

Unit 1 My Life Plan

Lesson Aim: I can talk about my different life stages and identify the importance of learning English within these phases.

Warmer

Encourage students to say a couple of sentences about why they believe learning English is important. Ask them where they use the English language nowadays and where they believe they will use it in the future.

ATHINK!

- Invite students to look at the image.
 - Use a thinking routine from Harvard Graduate School of Education: See, Think, Wonder to reflect more deeply about this image. Ask: What do you see? What do you think about it? What does it make you wonder? Use this routine at the opening of every unit to help students observe and share their ideas regarding the image(s).
- 2 Invite them to share other situations in which knowing how to speak English is necessary. Have them justify their answers



Amazing People

Summary

The video is about all the amazing things that have happened in the past centuries in science, technology, literature, arts, and many other contexts.

In Class

Ask students to list, in pairs, three amazing things they believe mankind has achieved. Have them share their list before watching the video.

Ask students to watch the video to answer the questions:

- Say three things in the video that are amazing. Check the answer with the class.
 - going to the moon; building pyramids, towers, and bridges; creating paintings, music, and literature; inventing medicines, surgery, and the Internet; learning to walk or use language; being good at sports, art, and science; making people laugh or feel happy
- 2 Which invention helped us to connect the whole world? Check the answer with the class.

The Internet

Exercise 2

Play the video again and have students answer the following questions. Then, ask them to watch the video again, check their answers, and make up two more questions to ask their partners.



- List some amazing structures built by man. Can you name one?
 - Pyramids, towers, and bridges. The Eiffel Tower in Paris.
- 2 According to the video, only scientists, inventors, and artists do amazing things.
 - () True (X) False
 - Justify your answer.
 - We all do amazing things. We learn to walk and to use languages.
- 3 List some amazing things you can do. Students' own answers.

Exercise 3

Ask students to research an amazing invention they believe changed the world. Have them write a brief description of this invention and how it changed the world. Have them post their description on a collaborative platform so all students can access it.

Resources

- Teacher's worksheets Unit 1
- Test Generator Unit 1
- Practice Extra Unit 1
- Workbook pages 112–115 Puzzles and Games page 102

Flipped Classroom

Ask: Is college important? Should you do volunteer work? Do we all need to get married? Have them share their list digitally on a collaborative panel. If possible, invite them to watch the animated short movie, A Single Life (you can watch this film for free online). Ask them to note down the different stages in our life and the objects that represent each stage in the movie.

Unit Aims

Cambridge Life Competencies Framework

- use simple techniques to start, maintain, and close conversations of various lengths to talk about my future plans. (Communication)
- present points clearly and persuasively about my life. (Communication)
- start and manage conversations about my life stages with confidence. (Communication)
- understand essential grammatical terms and concepts: Use of reflexive pronouns and future tenses. (Learning to Learn)
- use strategies and techniques for improving my English (e.g., mind maps to organize thoughts). (Learning to Learn)
- understand various aspects of society when discussing indigenous languages
- find sources of information and help (online and in school) to enhance my understanding of English. (Learning to Learn)



Unit 1 My Life Plan

Vocabulary in Context Lesson Aim: I can talk about my future life plans.

Warmer

Divide students into pairs and invite them to say which stage of life they believe is the happiest. Ask them to justify their answers.

Flipped Classroom Check

Invite students to share their lists of important things to do in life (have them rank them in order of importance) and the different stages of our life. Have them share the objects from the video that represent each stage. If the lists were created digitally, project them for students to see and have them discuss the items.

◆1.01 Audioscript pT138 Target Vocabulary

finish school /'fɪn.ɪʃ.skul/ get a job /get.ə.dʒab/ get married /get.'mær.id/ go to college /gov.tə.'kal.ıdz/ graduate /'grædz.u.it/ have children /hæv.'tʃɪl.drən/ leave home /liv.hogm/ retire /rɪˈtaɪər/ take a course /teik.ə.kors/ /teɪk.ən.ɪg'zæm/ take an exam

1 • 1.01 Have students read through the questions and ask them what sort of text they are looking at (a quiz). Ask them if they enjoy quizzes, and which question topics they like to answer. Draw students' attention to the words/phrases in bold and compare them to their list of important things they want to do in life. Then have students match the words and phrases to the images. Invite them to listen to the audio to check their answers.





Unit 1 My Life Plan

Vocabulary in Context Lesson Aim: I can talk about my future life plans.

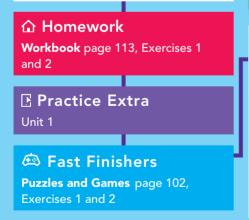
- 2 Invite students to answer the guiz. Have them check their score and ask them whether they agree with the results. Have them justify their answer.
- 3 Ask students to look at the chart and the headings in each column. Have them classify the words and phrases above the chart in the correct columns. Have them add any other words or phrases from their own list of important things to do in life.
- 4 Have a volunteer read through the sentences. Individually, ask students to complete the sentences using the words and phrases from Exercise 3.

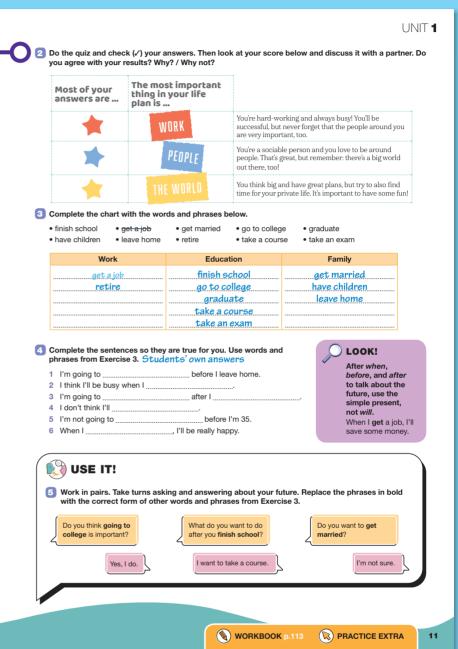
🔎 LOOK!

Draw attention to the Look! box. Ask for a volunteer to read the content of the box. Have students give more examples. Some Brazilian students use the verb in the future tense in a clause with the words when, before, or after: When I will get a job, I will have more money. When I get a job, I will have more money.

USE IT!

Have students read the example questions and replace the phrases in bold with the words and phrases from Exercise 3, or from their own list. Model the activity using the examples given and a volunteer. Monitor their work by walking around the class.





Extension

Ask students to interview an older family member. Have students build a timeline and then write a brief biography of their family member's life up to this moment with all the different stages they have gone through. Encourage students to ask about and take note of the most important facts of each stage. Then, ask them to identify the happiest, saddest, and most complicated stages.



Unit 1 My Life Plan

Reading

Lesson Aim: I can read and understand blog posts about studying English abroad.

Warmer

Write exchange student on the board. Ask students whether they would like to take part in an exchange program. In pairs, have them list the places they would like to visit and the languages they would like to learn in this sort of program.

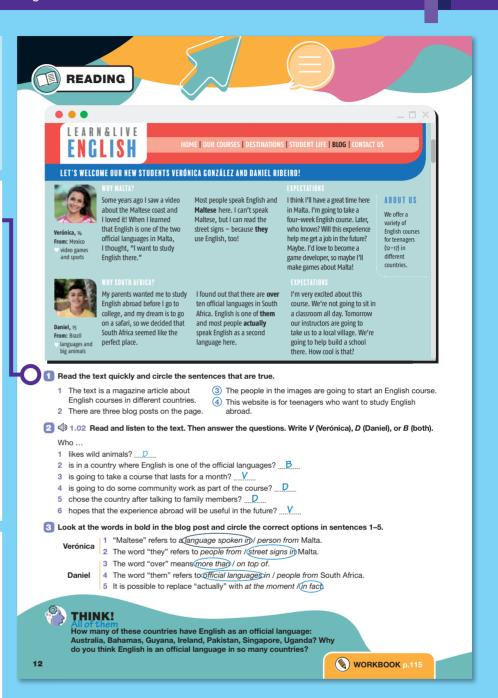
● 1.02 Audioscript pT138

- 1 Draw students' attention to the text and ask them where this kind of text can be found and encourage them to justify their answers. Have a volunteer read through sentences 1–4 to check understanding. Then have students skim the text in order to circle the sentences that are true.
- 2 ◆**)1.02 Give students two minutes to read the text again. Individually, have them read questions 1–6 and identify the corresponding person (or B for both). Have them listen to the audio to check their answers.
- 3 Have students read the sentences individually and circle the correct option. Have them compare their answers in pairs.

THINK!

Have students sit in pairs. Give them one minute to make a list of all the English-speaking countries they can think of. Have them compare their lists. Write the places from the *Think!* box on the board and ask students if these places are on their list. Have them discuss the question in pairs. Encourage students to research on the Internet the reason why English has become a global language.

Workbook page 115, Exercises 1, 2, and 3



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Unit 1 My Life Plan

Language in Context

Lesson Aims: I can understand and use will for predictions, and be going to for intentions.

- If necessary, have students look at the blog posts on page 12 again to help them complete the chart. Encourage them to notice and analyze the differences between will and be going to. Have them read the sentences in the chart and justify the use of each verb. When finished, ask them to work in pairs and give examples that are true for them. Have them write down two sentences each, using both forms.
- 2 Have students work individually and reorder the sentences. Have volunteers read out their answers for correction. Have students then scramble the sentences they wrote in Exercise 1 and hand them to a peer to reorder.



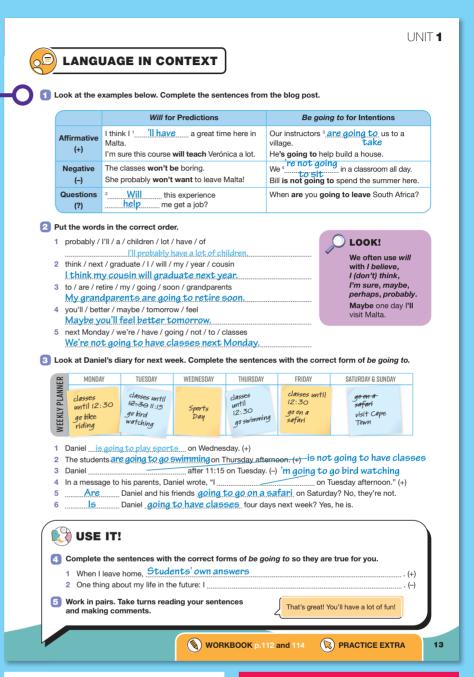
Draw student's attention to the Look! box. Encourage them to build sentences that are true for them using I believe, I (don't) think, I'm sure, maybe, perhaps, probably. Invite them to share their sentences and react to their peers' sentences, using Yes, I agree. No, I don't think so. etc.

Have students read sentences 1-6 and pay attention to the plus and minus signs at the end of sentences 1-4. Have them check Daniel's weekly planner and use be going to to complete the sentences. Have students check their work in pairs.



USE IT!

- Model the activity using an example of your own. Individually, have students complete the sentences. Draw attention to the plus and minus sign at the end of each sentence.
- Put students into pairs and have them read their sentences to each other. Encourage them to react back by making meaningful comments.



Grammar Game

In pairs, have students decide where they want to go to do an exchange program. Have them build an itinerary and make plans using be going to. Have them then write what they think the experiences will be like using will, e.g., We're going to stay in a university dorm. I think it will be fun! Having finished, have two pairs interview each other about their plans

- Where are we going on our exchange program?
- R Let's go to Granada.
- Wow! Where are we going to stay?
- Let's look for a university dorm. I think that will be fun!
- OK ... how long are we going to stay?
- В 6 months?
- I will miss my family.

砧 Homework Workbook page 114, Exercises 1 and 2

Practice Extra Unit 1



Unit 1 My Life Plan

Listening and Vocabulary Lesson Aim: I can talk about study tips to make progress in a course

Warmer

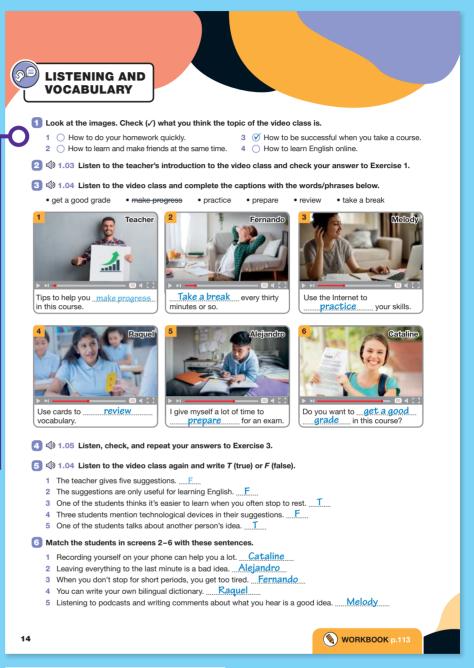
Tell students you are going to take an online Japanese course and you would like them to give you some tips. Tell them you have never taken an online course. In pairs, have them write down one tip for you. Go around the class, asking students for their tips. Write them on the board.

●1.03–1.05 Audioscripts pT138

Target Vocabulary

get a good grade /get.ə.god.greid/
make progress /meik.'prag.rəs/
practice /'præk·tis/
prepare /pri'peər/
review /ri'vju/
take a break /teik.ə.breik/

- 1 Read through the alternatives with the students. Have them look at the images and try to guess what the introduction of the video will be about. Have them check the correct option and justify their answer.
- 2 •)1.03 Play the audio to the class. Have them check their answer to Exercise 1. Play the audio again and have them take note of some key words from the audio. Have them check the words they noted in pairs.
- 3 ◆1.04 Ask for a volunteer to read the words and phrases above the images. Play the audio. Have students complete the captions from memory. Compare the tips they gave you in the Warmer with the tips from the video class. Have them check whether there were any similar ones.
- 4 •)1.05 Play the audio, and have students check their work. Have them repeat the word and phrases. Check for pronunciation and intonation.
- 5 �91.04 Ask for volunteers to read sentences 1–5. Ask students to write *T* (true) or *F* (false) from memory. Play the audio again and have students check their work.



6 Have students look at the screens 2–6 in their books. Ask for a volunteer to read sentences 1–5. Ask them to match the screens with the sentences. In pairs, have them brainstorm other tips that the images could portray and write them down. Have them share their notes.

Workbook page 113, Exercises 3 and 4

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Unit 1 My Life Plan

Language in Context Lesson Aim: I can use reflexive pronouns.

- Write on the board: Who do you see when you look into the mirror? I see Ask students to complete the sentence (myself). Ask students for other words ending in self/ selves. Tell students that when the subject and object of the sentence are the same, we use reflexive pronouns. Give them examples: I cut myself. Have them look at the chart and the words above it. Have them complete the sentences individually. Check answers with the class.
- Have students complete the sentences in their books and then underline the expression that means alone.

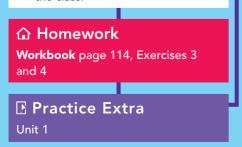


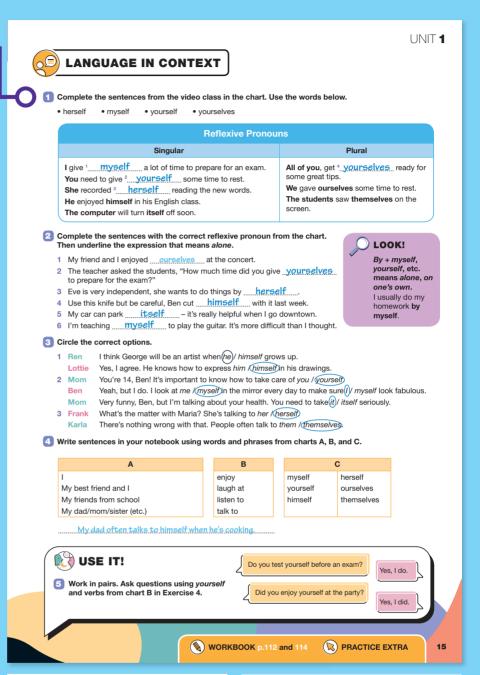
Draw student's attention to the Look! box. Have them read the information and then give you more examples. Some Brazilian students forget to use the preposition by, changing the meaning of the sentence: I do my homework myself. I do my homework by myself.

- In pairs, ask students to read the sentences and identify the subject of each sentence. Then have them circle the correct alternative, justifying their answers.
- Make sure students complete the sentences after the chosen word from the third chart. Have them write the sentences in their notebooks and then share them with the class.

USE IT!

Write the word yourself on the board. Encourage students to ask you questions using the word. Invite them to look at the verbs in chart B from Exercise 4 and use them to ask each other questions. Encourage them to use the present and past tense. Monitor the activity by walking around the class.





Grammar Game

If possible, take this game outside. Divide the class into teams of three students. Hand out a slip of paper to each team and have them write a paragraph using as many reflexive pronouns as possible. Collect the slips of paper. Each member of the team will have a specific role: reader, runner, and writer. Hand out a slip of paper to the readers. Make sure the teams do not get the paragraphs they wrote themselves. The reader must be placed at least 5 meters from the writer The idea is for the reader to read the sentence, in small chunks, to the runner, who must then run to the writer and dictate it. The first team to finish wins. Make sure the paragraphs read by the reader are exactly the same as the paragraph written by the writer.

Extension

Have students rewrite the sentences using reflexive pronouns.

- Mary recorded her video scene alone.
- 2 The problem will resolve on its own.
- Jake plays cards alone.
- We like to make pizza at home without help.
- He flies an airplane on his own.



Unit 1 My Life Plan

Around the World
Lesson Aim: I can understand the importance of cultural identity.



Being Bilingual

Summary

The video is about connecting the world through languages.

In Class

Tell students they are going to watch a video about how nearly half the population of the world is bilingual. Students will see that there are many different dialects and languages around the world even within the same country. Ask students if they have any idea how many languages are spoken in their own country. If they answer one, have them research on the Internet (this will be done during the At Home activity).

Exercise 1

Ask students to watch the video to answer the questions:

1 Which three languages do Tomasz and Veronique's children speak? Check the answer with the class.

Polish, French, and German

2 How many languages are there in Nigeria? Check answers with the class.

Over 500 languages.

Encourage students to watch the video again and give two reasons why they believe people become bilingual.

Exercise 2

Ask students the following questions and elicit answers.

- 1 How do people in tribes in Nigeria communicate if they do not speak the same language? They use English – which is the lingua
- 2 Welsh is a Celtic language that is similar to English.

() True (x) False

3 Complete the sentence: People in Wales were <u>not allowed</u> to use their own language for many years and the number of Welsh speakers <u>fell</u>.

Play the video again in order for students to check their answers. Invite students to make up one question for their peers to answer regarding the video.



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Maori Teenager Becomes Language Influencer

By Lawrence O'Brien

- 1 HASTINGS, NEW ZEALAND You look at Turei Rarere and you see a cheerful teenager like many others. When you talk to him, you understand why he is an influencer. Turei is smart, creative, and motivated.
- 2 "Two years ago, there was a party in my family, and I realized my younger cousins didn't speak Maori," He explains. "And worse - they didn't think that was a problem! I was really surprised. Didn't they understand that Maori is part of our cultural identity?" This question motivated Turei to create an online group for indigenous teenagers to discuss how they felt about their native languages.
- 3 Three years later, Turei's group has hundreds of members. It is not only a group for discussion, but also a place to learn and practice indigenous languages from around the world. "We use English to talk to a large number of people, but we use our native languages to post videos or audio with traditional stories or songs."
- 4 Alexandra Silva, a 15-year old Brazilian from the Terena people, says she feels more connected to her community now. "I grew up speaking Portuguese. Turei's group helped me understand why Terena is important. I can understand my grandparents' stories now."
- 5 Turei is certain about his plans for the future. "My aunt is a Maori teacher in our local school. I'm going to follow in her footsteps. I'm planning to go to college to study linguistics and I'll always support people who want to teach or learn indigenous languages."

KIA ORAI



"Maori is part of our cultural identity," say Turei Rarere.



A Maori graffiti

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At Home

Exercise 3

Ask students to research on the Internet how many languages are spoken in Brazil. Have students bring a list of the different languages. Have them identify on a map of Brazil the different regions and languages spoken. Give them the choice of making a poster or a digital presentation to present to the class.

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Background Information

Indigenous languages are part of our cultural identity. Many youngsters do not see the importance of learning their native language or the language spoken by their grandparents. Creating online group discussions is an amazing way to understand the importance of staying in contact with your family traditions.

● 1.06 Audioscripts pT138

- 1 Invite students to look at the text and the images. Ask them where this kind of text can be found and if they normally read or write this kind of text. Have them read the title of the text. Ask them: What is an influencer? Ask them to give you examples of influencers they know. Read through questions 1 and 2 with students to check understanding. Ask them to read through the text quickly with the questions in mind in order to check the correct alternatives.
- 2 **4**91.06 Ask students to read the article and underline the most important words in each paragraph. Play the audio for them to check their answers for Exercise 1.
- 3 Ask students if they can name any indigenous languages from their country. Encourage students to talk about any different languages they might use in their households. Have a volunteer read sentences a-e. Have them match the sentences to the corresponding paragraphs in the article.

Words in Context

- 4 Ask for a volunteer to read sentences 1-5. Draw student's attention to the words in bold. In pairs, have them look for words with a similar meaning in the article. Encourage them to guess the meaning of the words from the context before checking in a dictionary. They can use an online dictionary, if necessary. Check their work as a class.
- 5 Have students read the sentence endings a-f. Give them a few minutes to reflect upon what they read. Then ask them to match the columns. Check as a class.





THINK!

In pairs, have students discuss why the English language seems to be the most used in international groups. Encourage students to use the thinking routine from Harvard Graduate School of Education, Think, Pair, Share, for this activity. This involves posing a question to students, asking them to take a few minutes of thinking time by themselves, and then turning to a nearby student to share their thoughts.

WEBQUEST

Encourage students to reflect on what happened to some of the indigenous languages around the world. Ask: Why do some disappear? Ask students to guess how many indigenous languages we have now in Brazil. Ask them whether they can name at least five. Have them read the alternatives in their book and check how many they believe were around in the year 1500. Have them search the Internet for the answer.

Unit 1 My Life Plan

Speaking

Lesson Aim: I can express certainty and uncertainty when talking about future courses I want to take.

● 1.07–1.10 Audioscripts pT139

1 **4) 1.07** Put students into pairs and ask them to cover the dialogue and discuss what is happening in the image. Play the audio for students to check their guesses. Have volunteers read the dialogue. Have students identify the course mentioned (robotics). Ask them whether they would like to take this kind of course.

Living English

- 2 Read the expressions 1–3 with students and have them match them to their meanings a–c. Ask them for examples of when they would use them. Have them check in pairs.
- 3 **◆**)1.08 Play the audio as many times as necessary for students to get the correct pronunciation.

Pronunciation

- 4 ◆1.09 Have students pay special attention to the pronunciation of the contraction I'll. Play the audio. Encourage students to practice with other sentences.
- 5 **4)1.09** Play the audio again and tell students to focus on the intonation of the sentence, as well as the pronunciation of the words. Stop the audio after each sentence for students to repeat.
- 6 �1.10 Draw students' attention to the chart and the headings. Play the audio. Stop the audio after each sentence and have students write the corresponding number in the box according to what they hear ('II or will).

Living English

- 7 **4**)1.07. Play the audio for students to listen again. Encourage them to reproduce the dialogue from memory in pairs, without reading. Have them then read the dialogue, exchanging roles.
- 8 Read through the steps with students and model a dialogue. Divide the class into two bigger groups: Students A and Students B. Have Students A come up with ideas to replace the words in blue in Vanessa's lines (have them choose a topic they would like



1 🗘 1.07 Read and listen to Vanessa and Martina. What course are the girls discussing?

Vanessa This is so cool! I think I'll study robotics when I leave school.

Martina Oh really? Is that how you see yourself ten years from now? Making robots?

Vanessa Definitely! I know I'm good at this, and I

Martina
Well, I'm not sure. I don't really know much about robotics, but yeah, maybe I'll go for it, too.

EXPRESSING (ERTAINTY
AND UN(ERTAINTY

LIVING ENGLISH

- 2 Match the expressions (1-3) with their meanings (a-c).
 - 1 definitely b a I
 2 I'm not sure b I
 - a I think it's possible
 - 2 I'm not sure ______ b I'm certain
 3 maybe _____ c I'm uncertain
- 3 (1) 1.08 Listen and repeat the expressions.

PRONUNCIATION

- 4 1.09 Listen and pay attention to the pronunciation of 'll and will.
 - I'll study robotics in college.

 People will use robots at home.
- 5 (1) 1.09 Listen again and repeat.
- 6 () 1.10 Do you hear 'll or will? Listen to six sentences and write 1-6 in the chart.



- 1.07 Listen to the dialogue again. Then practice with a partner.
- 8 Role play a new dialogue. Follow the steps.
 - 1 Change the words in **blue** to write a new dialogue in your notebook.
 - Practice your dialogue with a partner.
 - 3 Present your dialogue to the class.



Record your dialogue and upload it to your class digital portfolio.

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PRACTICE EXTRA

to study in the future: computer, theater, a musical instrument, surfing, art, cooking, biology, etc.) and Students B do the same for Martina's lines. Then, put students into pairs (Students A and B) and have them practice the dialogue. Have them present their dialogues to the class.

Your Digital Portfolio

Give students a date for uploading their work and make sure they all listen to one another's dialogues.

Extension

As a final activity for each of the units throughout this book, invite students to look back at all the grammar and vocabulary they learned. Encourage them to build two mind maps. One related to the grammar points with the word *Grammar* as the center word, and another related to the topics and vocabulary, with the words *Topics and Vocabulary* as the center words. Have them share their work and check back to their mind maps throughout the year.

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