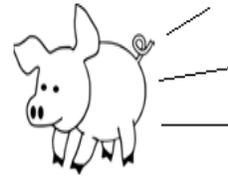
Classic tale name:

Setting	Characters
Conflict	Resolution

Main events

14 Label the action in present and past tense.

Build (Built) — Fall (Fell) – Dance (Danced) – Huff (Huffed)
Sing (sang) – See (Saw) - Boil (Boiled) – Run (Ran)



15  Listen to the audio and complete the story.



Once upon a 1) _____ there were three little pigs left their home as it was time they built their own 2) _____. The mother pig advised them to do their best.

The first pig took the easiest way and built a house of 3) _____. The second pig built a house with 4) _____, which was a little stronger than the first one. The third pig remembered mother's advice and built a house with 5) _____.

Soon, a wolf came by. He huffed and blew the straw house. The pig

6) _____ to the stick house. The wolf huffed and puffed and the stick house also came down. The two pigs ran to the brick house. The wolf huffed and 7) _____ but the house remained intact.

The pigs knew that the wolf would enter through the 8) _____ and kept a pot full of boiling water under it. The wolf fell right into the pot.

Burnt, the wolf ran away but the pigs learnt their lesson and lived happily ever 9) _____.

16 Put the verb in the correct past tense form.

sang - built – kept - danced – ran - worked – went - saw – came- chased – tried – boiled – fell – felt - huffed

Once upon a time there were three little pigs. One pig 1) _____ (build) a house of straw while the second pig built his house with sticks.

They built their houses very quickly and then 2) _____ (sing) and 3) _____ (dance) all day because they were lazy. The third little pig 4) _____ (work) hard all day and built his house with bricks.

A big bad wolf 5) _____ (see) the two little pigs while they danced and played and thought, "What juicy meals they will make!" He 6) _____ (chase) the two pigs and they 7) _____ (run) and hid in their houses.

The big bad wolf 8) _____ (go) to the first house and 9) _____ (huff) and puffed and blew the house down in minutes. The frightened little pig ran to the second pig's house that was made of sticks.

The big bad wolf now 10) _____ (come) to this house and huffed and puffed and blew the house down in hardly any time.

Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks.

The big bad wolf 11) _____ (try) to huff and puff and blow the house down, but he could not.

He 12) _____ (keep) trying for hours but the house was very strong and the little pigs were safe inside.

The big bad wolf tried to enter through the chimney but the third little pig 13) _____ (boil) a big pot of water and kept it below the chimney. The wolf 14) _____ (fall) into it and died.

The two little pigs now 15) _____ (feel) sorry for having been so lazy.

They too built their houses with bricks and lived happily ever after.

17 Find the main ideas of the two versions of “Three little pigs”. Then, write the differences between them.

Story 1	Story 2

Differences between the 2 stories:

Past tense

18 Categorize the following verbs into regular and irregular.

dance - decide – discover – live – take – be – go – run – work – see – build – sing – come – try - feel

Regular verbs	Irregular verbs

19 Put the verbs in past tense.

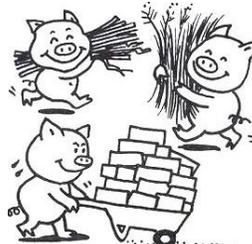
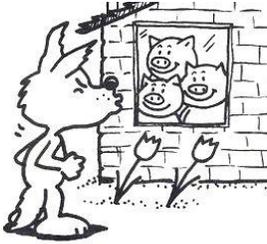
1. The witch _____ (decide) to make a soup out of Hansel and eat him first.
2. The Queen _____ (discover) where Snow White was living.
3. When Cinderella entered the palace, everybody _____ (be) surprised by her beauty.
4. Once upon a time there _____ (live) a poor widow and her son Jack.
5. The prince _____ (take) Rapunzel to his kingdom and they lived happily ever after.

20 Illustrate 3 of the sentences below.

--	--	--

The plot

21 Look at the images and put them in order.



22  Below are events about the plot of “Three little pigs” The events are all out of order! Listen to the audio and put them in **the correct order (1-5)**.

- a) ____ The wolf blew down the house made of sticks.
- b) ____ The wolf climbed into the chimney and fell into a boiling pot of water.
- c) ____ The pigs built their houses.
- d) ____ The wolf could not blow down the house made of bricks.
- e) ____ The wolf blew down the house made of straw.

Final product – Big book

STEP 1 Choose a classic tale to retell.

Classic tale name:

Setting:

Main characters:

Number of pages for the big book: _____

STEP 2 Make a draft of the main events.

Main event	Description
1	
2	
3	
4	
5	
6	
7	

STEP 3 Make a draft of the illustrations.

Event 1	Event 2	Event 3
Event 4	Event 5	Event 6
Event 7		

STEP 4 Create and illustrate the big book.

STEP 5 Rehearse reading the classic tale out loud and practice pronunciation.

STEP 6 Read the classic tale to the class.

Term 1 – Unit 3

SOCIAL LEARNING ENVIRONMENTS: ACADEMIC AND EDUCATIONAL

Communicative activity: Interpretation and follow-up of instructions.

Social practice of the language: Write instructions to learn how to use a bilingual dictionary.

Achievements:

- Select and review bilingual dictionaries.
- Understands the use of textual components of bilingual dictionaries.
- Write instructions.
- Edit instructions.

Teaching guidelines

Monitor the progress of your students and intervene so that they achieve:

- Assess the function of the textual components. and graphics: word lists, typographical signs, Arabic and Roman numerals, abbreviations;
- Analyze the textual organization and types of Words: articles, nouns, adverbs, adjectives, pronouns, connectors;
- Locate sections for each language;
- Identify entries and subentries;
- Read definitions of words in English and in the mother tongue;
- Determine the type of word from a abbreviation;
- Understand instructions for using a dictionary bilingual;
- Monitor own performance.

Offer your students opportunities to write to their own recipients and, in doing so, help them to:

- Classify the types of words in a table;
- List abbreviations;
- Write lists of textual components;
- Write instructions;
- Review verbal forms: imperative;
- Establish the number of instructions or steps;
- Order statements in sequences;
- Offer feedback.
- Understand the use of numbers and characters specials
- Offer proposals to reach agreements.

Provide opportunities for your students to make decisions about what actions to take to achieve:

- Manifest curiosity and interest in the search and obtaining information;
- Locate words in English and in the mother tongue;

Promote in your students the development and reflection on processes to:

- Encourage cooperation and integration in school work;
- Assess the use of punctuation marks;
- Remove or add information to improve instructions;
- Elaborate final versions;
- Review own versions and others.

Evaluation suggestions

- Collect evidence such as:
- Table with classified words,
- Statements.
- Final product: instructions for using dictionaries bilingual

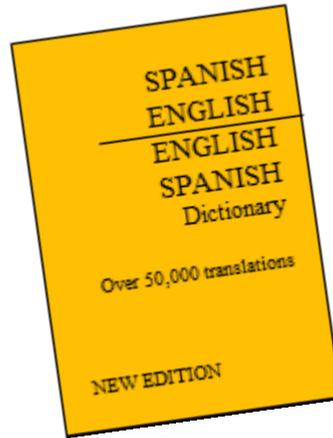
Suggested instrument:

- Questionnaire.

3

Bilingual dictionary

1 Answer the following questions.



1. Who uses dictionaries? _____
2. What kind of information can you find in an English dictionary? _____

3. Can they help you learn? How? _____

4. What kind of dictionaries do you know? _____

2 Explore a bilingual dictionary and check their components (✓).

- Cover.
- Table of contents.
- Preface (Purpose and intended users).
- Instructions.
- Appendixes (Abbreviations, Symbols and Bibliography).
- Entry list.
- List of phonetic symbols.
- List of verbs.



3 Look up the following words using your bilingual dictionary. Look at the examples.

SPANISH-ENGLISH section

Definición

s.f. 1. Definition 2 **por** -, by definition

Instrucción

Escribir

Traducción

Pagina

ENGLISH-SPANISH section

Find

[faɪnd] v. t. **1.** Encontrar, descubrir, hallar: *I found a lovely restaurant unexpectedly = me encontré inesperadamente un restaurant precioso.*

Speech

Meaning

Noun

Sentence

Entry word parts

4 Match the entry words with their components.

- | | |
|--|---|
| <p>A. out
B. heal
C. deposit
D. high</p> | <p>1. () haɪ adj. 1 alto, elevado (cosas). 2 de altura, de alto: the house is seven storeys high = la casa tiene siete pisos de altura. 3 alto, importante (en una empresa u organización). 4 elevado, grande...</p> <p>2. () di'pɒzɪt s.c. 1 FIN. Depósito, depósito bancario. 2 señal, desembolso inicial. 3 fianza (del alquiler de pisos o coches). 4 (brit.) POL. Pago de fianza política...</p> <p>3. () aʊt adv. 1 fuera: he always eats out = siempre come fuera. 2 afuera: she was out in the terrace = estaba afuera en la terraza...</p> <p>4. () hi:l v.t. e i. 1 curar (se), sanar(se) (de una herida o enfermedad). v.t. 2 (fig.) remediar, cicatrizar, curar: <i>time heals everything</i> = <i>el tiempo lo cura todo</i>...</p> |
|--|---|

5 Label the dictionary components. Use the words from the box.

meaning of the word/translation – entry word – pronunciation – abbreviation/part of speech – example sentence

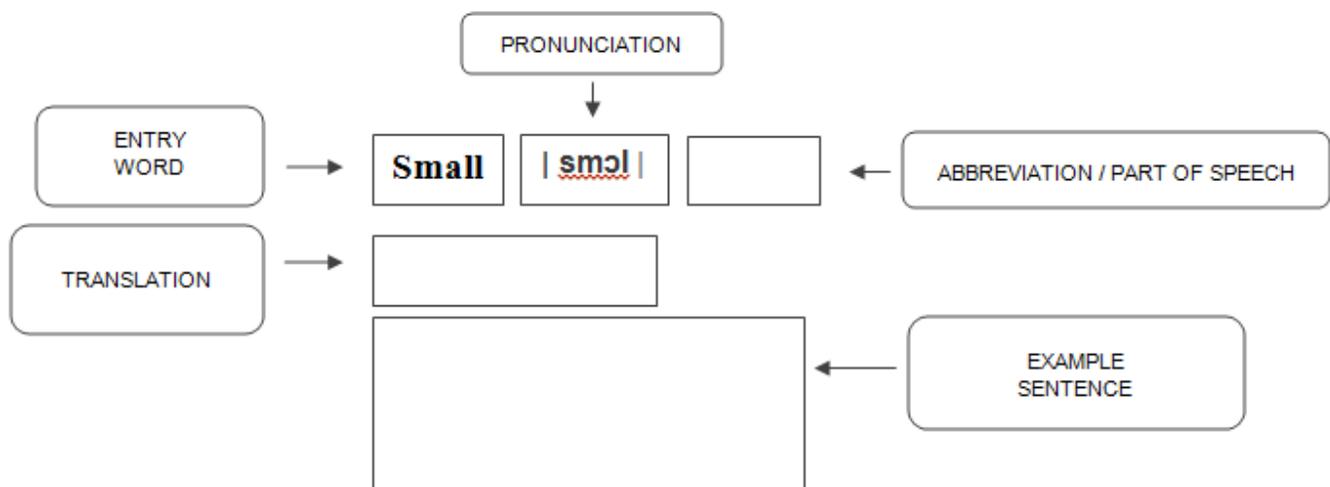
		<p>Bank bæŋk s.c.</p> <p>1 FIN. Banco: <i>Today, the bank is closed = Hoy, el banco esta cerrado.</i> 2 Orilla (de un río o lago) 3 Montículo 4 Montón</p>		
	↗		←	
	↘		←	

6 Look at the extract from a bilingual dictionary and identify their parts. Complete the table.

banjo / barefoot	45
banjo 'bændʒəu <i>s.c.</i> MUS. banjo.	
bank bæŋk <i>s.c.</i> 1 FIN. banco. 2 orilla (de un río o lago). 3 . talud, terraplén. 4 montículo: <i>the village is on a bank = el pueblo está sobre un montículo.</i> 5 montón (longitudinal y elevado de tierra). 6 banca (en los juegos). 7 INF. banco (de datos). 8 MED. banco (de sangre o similar). 9 ELEC. grupo, fila (de...	

Entry word:	bank	Example sentence:	
Part of speech:			
Page Number:		Translation:	
Pronunciation:		Guide words:	

7 Complete the parts of the entry word. Use your dictionary.



Guide words

- 8 Look at the picture and identify 3 things (nouns) and 3 actions (verbs). Then, look up these 6 words using their dictionaries and complete a table.



English word	Translation	Part of speech	Write a sentence using the word
1.			
2.			
3.			
4.			
5.			
6.			

9 Write the following words under the correct alphabet grouping.

dog – green - eat – tiger – big – monkey – he – nice –
small – water – lemonade - purple - yellow - cow

A-C	D-F	G-J	K-M	N-Q	R-U	V-Z

10 Find each word below in your dictionary. Write the guide words and page number for each word.

Entry word	Guide word #1	Guide word #2	Page number
1. house	_____	_____	_____
2. like	_____	_____	_____
3. we	_____	_____	_____
4. easy	_____	_____	_____

11 For each set of guide words, decide if the numbered words would be between them on a dictionary page. Circle “yes” if they would be or “no” if they would not.

GUIDE WORDS: **nephew - new**

- 1. neurone yes no
- 2. nice yes no

GUIDE WORDS: **premarital - present**

- 3. premier yes no
- 4. prefix yes no

GUIDE WORDS: **Mexican-migratory**

- 5. milk yes no
- 6. millionaire yes no

GUIDE WORDS: **buffalo-bully**

- 7. bullet yes no
- 8. bug yes no

Abbreviations

12 Look at the picture and identify 3 things (nouns) and 3 actions (verbs). Then, look up these 6 words using their dictionaries and complete a table.

- | | | | |
|------------|-------|-----------|-------|
| 1. pron. | _____ | 10. Brit. | _____ |
| 2. adv. | _____ | 11. Am. | _____ |
| 3. s. | _____ | 12. v.i. | _____ |
| 4. v. | _____ | 13. v.t. | _____ |
| 5. adj. | _____ | 14. s.c. | _____ |
| 6. prep. | _____ | 15. s.i. | _____ |
| 7. art. | _____ | 16. sing. | _____ |
| 8. conj. | _____ | 17. pl. | _____ |
| 9. interj. | _____ | 18. vulg. | _____ |

Two or more meanings

- 13 Look at the picture and identify 3 things (nouns) and 3 actions (verbs). Then, look up these 6 words using their dictionaries and complete a table.

Love (n) Love (v)	Play (v) x2 Play (n)	Train (n) Train (v)	Trip (n) Trip (v)	Drink (v) Drink (n)
----------------------	-------------------------	------------------------	----------------------	------------------------



14 Complete the sentences using the word above.

love (n) - love (v) - play (v) x2 - play (n) - train (n) - train (v) - trip (n) - trip (v) - drink (v) - drink (n)

1. Do you like to _____ soccer?
2. The _____ is the best feeling in the world.
3. Would you like to _____ a coffee?
4. The _____ costs around \$45 per person and takes about 4 hours.
5. He's going to _____ my chest and arms with these dumbbells.
6. You _____ piano very well.
7. My favorite _____ is Coke.
8. She said "I _____ you and I need you"
9. The _____ leaves at 7 am.
10. *Romeo and Juliet* is my favorite Shakespeare _____.
11. The kid _____ and fell down.

15 Look up the following words and write their meanings.

Entry word	Abbreviation	Part of speech	Translation/Meaning
1. Water	s.i.	Sustantivo incontable	_____
	v.t.	Verbo transitivo	_____
2. Name	s.c.	Sustantivo contable	_____
	v.t.	Verbo transitivo	_____
3. Game	s.c.	Sustantivo contable	_____
	s.i.	Sustantivo incontable	_____
	Adj.	Adjetivo	_____
	v.i.	Verbo intransigente	_____
4. Back	s.c.	Sustantivo contable	_____
	adj.	Adjetivo	_____
	adv.	Adverbio	_____
	v.t.	Verbo transitivo	_____

Parts of speech

16 Match the name of the part of speech with its definition.

- | | |
|----------------|---|
| 1. Noun | A. () It is used to name a person, place, thing or an idea. |
| 2. Verb | B. () It describes actions. |
| 3. Pronoun | C. () It takes the place of a noun for subject, object, or possessive cases. |
| 4. Adjective | D. () It describes or clarifies a noun. |
| 5. Preposition | E. () It describes verbs, adjectives or adverbs. |
| 6. Conjunction | F. () It used before nouns. They can be definite or indefinite. |
| 7. Article | G. () It used to connect words, phrases, clauses, or sentences. |
| 8. Adverb | H. () It a function word that combine a noun or pronoun to form a phrase. |

17 Label the images with the correct part of speech.



1. she



2. write



3. kitten



4. beautiful



5. lazily



6. play



7. a star



8. on



9. this and that

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

18 Use your dictionary and write examples of each category.

Nouns

Verbs

Adjectives

Adverbs

Instructions

19 Underline the imperative verb in each sentence.

1. First, check the spelling of the word.
2. Then, go to the English-Spanish section of the dictionary.
3. Do not waste your time, use the guide words.
4. Identify the meaning of the word.
5. Do not assume that the first meaning is the correct one.

20 Classify the imperatives from the previous activity in the table.

Affirmative imperative	Negative imperative

21 Put in order the instructions (1-7).

- ___ Identify the meaning of the word. Don't use the first translation you find.
- ___ Read all the translations and example sentences of the word.
- 1 Try to guess the meaning from the context.
- ___ Find the English-Spanish section on your dictionary.
- ___ Check the spelling of the word.
- ___ Look at the guide words at the top of the pages to find the word easily.
- ___ Check the part of speech it is. Think about the context of the word in English.

Final product – Instruction manual

STEP 1 Make a list of the elements of a bilingual dictionary.



STEP 2 Write a first draft of your set instructions.

Write the instructions. Check that they are in a logical sequence.

Exchange your manuals for peer correction.

Edit and correct mistakes in order to prepare the final version of their manuals.

STEP 3 Write your final version of your instructions.

STEP 4 Prepare a poster with illustrations.