



Teresita Rivera
Maria Carranza

Minding Students' Brain



English
Integrated
Skills I

**TEACHER'S
GUIDE**

Dear Professors,

Since it has been verified that students usually face exhaustion, anxiety, and shyness when starting the process of learning, we offer here this booklet where you will find a set of activities that serve as a guide to activate students' brain when learning. In order to minimize these effects, the Brain-Based Learning (BBL) principles help the student to acquire knowledge more effectively. Thus, the goal of this booklet is to provide instructors with ideas which can be implemented during the lesson to enhance innovation, and most importantly, activate students' brain. These activities are classified into speaking, listening, grammar, reading, and writing tasks. The chapters contain one activity for each skill and sub-skill as well as a warm-up to start the class by enhancing movement and relaxation while reducing anxiety. In total, there are thirty-six activities designed to fulfill the different topics of the course English Integrated Skills I. To implement the activities proposed, the researchers compiled the least implemented and the most important principles for the participants of this study. The topics to be taught are: *School Life around the World, Experiencing Nature, Living to Eat or Eating to Live, In the Community, Home, and Cultures of the World*. In the end, communication will be boosted through the integration of brain, body, and mind (emotions) since learning a foreign language is similar to a puzzle that has a logical and order, but at first, the pieces are set apart. To complete this puzzle, students, guided by the instructor, should discover and work on putting the parts together to obtain a masterpiece. We hope that these activities can fit into your class and you perceive how students enjoy having fun while learning.

Why Design a Booklet that Promotes the Implementation of the Brain-Based Learning Principles in the English Integrated Skills I Course?

This booklet is based on BBL activities. Thus, it will contribute to the learning of a foreign language because learning is a process that involves the integration of mind, body, and brain as a whole, and the Brain-Based Approach promotes such integration. In order to learn a language, students need to be totally submerged in the process. Students' emotions (mind) and physical movement (body) as well as their brain (biological capacity to learn) must be equally important and promoted to achieve students' holistic involvement in learning. Therefore, the design of this booklet aims at integrating all the BBL principles, strengthening the least implemented and emphasizing the ones that are considered the most important ones by the participants of this study. Every chapter of the course will be based on the BBL principles. Every human being has physical, biological, and emotional needs, which make each person unique. Hence, the question is: Why not go back to our basics and integrate our physical, biological, and emotional components as a whole in learning? In search of integration as a natural part of cognition, a booklet based on BBL is presented. The activities proposed in this booklet will simplify the task of activating students' brain. Thus, it will be possible for students to experience the language instead of only being in contact with it. We can compare a foreign language with the sea, and students have had access to that sea, so their feet can touch the water, and that is fine! However, the twelve BBL principles, proposed by Caine and Caine, provide the idea of going some steps further into the sea and experiencing the whole new world that is in the depth. Imagining what is under the water only with the explanation that instructors might provide is different from

getting into it and having the experience of discovering what is beyond their mind, body, and brain. In an attempt to achieve these results, this guideline has been created for teachers to access to a set of activities that go through all the contents from the course syllabus and the twelve Brain-Based principles proposed by Caine and Caine. Also, all activities can be adapted to diverse topics when instructors consider them to be applicable.

Theory to Understand the Brain and the Brain-Based Approach

Brain, Body, and Mind

The brain is the organ that provides the intellectual capacity to learn. Caine and Caine refer to the body as the physiology that allows the person to move and feel. In this booklet, mind refers to spirit, the emotions of the learner. People experience with their mind. However, to achieve learning, these aspects work together to reach the wholeness of the human being.

Understanding the Brain

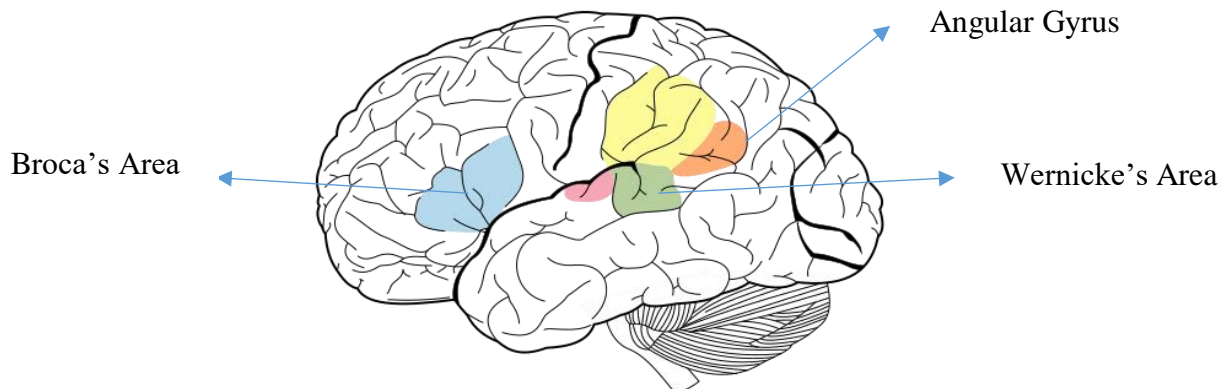
A branch of science called neuroscience studies the brain. According to neuroscience, the brain has some regions and portions that are essential to produce language. First, the brain is divided into two hemispheres, which process different information. Each hemisphere has four parts called lobes: the temporal lobe, the frontal lobe, the occipital lobe, and the parietal lobe. Similarly, the branch of linguistics that deals with the relationship between language and brain is called neurolinguistics. According to neurolinguistics, the temporal lobe receives auditory stimuli, the frontal lobe is related to higher thinking and language production, the occipital lobe is more related to visual input, and the parietal lobe has less relation to language (Bergmann, Hall, & Ross, 2007, p. 356). These regions of the brain related to language are covered by a cortex, which has portions that also play an active role in language use.

The first portion that affects language is the visual cortex, located in the occipital lobe of each hemisphere, and it is in charge of receiving, interpreting, and storing images.

To stimulate this part of the brain, visual material can be presented to improve memory.

The second one is the auditory cortex, located in the temporal lobe, and it is responsible for receiving, identifying, and interpreting auditory signals. A third portion is the motor cortex, placed in the frontal lobe, and it is responsible for sending signals to the muscles, including the muscles for speaking.

The most significant language centers or portions in the cortex are Broca's area, Wernicke's area, and the angular gyrus. Broca's area organizes the articulatory patterns of language and directs the motor cortex when a person wants to speak. This area also controls the use of inflectional morphemes. Wernicke's area is associated with the understanding of words, sentences, and the choice of the accurate words to be used for certain contexts. The angular gyrus transforms visual stimuli into auditory stimuli and vice versa to match spoken and visual stimuli (objects and written material). In sum, Broca's area is essential to produce language (pronunciation), Wernicke's area is necessary to understand it (lexicon and meaning), and the angular gyrus is crucial for reading and writing (Bergmann, Hall, & Ross, 2007, pp. 357-358). Such portions of the brain are activated not only when a person is using his/her native language but also when learning a foreign language.



Language Areas of the Brain. De Lazaro (2012). SciNews.

Brain-Based Learning

Brain-Based Learning is an approach that allows teachers to know *how* the brain functions to learn efficaciously. After learning about the twelve Brain-Based Learning Principles, instructors are able to choose the most suitable strategies to teach their students. Haghghi (2012) emphasized that the novelty that characterizes the BBL is that by identifying how the brain works, it is possible to find strategies to promote learning at the maximum level (p. 509). Teachers do not need to be neuroscientists to understand and stimulate the brain: they only need to implement the BBL principles appropriately. Brain-Based instruction provides conditions to improve the learning process in students through brain activation. Brain-Based Learning is an approach that encloses the stimulation of the brain, body, and spirit as a whole. This approach urges teachers to be aware of such elements and embrace their connection.

In addition, body, brain, and mind complement each other. The body receives physical stimuli while the brain is in charge of interpreting sensations experienced in the body. Actually, the brain processes sensations and “give[s] meaning to the stimuli in the mind” (Samur, Tech, and Duman, 2011, p. 259). The physical senses are in charge of complementing what happens in the brain since this organ “only perceives the stimuli to which we give attention” (p. 259). Hence, the body boosts learning and complements the brain since both are necessary to learn. The sensations occurred in the body are perceived by the brain as commands in order for it to react. Thus, if the body is involved while learning, the brain will be activated and react as well. This reaction will result in memories, making it possible to remember new information received through physical perceptions. The mind refers to the emotions that students might feel while learning. Thus, the body and

brain are not the only factors that must be taken into account; emotions play an active role in deciding what to pay attention to when learners receive stimuli. Students' feelings determine how effective the reception of new information is. As considered by Caine and Caine (2000), "when body, brain and mind are conceived of as [a] dynamic unity, then it becomes possible to identify core general aspects of how this system learns: we call them system principles of natural learning or the twelve Brain Natural Learning Principles" (p. 1). The twelve Brain-Based Learning principles that the researchers Geoffrey Caine and Renate Caine proposed are to facilitate the task of teaching English as a foreign language.

Brain-Based Learning Principles

Brain-Based principles are Caine and Caine's approach. It emphasizes that it is necessary to perceive the brain, mind, and body as a unit. This unit is developed through the twelve Brain-Based principles, which state that there must be a balance among brain, body, and mind since learning is achieved through their connection. The twelve principles explain the following:

Principle 1. All Learning Engages the Physiology: If there is movement and all the senses are involved, students will be alert and ready to receive and process new knowledge.

Principle 2. The Mind Is Social: Interaction makes learning more engaging and promotes communication.

Principle 3. The Search for Meaning Is Innate: It is easier to internalize learning if it makes sense and has a purpose. It is natural to understand what makes sense.

Principle 4. The Search for Meaning Occurs through Patterning: There is a need for the human being to classify elements, which means that patterns are part of our daily life, and the language is not an exception.

Principle 5. Emotions Are Critical to Patterning: Emotions affect the brain positively or negatively, and thus its capacity to retain information and its performance.

Principle 6. The Brain Processes Parts and Wholes Simultaneously: The brain has the capacity to process components of a whole. Conversely, the brain can also process contexts or wholes made up by parts.

Principle 7. Learning Involves Both Focused Attention and Peripheral Perception: Learning purposively as well as receiving information implicitly from a context, both are resources of information and knowledge.

Principle 8. Learning Is Both Conscious and Unconscious: It is necessary to understand *what* you are learning, but it is even better to understand *how* you learn it in order to create strategies that allow you to master new knowledge.

Principle 9. There Are at Least Two Approaches to Memory: Memorizing and understanding are not opposites, but complementary parts of learning.

Principle 10. Learning Is Developmental: Learning is a process, and it is more effective if strategies to connect previous knowledge and new knowledge are developed

.Principle 11. Complex Learning Is Enhanced by Challenge and Inhibited by Threat

Associated with Helplessness and/or Fatigue: Students learn better if they are in a relaxing environment and feel calm and challenged at the same time. However, if they do not feel comfortable, or if they are tired, the effect will be negative.

Principle 12. Each Brain Is Uniquely Organized: Everyone is different. The same happens with our cognitive abilities. If individual capacities are taken into account, students will be able to learn better.

The 12 BBL Principles	Activity	Chapter	Skill
1) All Learning Engages the Physiology	Yes/ No Race	1. School Life around the World	Grammar
	Reading Puzzle	2. Experiencing Nature	Reading
	Grab the Word	4. In the Community	Listening
	Run and Write	5. Home	Writing
	Hit the Word	6. Cultures of the World	Listening
2) The Mind Is Social	Speaking Train	2. Experiencing Nature	Speaking
	Tell Me What You Read	5. Home	Reading
3) The Search for Meaning Is Innate	Publish your Story!	1. School Life around the World	Writing
	QR Code Treasure Hunt	2. Experiencing Nature	Grammar
	Food Sell	3. Living to Eat or Eating to Live	Speaking
	The World Café	4. In the Community	Reading
4) The Search for Meaning Occurs through Patterning	Sound Village	5. Home	Listening
	Sentence Scramble	6. Cultures of the World	Grammar
5) Emotions Are Critical to Patterning	Peer Motivation	1. School Life around the World	Speaking
	Reading Inspiration	6. Cultures of the World	Reading

The 12 BBL Principles	Activity	Chapter	Skill
6) The Brain Processes Parts and Wholes Simultaneously	Reading Flashcards	1. School Life around the World	Reading
	Describing a Picture	2. Experiencing Nature	Writing
	Jigsaw Grammar	3. Living to Eat or Eating to Live	Grammar
	Video Project	4. In the Community	Speaking
	Fairy Tales/Stories Completion	5. Home	Grammar
7) Learning Involves Both Focused Attention and Peripheral Perception	Tell me What You Remember	4. In the Community	Grammar
	Interactive Poster	6. Cultures of the World	Speaking
	Art Gallery	6. Cultures of the World	Writing
8) Learning Is Both Conscious and Unconscious	Video Nature	2. Experiencing Nature	Listening
9) There Are at Least Two Approaches to Memory	Write a Song!	3. Living to Eat or Eating to Live	Writing
	Shopping List	4. Home	Speaking
10) Learning Is Developmental	Activity: Yes, I can!	1. School Life around the World	Listening

The 12 BBL Principles	Activity	Chapter	Skill
11) Complex Learning Is Enhanced by Challenge and Inhibited by Threat Associated with Helplessness and/or Fatigue	WARM UPS		
12) Each Brain Is Uniquely Organized	Television Commercials	3. Living to Eat or Eating to Live	Listening
	Adaptable Board Game	3. Living to Eat or Eating to Live	Reading
	Create a Pictured Poem	4. In the Community	Writing

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CHAPTER 1

Warm-Up: Guess the Word

The group is divided into two teams. There is one person from the first team standing in front of his/ her classmates. This person should guess the word that the teacher is going to project, but he/she can't see the word. His/her classmates describe it. Then, the second team participates in the game. The winner is the team that has more correct answers at the end of the game. The words are related to school (scissors-desk-teacher-students-math-geography-eraser-school languages-college-book-notebook-computer-colored pencils-whiteboard markers-games).

1

Activity: Yes, I can!

Skill: Listening

Principle: 10

Objective: To enhance learning of new structures by using the lyrics of a song.

Instructions: The teacher gives students a copy of the song “Yes, I Can!” First, they notice the structures and the meaning of unknown words. They mimic the actions in the lyrics. Students listen to the music and try to sing the song along with the teacher. Then, learners dance and make gestures according to the lyrics. Students add more verbs to the song for the rest of the students to answer. The background music suggested for this activity is: “All about that Bass” by Meghan Trainor (retrieved from Sing King Karaoke). The class can be divided into two groups: one asks the questions and the other answers them. Then, they change roles.



Key gestures:

Sing
Fly
Jump
Whistle
Clap

Run
Sleep
Swim
Climb
Thumbs down
Thumbs up

CHAPTER 1

Yes, I Can!**Lyrics and Actions**

♪ Tell me, can you **fly**? Can you **fly**?
No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **clap**? Can you **clap**?
Yes, I can. [*Nod your head "yes." Thumbs up!*]

Tell me, can you **jump**? Can you **jump**?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **sing**? Can you **sing**?
 Yes, I can. [*Nod your head "yes." Thumbs up!*]

Tell me, can you **swim**? Can you **swim**?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **sleep**? Can you **sleep**?
 Yes, I can. [*Nod your head "yes." Thumbs up!*]

Tell me, can you **climb**? Can you **climb**?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **run**? Can you **run**?
 Yes, I can. [*Nod your head "yes." Thumbs up!*]

Tell me, can you **whistle**? Can you **whistle**?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **dance**? Can you **dance**?
 Yes, I can. [*Nod your head "yes." Thumbs up!*] ♪

Add more actions to the song:

Tell me, can you _____? Can you _____?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you _____? Can you _____?
 Yes, I can. [*Nod your head "yes." Thumbs up!*] ♪

Yes, I Can!**Lyrics and Actions**

♪ Tell me, can you **fly**? Can you **fly**?
No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **clap**? Can you **clap**?
Yes, I can. [*Nod your head "yes." Thumbs up!*]

Tell me, can you **jump**? Can you **jump**?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **sing**? Can you **sing**?
 Yes, I can. [*Nod your head "yes." Thumbs up!*]

Tell me, can you **swim**? Can you **swim**?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **sleep**? Can you **sleep**?
 Yes, I can. [*Nod your head "yes." Thumbs up!*]

Tell me, can you **climb**? Can you **climb**?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **run**? Can you **run**?
 Yes, I can. [*Nod your head "yes." Thumbs up!*]

Tell me, can you **whistle**? Can you **whistle**?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you **dance**? Can you **dance**?
 Yes, I can. [*Nod your head "yes." Thumbs up!*] ♪

Add more actions to the song:

Tell me, can you _____? Can you _____?
 No, I can't. [*Shake your head "no." Thumbs down.*]
 Tell me, can you _____? Can you _____?
 Yes, I can. [*Nod your head "yes." Thumbs up!*] ♪

CHAPTER 1

2

Activity: Peer Motivation**Skill:** Speaking**Principle 5****Objective:** To motivate peers as a means to keep the learning environment relaxing and optimal.**Instructions:** Students watch and listen to a motivational video and take notes. Then, each of them is provided with a sheet of paper that contains the name of a classmate. They say some motivational words to the person whose name is written on the paper.**Suggested Videos:**

- ✓ Just Some People Who Changed the World:
(<https://www.youtube.com/watch?v=1OE63case-Q>)
- ✓ Something More, Nick Vujicic:
(https://www.youtube.com/watch?v=GrV_ZvwZRvw)
- ✓ World Best Motivational Videos for Students:
(<https://www.youtube.com/watch?v=Tjnq5StX68g>)
- ✓ Life Vest Inside, Kindness Boomerang:
(<https://www.youtube.com/watch?v=nwAYpLVyeFU>)



Activity: Reading Flashcards

Skill: Reading

Principle: 6

Objective: To assemble a fragmented story by discovering its meaning.

Instructions: The teacher takes a story, which is divided into the number of the students in the class. Thus, on one side of the flashcard the whole story is glued (we will call this side 1), and on the other side, the fragment of the story that the student will read (side 2). Each student is given a flashcard, and the flashcard has a number. Students read aloud the fragment of the story glued on side 2 according to the number written on their card.

Note: In groups, and using the suggested reading, students create an experiment (which contains teachings about values that might motivate a person to be better) and present it to the class.



Side 1	Side 2
<i>Complete Story</i>	<i>Story Fragment</i> <i>(to be read by student #___)</i>

Suggested reading:

The Experiments of Miss Ellis: Adapted from

<https://freestoriesforkids.com/children/stories-and-tales/experiments-miss-ellis>

The Experiments of Miss Ellis

- 1 That weekend Miss Ellis handed out another of her famous experiment assignments. Her pupils loved that form of teaching in which they themselves had to think up experiments that would aid in understanding. Many had to do with science, chemistry, but others - the most famous experiments - had to do with people and their behavior. And on that occasion,
- 2
- 3 the subject was really difficult: freedom. How can one conduct an experiment on freedom? What could you show about freedom through experiments?
- 4 On their way home, the students discussed these and other similar questions. However, they had already done a good job on other experiments, and this time was no exception. On Monday, the students returned with their ideas for an experiment, and they explained them one by one. All the ideas were very interesting but, to cut a long story short, Miss Ellis has asked me to tell you only about Amanda, Charlie, and Andrea's experiments - which she liked the most.
- 5
- 6

Note: The first part of the story is divided into different colors as an example on how you can divide it for the activity.

The Experiments of Miss Ellis

That weekend Miss Ellis handed out another of her famous experiment assignments. Her pupils loved that form of teaching in which they themselves had to think up experiments that would aid in understanding. Many had to do with science, chemistry, but others - the most famous experiments - had to do with people and their behavior. And on that occasion, the subject was really difficult: freedom. How can one conduct an experiment on freedom? What could you show about freedom through experiments?

On their way home, the students discussed these and other similar questions. However, they had already done a good job on other experiments, and this time was no exception. On Monday, the students returned with their ideas for an experiment, and they explained them one by one. All the ideas were very interesting but, to cut a long story short, Miss Ellis has asked me to tell you only about Amanda, Charlie, and Andrea's experiments - which she liked the most.

Amanda took out five different colored boxes and gave them to the teacher to choose one. Miss Ellis gratefully took the pink box and smiled. Then, Amanda took out five yellow boxes and asked Charlie to choose one. Charlie, annoyed, carelessly chose one. Miss Ellis, amused, asked Amanda what the experiment was called.

"I've called it 'Choices'." For freedom to exist you have to choose between different options. That's why Charlie was a bit annoyed because when the boxes are all the same color, you are not really allowed to choose. But Miss Ellis has been pleased because she got to choose the box she liked the most."

Charlie had prepared another kind of experiment, a more lively one. He chose two class members. Lucas was a bright but indecisive boy, and Paul was one of the worst students. Charlie made them go up to join Miss Ellis at the blackboard. Then, he divided the class into three groups.

To the first group he said: "I'm going to ask you a difficult question. You can choose one of the three people at the blackboard to help you answer it. Whoever gets the answer right will win a big bag of sweets." Everyone in the first group chose the teacher.

Then, Charlie said to the second group: "You will be asked the same question, but before we start, you should know that I have given Paul a piece of paper with the question and its answer written on it." Amid the sound of complaints from the first group, the second group all chose Paul.

Then, Charlie spoke to the last group: "It's your turn. What I told the second group was a lie. I gave the paper to Lucas." Amid booing and a few laughs, Paul showed that his hands were empty, and Lucas showed everyone that he did indeed have a piece of paper with the question and answer on it. And Lucas was the only one who managed to answer the difficult question correctly.

While the winners were sharing the sweets out to everyone, Charlie explained: "This experiment is called 'No Freedom Without Truth'." It shows that you can only choose freely if you know the whole truth of the situation. Groups one and two were free to choose whom they wanted, but as they didn't know the full truth of the set-up, they were not really choosing freely. If they had known, then they would have chosen differently.

Andrea's experiment was very different. She had come to class with Laylow, her hamster, and some pieces of cheese and bread, to prepare a few different tests. In the first she covered a piece of cheese with a glass. And at its side she placed a piece of bread, without covering it. When she set Laylow free, the hamster went straight for the cheese, banging his nose against the glass. Laylow tried to get to the cheese for a good old while, but having no success, he settled for the bread.

Andrea carried on with some similar experiments, a little cruel, but amusing, in which poor Laylow could never get to the cheese and had to choose the bread. Finally, Andrea put a lump of cheese and a lump of bread on the table, both uncovered. This time, Laylow, bored, went straight over and ate the bread.

Everyone enjoyed the experiment, and while Miss Ellis rewarded Laylow with the cheese, Andrea explained: "The experiment is called 'Limits.' It shows that, whether we know it or not, our freedom always has limits, and that these limits are not always outside ourselves. They can be inside us too, as with Laylow, who thought he would never be able to get the cheese.

CHAPTER I

4

Activity: Publish your Story!

Skill: Writing

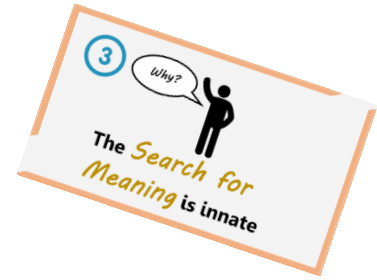
Principle: 3

Objective: To communicate about one's personal life experiences through digital platforms.

Instructions: Students first create an account in a digital platform, for example, *Storybird*.

There, they write about their first day at college and describe their school life. Students practice vocabulary and create a storybook at the same time. These storybooks will be available for the teacher to check.

Storybird Platform: <https://storybird.com/>



5

Activity: Yes/ No Race

Sub-Skill: Grammar

Principle: 1

Objective: To categorize words according to their pronunciation and compare their spelling patterns.

Instructions: The entire class stands in the middle of the room. The tables should be placed towards the sides to have enough space so that nothing blocks the way. The front of the class represents the answer "yes," while the back of the class is "no." When the teacher asks a yes/no question using the structure studied, students run to the front or the back, depending on their answers; thus, if their answer is "yes" they run to the front, but if their answer is "no" they run to the back. The last student to arrive continues asking yes/no questions, and so on. The teacher may ask the learners the reason "why" they chose "yes" or "no" after they have provided their answers. For example:

T: Do you drink coffee?

S: No, I don't.

T: Why?

S: Because I don't like its smell.



Questions (Simple Present)

1. Do you drink coffee every day?
2. Do you go to school by bus?
3. Do you have pets?
4. Do you work?
5. Do you like horror movies?
6. Do you like drama movies?
7. Is it healthy to eat fruits and vegetables?
8. Can you drive a car?
9. Do you play any sports?
10. Can you play an instrument?
11. Do you swim?
12. Do you dance?
13. Do you have sisters?
14. Do you know a famous person?
15. Do you get up before 7 o'clock?
16. Is there a café at your study place?
17. Do you speak English every day?
18. Do you watch TV at night?
19. Do you go to the cinema on weekends?
20. Do you like soap operas?
21. Is your teacher tall?
22. Are you a woman?
23. Is there an advisor at your study place?
24. Do you walk to school?
25. Do you usually feel hungry?
26. Do you usually get eight hours of sleep?
27. Is your English class in the afternoon?
28. Is your hair brown?
29. Do you have a dictionary?
30. Are you good at using computers?

Experiencing Nature



WARM-UP

What's my animal?

LISTENING

Video Nature

SPEAKING

Speaking Train

READING

Reading PUZZLE

WRITING

DESCRIBING A PICTURE

GRAMMAR

QR Code Treasure Hunt



CHAPTER 2

Warm-Up: What's my Animal?

The teacher provides each student with a sheet of paper. Students write their names on the sheet of paper that they have. Next, they fold it and pass it to the right side. The person who obtains a sheet of paper with the name of a classmate assigns him/her an animal. They pass the piece of paper again. This is done more times, until everyone has assigned an animal to his/her classmate. Then, when students get the original piece of paper with their names back, they count how many times they were assigned the same animal. The teacher reads some information or asks students to look for the meaning of the animals they were assigned the most.

Link to find meanings of animals: (<http://www.whats-your-sign.com/animal-totems.html>)

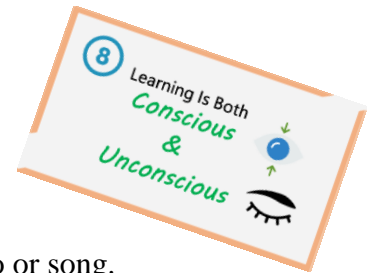
**Activity: Video Nature**

Skill: Listening

Principle: 8

Objective: To express ideas orally by retelling the content of a video or song.

Instructions: The teacher chooses a video related to nature, which can boost students' interest. The video can be taken from a TV series or a movie trailer that students enjoy; for example, *Castle*, *Friends*, and *How I Met your Mother*. It is recommended to conduct a survey during the first days of the course to know students' likes and dislikes. The video can be played at the beginning of the class to introduce the topic or to promote speaking and pair interaction. Students watch the video and in pairs they try to retell what the video is about. They may also create a different ending for the video. For this unit, scenes of the movie "Avatar" will be used as a means to better understand how important nature is.



Avatar

➤ **Before watching the video, discuss the next questions in pairs:**

1. How worried are you about the environment?
2. What are the biggest problems concerning the environment in your country?
3. What do you do to help the environment?



➤ **Watch the first scene and answer/comment:**

4. Describe the scene.
5. How do you compare the characters' beliefs with humans'?
6. How possible is it to live on Earth like the Na'Vis do in Pandora?



➤ **Watch the second scene and answer:**

7. Are the characters of the movie taking any of the aspects of sustainability into consideration? Justify your answer.
8. What would the government have to do to take advantage of Pandora's resources, following the principles of sustainability?



Avatar Scenes can be watched on:

<http://warmupsfollowups.blogspot.com/2010/05/avatar-environment.html>

CHAPTER 2

2

Activity: Speaking Train



Skill: Speaking

Principle: 2

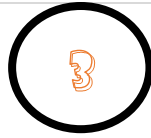
Objective: To discuss topics related to nature by expressing opinions to others.

Instructions: Students stand in two lines; each student should face a classmate. They use the questions that the teacher gave them previously in an envelope (wagon) for a minute. Then, they move one space, so that they have the chance to talk to different people.

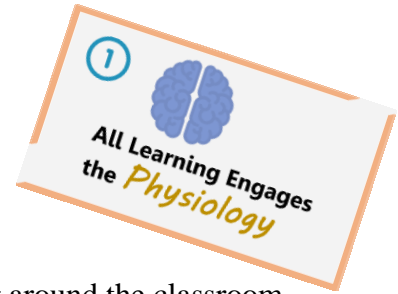
Questions:

- Think about some ways to preserve nature and reduce pollution?
- What do you do in order to help the planet?
- Do you enjoy when you go camping?
- What do you prefer, plants or animals? Why?
- What would the trees say to humans if they could speak?
- What things come to your mind when you hear the word "nature"?
- Why do people live in cities where there is almost no nature?
- What is nature?
- What would life be like without nature?
- What are some things that may harm nature?
- How can we add more nature to cities?
- Where is the best place in your country to see or experience nature?
- How much nature is there where you live?
- How important is nature to you? Why?
- What kind of natural landscape do you prefer (mountains, oceans, deserts, beaches, space, or forests)? Why do you think so?
- In 100 years from now, how different do you think nature will be?

Adapted from <http://www.esldiscussions.com/n/nature.html>



Activity: Reading Puzzle



Skill: Reading

Principle: 1

Objective: To connect related vocabulary about nature by moving around the classroom.

Instructions: The class is divided into groups. Each group is given a different story. They put their story together by looking for the different parts of the puzzle around their classroom. When they have finished putting the pieces together, they read the story in groups.

Group # 1: The Grey Fountain

Once upon a time, a boy was walking through a wood, and he thought he could hear a sad cry, as though someone was crying while singing. Following the sound, he came to a big, round, mysterious, grey fountain. The sad sobbing seemed to be coming from the fountain pool. The boy swept aside the pool's dirty surface water and saw a group of grey fish swimming in a slow circle through the pond. With each lap they made, their little voices opened and out came the sobbing sound.

Amused by this, the boy tried to catch one of these incredible talking fish. But when he stuck his arm into the water, it turned grey right up to the elbow. As this happened, a huge sadness entered into him, and he suddenly understood how sorrowful the fish was feeling. He felt just like the earth on his arm; dirty and contaminated.

He quickly pulled his arm out of the water and ran from that place. But the arm stayed grey, and the boy continued feeling sad. He tried so many times to cheer himself up, but nothing worked. That was until he realized that if he were to make the Earth happy, then that happiness would be, in turn, transmitted back to him, through the earth on his arm.

From then on, he set about looking after the countryside. He cared for the plants, he did what he could to keep the water from being polluted, and he encouraged others to do the same. He was so successful that his hand started to recover its normal color. When the grey had disappeared completely, he started feeling happy again, and decided to go and visit the fountain. When he was still some way from the fountain, he could hear the fish singing happy hymns, and he heard them joyfully splashing in the crystal-clear waters of that magic fountain.

It was plain to see that the Earth had returned to its original happiness; and the boy felt even happier at the sight.

Adapted from: <https://freestoriesforkids.com/children/stories-and-tales/grey-fountain>

Group # 2: The Seeds

Once upon a time there were four seeds who were good friends of each other. Taken up by the wind they finally landed in a jungle clearing. There they remained, hidden on the ground, hoping they would be able to grow up and become beautiful trees. But when the first seed began germinating, they realized it wouldn't be such an easy task. In that clearing there lived a group of monkeys, and the smallest monkeys would amuse themselves by throwing bananas at any plant they noticed was starting to grow. Using this game, the monkeys learnt how to throw bananas, and they also kept the clearing free of vegetation.

They threw so many bananas at that first seed that it was almost split into two. And when it told the other seeds what happened, they all agreed it would be better to wait for that group of monkeys to move on, before they attempted to grow.

Well, they all thought that, apart from one, who thought she should at least attempt it. And when she tried, she was pelted with bananas, and was left folded over in two. The other seeds got together and asked her to stop trying, but that little seed was completely determined to become a tree, and time and again she would try and try. On each new occasion, the little monkeys had slightly improved their aim, and so the little seed ended up doubled over yet again.

But the seed didn't give up. Every time they pelted her with bananas, she tried even harder, despite her friends begging her to stop, and telling her to wait until the monkeys left. And so, for days, weeks and months the little plant was attacked by the monkeys, and she always ended stooped and doubled over. For a few days, she would manage to avoid the bananas, but then the next day some monkey would hit her, and it would all start over again.

And then, one day, she didn't double over. She was hit by a banana, and then another, but none of them managed to make her stoop. She had taken so many blows, and been doubled over so many times, that she was full of hard knots and scars that helped her to grow more strongly than the other seeds. So, her slim

trunk got thicker and more resistant, until it could withstand the impact of a banana. And she was already so well developed that nor could the little monkeys uproot her from the ground. And there she stayed, growing, growing, and growing.

Thanks to the extraordinary strength of her trunk she could continue overcoming all difficulties, until she became the most majestic tree in the jungle. Meanwhile, her friends remained hidden in the ground, and they continued as ever, hoping that those horrible monkeys would abandon the clearing, never realizing that those very same monkeys were the only ones capable of strengthening the seeds' trunks by their method of throwing bananas, something that would prepare the seeds for all the problems they would confront during their growth.

Adapted from <https://freestoriesforkids.com/children/stories-and-tales/seeds>

Group # 3: An Octopus in Trouble

Once upon a time there was a shy and quiet octopus. He nearly always went about on his own because, although he wanted to have lots of friends, he was too self-conscious.

One day, the octopus was trying to catch a very slippery oyster. Before he knew it, he had tied himself into one massive knot, and he couldn't move. He tried with all his strength to wriggle free, but it was no good. In the end, despite the great embarrassment he felt at being seen in such a tangle, he had to ask for help from the passing fish. Many fish swam past, ignoring him, but one very kind little fish offered to help to untie all those tentacles from all those suckers.

The octopus felt heartily relieved when he was finally set free, but he was so shy that he didn't dare talk to the fish and make friends with him. He simply thanked the fish and quickly swam off. Later, the octopus spent the whole night thinking that he had wasted a fantastic opportunity to make friends with that very kind little fish.

A couple of days later, the octopus was resting between some rocks, when he noticed that everyone around was hurriedly swimming past. He looked into the distance and saw an enormous fish coming over to feed in that area. The octopus quickly hid; then, peeping an eye out from his hiding place, he saw that the huge fish was chasing the kind little fish who had untied him. That little fish really needed urgent help, but the big fish was so dangerous-looking that no one dared to go near. The octopus, remembering how the little fish had helped him, felt that he had to do whatever he could to come to his aid.

Without hesitating, the octopus shot out from the rocks, like a ray. He put himself right in the path of the giant fish, and before the fish could do anything about it, the octopus had shot out the biggest jet of ink of his life. He grabbed the little fish and swam off back to hide in the rocks. Everything happened so fast that the big fish had no time to react. However, he soon recovered from the surprise. Off he went to

the rocks, looking for the octopus and the little fish. Now he really wanted to gobble them down!

Soon, though, he began feeling a terrible itch; first in his gills, and then in his fins, and then all over his body. It turned out that this giant fish had a very artistic nature, he adored colors; and the octopus's dark ink had given him a terrible allergy!!

So the big fish swam away, irritated all over.

As soon as he was gone, all the fish who had been hiding came and congratulated the octopus for being so brave. Then, the little fish told them all how he had helped the octopus a few days earlier, but he had never known anyone be so grateful that they would end up doing something so dangerous. Hearing this, the other fish discovered how nice the shy octopus was, and everyone around was keen to be the friend of such a brave and honorable octopus.

Adapted from <https://freestoriesforkids.com/children/stories-and-tales/octopus-trouble>

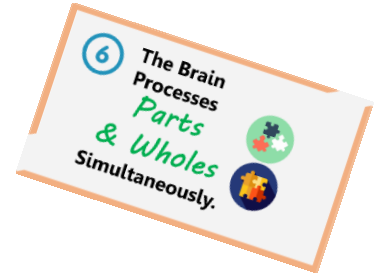
Suggested webpages to find more readings:

- <http://www.shortstories.net/for-kids/nature-stories/>
- <https://freestoriesforkids.com/>

4

Activity: Describing a Picture**Skill:** Writing**Principle:** 6**Objective:** To describe a picture by using appropriate language.

Instructions: Students bring a picture related to nature to the class. All the pictures are placed in a box, and then each student takes a picture randomly (no one may have the same picture that he or she brought). They are asked to write a description of the picture. Then, all the descriptions are placed in the box, and each student takes a piece of paper containing a random description, just like it was done with the pictures before. All the pictures are stuck on a wall, and students match the description with the corresponding pictures.



5

Activity: QR Code Treasure Hunt**Sub-Skill:** Grammar**Principle 3****Objective:** To enhance learners' interest towards interactive grammar exercises by using mobile phones.

Instructions: Before the class, the teacher prepares a set of questions and their correct answers. Then, the teacher introduces the questions into the web page <http://www.classtools.net/QR/>. Every question will have a different QR code. The teacher prepares the QR codes and prints them. In the previous session, students are asked to download a QR scanner. During the class, students are divided into teams. The teacher introduces a QR code on her/his board to explain that the activity will consist of scanning several codes around the university. Each team scans it into their device and starts hunting for the remaining QR codes. They go outside the class and write answers in their notebooks. Every participant of the group must write the answer in their notebook. The winner is the first team to return with the most correct answers in the time available. Teachers can use this technique for any topic. For instance, grammar structures can be studied by using scrambled words for students to organize the structure.

(Password for this quiz: *grammarnature*)

Questions for the game: (Grammar for this unit: present continuous tense, there is and there are, whose, modals: can, will, may, and might.)

- What is the structure of the present continuous tense? Write three sentences using she/you/I.
- Describe what the people in the picture are doing (the picture is attached to the back of the paper). (pic 1)
- Describe what you see in the map using there is or there are. (pic 2)
- Choose five objects around the classroom and write five questions using “whose.”
- Correct the mistakes that you see in the statements behind the card that contains this code. (text 1)
- Write six things that you CAN do and ask your partners if they CAN do it too.
- Write your (possible) plans for next weekend using *will*, *may*, or *might*.

Error correction practice retrieved from <https://www.thoughtco.com/find-the-mistake-present-simple-or-present-continuous-1209896>

1. Question QR Code



2. Question QR Code



3. Question QR Code



4. Question QR Code



5. Question QR Code



6. Question QR Code

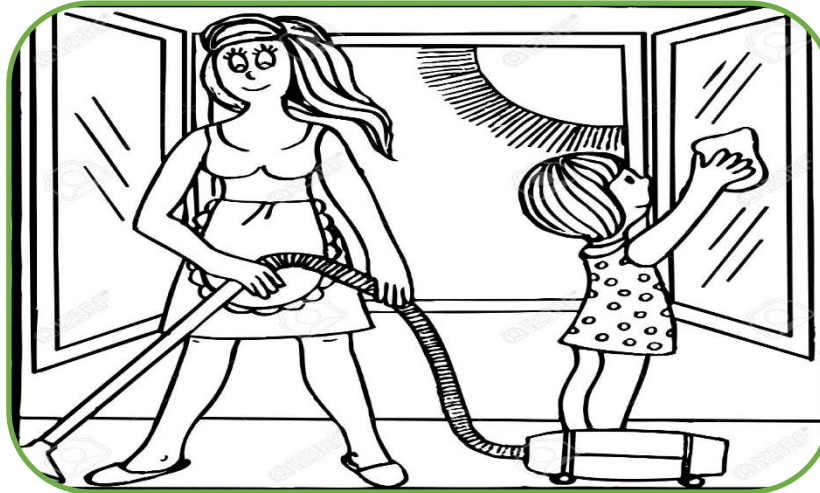


7. Question QR Code

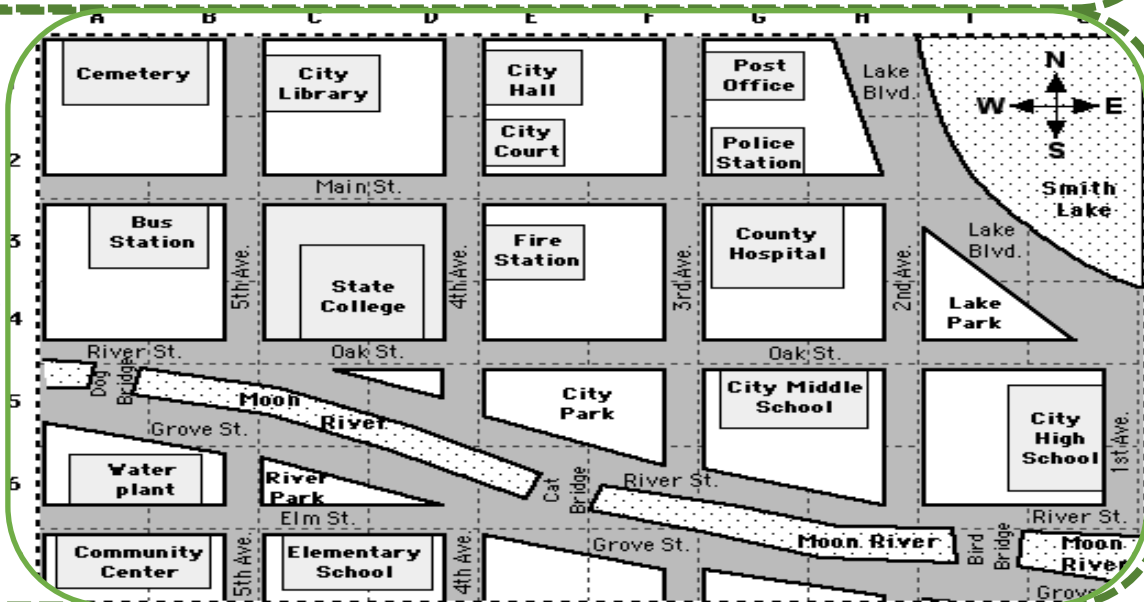


GREEN TEAM

Picture # 1



Picture # 2

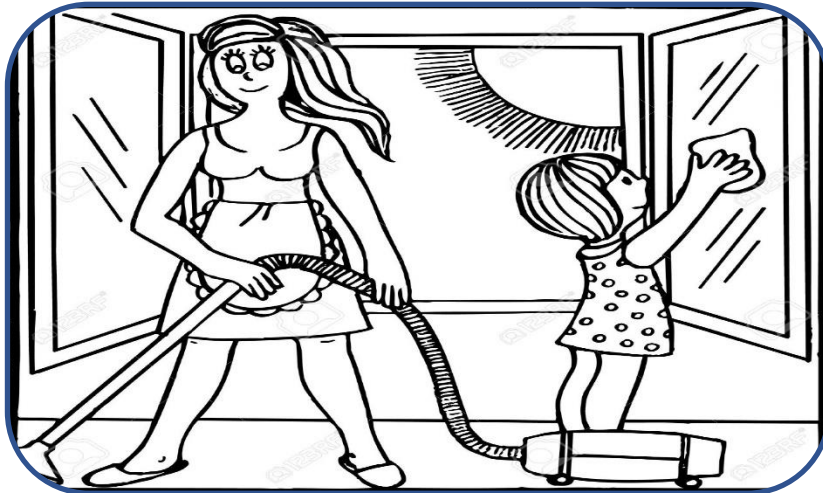


Text #1 Error correction

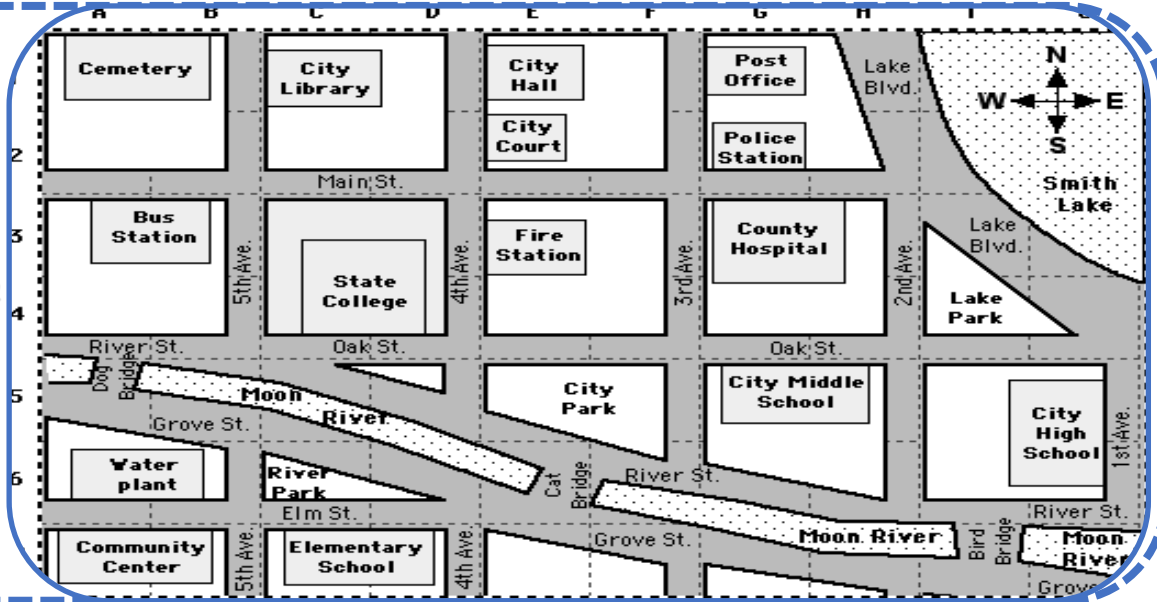
1. Tom works at the moment. Can I take a message?
2. I am often playing tennis on Saturdays.
3. We're working on the Smith account this week. We usually take three weeks to complete a project.
4. We rarely go out for dinner, but this week we go out on Saturday.
5. He is believing every word she says.
6. Angela gets up at 7 o'clock and is having breakfast every day.
7. Peter is asking a lot of questions every day.
8. Jason doesn't know the answer to this question. He is knowing the other answers.
9. We attend a meeting in Chicago this weekend.

BLUE TEAM

Picture # 1



Picture # 2

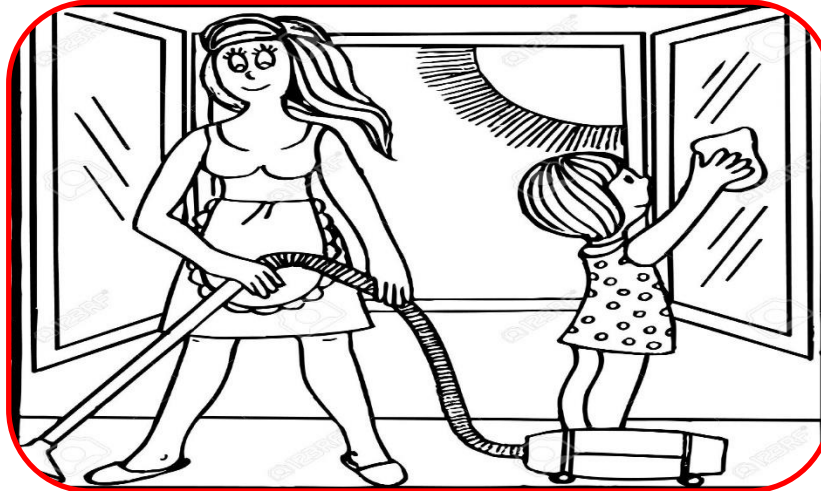


Text #1 Error correction

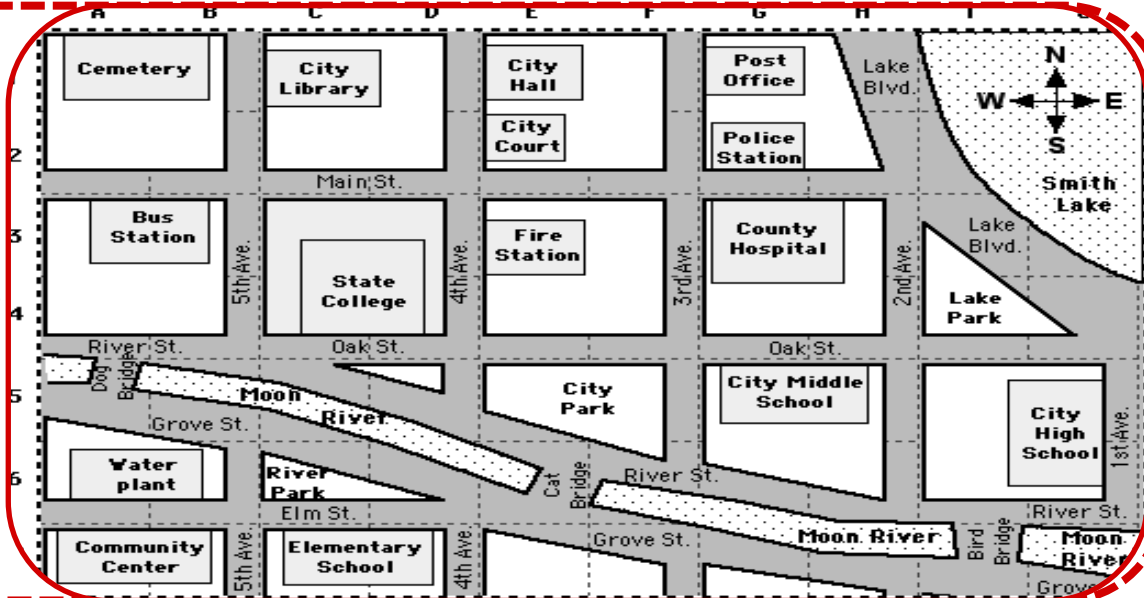
1. Tom works at the moment. Can I take a message?
2. I am often playing tennis on Saturdays.
3. We're working on the Smith account this week. We usually take three weeks to complete a project.
4. We rarely go out for dinner, but this week we go out on Saturday.
5. He is believing every word she says.
6. Angela gets up at 7 o'clock and is having breakfast every day.
7. Peter is asking a lot of questions every day.
8. Jason doesn't know the answer to this question. He is knowing the other answers.
9. We attend a meeting in Chicago this weekend.

RED TEAM

Picture # 1



Picture # 2



Text #1 Error correction

1. Tom works at the moment. Can I take a message?
2. I am often playing tennis on Saturdays.
3. We're working on the Smith account this week. We usually take three weeks to complete a project.
4. We rarely go out for dinner, but this week we go out on Saturday.
5. He is believing every word she says.
6. Angela gets up at 7 o'clock and is having breakfast every day.
7. Peter is asking a lot of questions every day.
8. Jason doesn't know the answer to this question. He is knowing the other answers.
9. We attend a meeting in Chicago this weekend.

CHAPTER 3

Warm-Up: Fruit Bowl

To activate the brain through movement, students can start playing fruit bowl. The class sits in a circle to see each other, but one chair is out. The teacher assigns different fruits in a way that at least two students have the same fruit to exchange places. The teacher starts by saying a sentence. For example, when the teacher says, "I went to buy an apple," all the apples stand up and change seats. The same is done when each of the fruits assigned are mentioned. The students with the fruits mentioned stand up and move to another seat as fast as possible. The person in the middle of the circle takes a seat. The person who does not find a place will be the next one to say the sentence. In case that the student wants everyone to exchange places, he/she should say, "fruit bowl."

**Activity: Television Commercials**

Skill: Listening

Principle: 12

Objective: To show understanding of aural messages about food through television commercials.

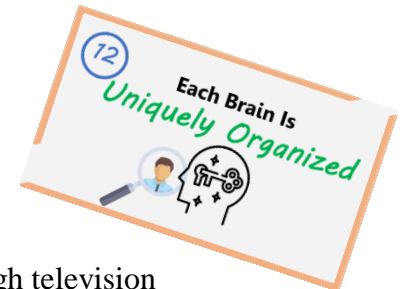
Instructions: Students watch and listen to two commercials which main topic is food, healthy and junk food. Students interpret the information by writing four questions about the commercials on a piece of paper. Then, students stand in two lines facing each other while asking and answering the questions about food. The teacher asks some students to share the information that they obtained from their classmates. First, students watch the video about healthy food and ask questions. Then, they watch the video about fast food and do the same.

TV commercials links

1. Healthy food: <https://www.youtube.com/watch?v=KMiT-tdNKTY>
2. Fast food: <https://www.youtube.com/watch?v=KgDeeMfh3HY>

Sample questions:

- ✓ What kind of food do you like the most?
- ✓ Can you mention the ingredients that you saw in the commercials?
- ✓ Which commercial has healthy food, #1 or # 2? Can you tell me some benefits of eating healthily?
- ✓ What are some effects of junk/fast food on your body?
- ✓ Do you buy food because of ads?
- ✓ What phrase called your attention?



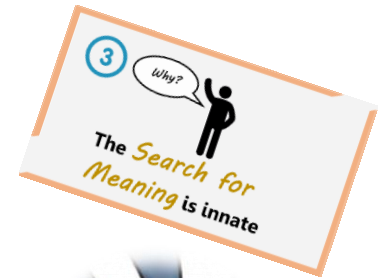
CHAPTER 3

2

Activity: Food Sale**Skill:** Speaking**Principle 3****Objective:** To simulate a food sale by using realia and meaningful experiences.

Instructions: Beforehand, students are asked to bring some food containers, packages, and real food to class. The class arrangement should simulate a market in which students can display their food. During the lesson students will set a price for each product and categorize it according to the food family (meat, vegetables, fruits, dairy products, etc.) Some students are sellers, others are clients, and others are language monitors (who observe and listen to their classmates and take notes on mistakes and phrases that can be improved). They simulate to be selling and buying. Students' roles change so that everybody can practice a variety of vocabulary items and have the three roles. The teacher monitors their speaking too. At the end of the activity, students are asked to discuss the mistakes they noticed when they were language monitors. Students are encouraged to improve grammar structures, vocabulary, and pronunciation.

Classroom arrangement:



sellers

clients

Language monitors

CHAPTER 3

3

Activity: Adaptable Board Game

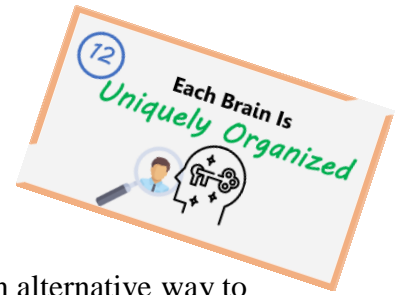
Skill: Reading

Principle: 12

Objective: To recall main information and details from a text by using an alternative way to assess reading comprehension.

Instructions: The teacher brings a board game containing numbers from 1 to 20. Each number represents a question from the text. The class is divided into groups of four members each. Each group is given a list of questions. Before the activity starts, each group reads a text about the topic studied. Students throw a dice and participate. By taking turns, the members answer the question corresponding to the number on the board game. They write the answer to each question for the teacher to check it. The questions are related to the text given. This board game can be adapted to any topic.

Note: The text and questions suggested can be changed.





Good Health



Most people would agree with the definition of good health as being a state where you are free from sickness. Despite this, there are many different opinions about how a person can have good health. People used to only think of their health when they were sick. But these days more and more people are taking measures to make sure that they don't get sick in the first place.

One of the best things you can do for your body is to exercise. But how much is enough? Not everyone agrees on exactly how much people should exercise each day. Some people think that doing simple things like cleaning the house are helpful. Other people do heavy exercise everyday such as running or swimming. One thing experts do agree on is that any kind of exercise is good for you.

Along with exercise, having a healthy diet can help promote good health. Foods like vegetables and fruits should be eaten several times each day. It is also important to eat foods high in fiber such as beans, grains, fruit, and vegetables. Fiber helps your body to digest the food you eat. It also helps your body in other ways such as decreasing the chance of getting cancer, heart disease, and diabetes. Avoiding foods with a lot of sugar, salt, and fat is a promising idea. Eating these kinds of foods can lead to a variety of health problems; being obesity the main problem. Obesity means having so much fat on your body that you are risking your health.

In today's modern world, people have some level of stress in their lives. Different things cause stress for different people. Money problems, work, and relationships with other people can all cause stress. It can also be caused by good things like getting married or moving into a new house. The important thing to remember is that you can never completely remove stress from your life. It will always be with you. Instead of trying to remove stress, people need to be aware of what causes them stress and find ways to reduce the impact that stress has on their lives.

There are several ways to fight against stress in your life. Exercise and sports are a great way to reduce stress. Other activities like Tai Chi, yoga, or taking a walk also help reduce stress. Changing the way that you think can also reduce stress. Try living for now and don't worry about the future.

By taking into account the recommendations mentioned, people can improve their health. Healthier habits can lead to a longer and happier life in the future.

Adapted from http://www.esreadinglessons.com/good_health.htm



1. The main idea of the text is that _____.
 - People all over the world have different ideas of what “good health” means.
 - Exercising, a healthy diet, and reducing stress lead to a healthy life.
 - Knowing the difference between good health and bad health is important.
2. Tai Chi, Yoga, and taking a walk are examples of _____.
 - changing how you think.
 - ways to reduce stress.
 - how we live now.
3. Beans, grains, fruit, and vegetables are examples of _____.
 - foods you should eat several times a day.
 - foods that can cause obesity.
 - foods with fiber.
4. What is one cause of obesity?
 - Unhealthy foods
 - A lot of exercise
 - Foods high in fiber
5. In paragraph four, fourth sentence, the word ***It*** refers to:
 - Stress
 - Work
 - World
6. In which order were these presented?
 - Stress, diet, exercise
 - Exercise, diet, stress
 - Diet, stress, exercise
7. Everyone agrees on how to have good health.
 - True
 - False
8. You must do difficult exercise for a long time every day to be healthy.
 - False
 - True
9. To be healthy people should stop all stress in their life.
 - True
 - False

10. Good things can cause stress.

- False
- True

11. Which underlined word in the text means *to take away or cancel*?

12. Which underlined word in the text means people who know a lot about something?

13. Which underlined word in the text means a problem with the body or mind?

14. Which underlined word in the text means to do something dangerous that might cause harm or damage to someone?

15. Which underlined word in the text means to know about something?

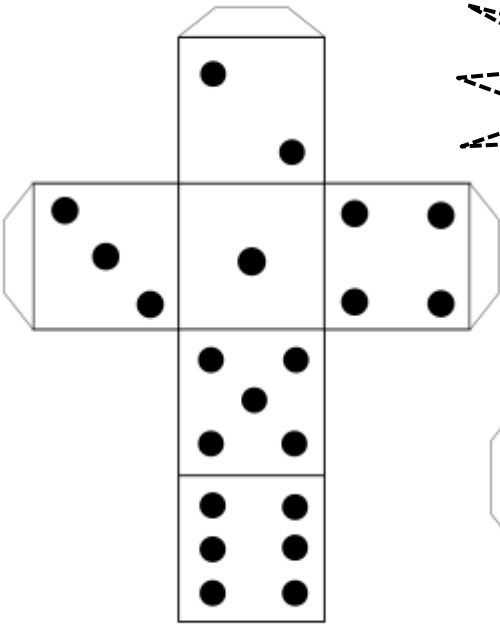
16. Which underlined word in the text means to help make something happen?

17. Which underlined word in the text means to change food so that the body can use it?

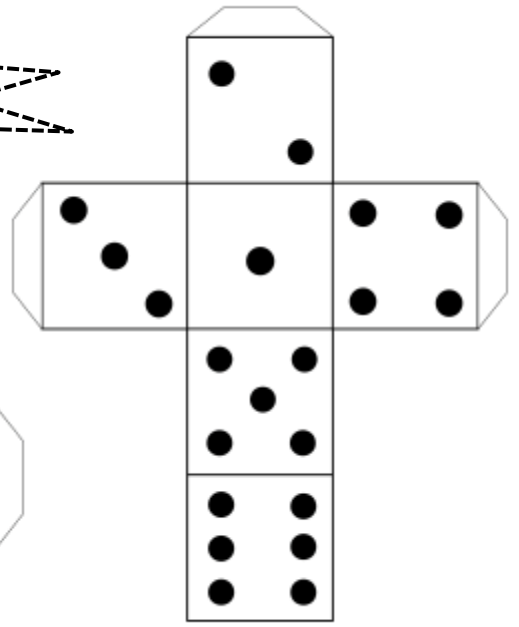
18. Which underlined word in the text means when groups of people play games against each other to win?

19. Which underlined word in the text means saying what a word means?

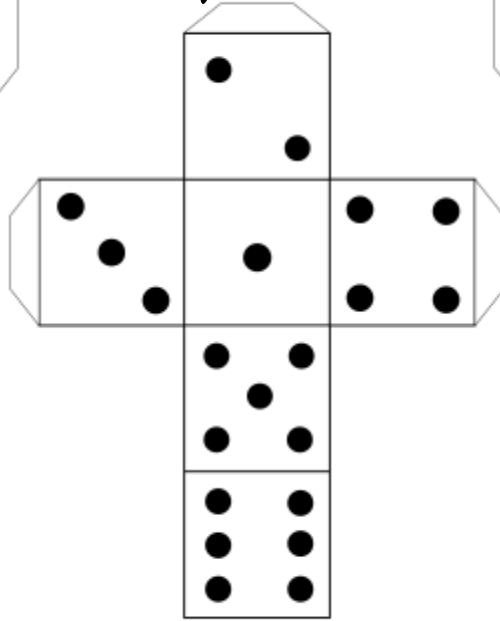
20. Which underlined word in the text means not having any problem or disease in your body?



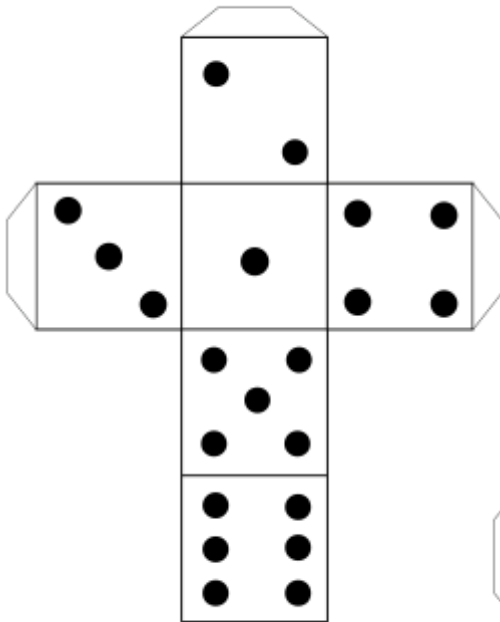
www.PrintableBoardGames.net



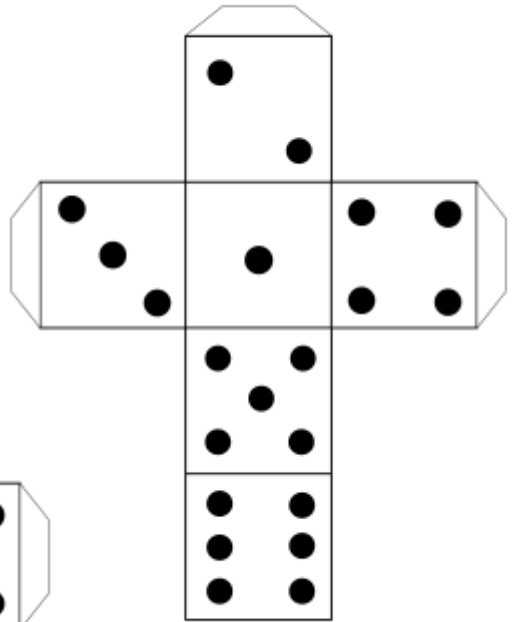
www.PrintableBoardGames.net



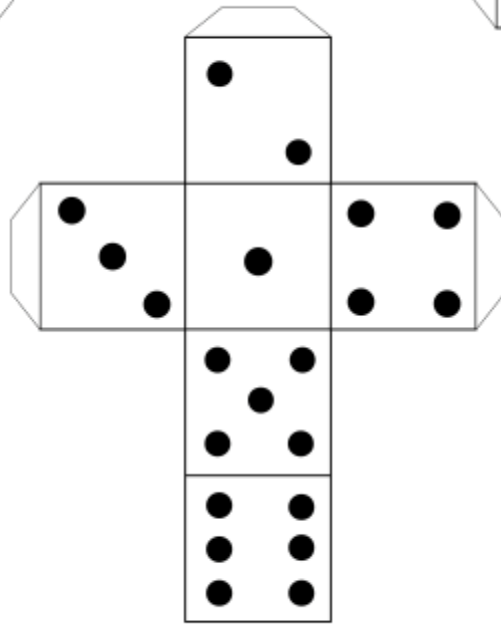
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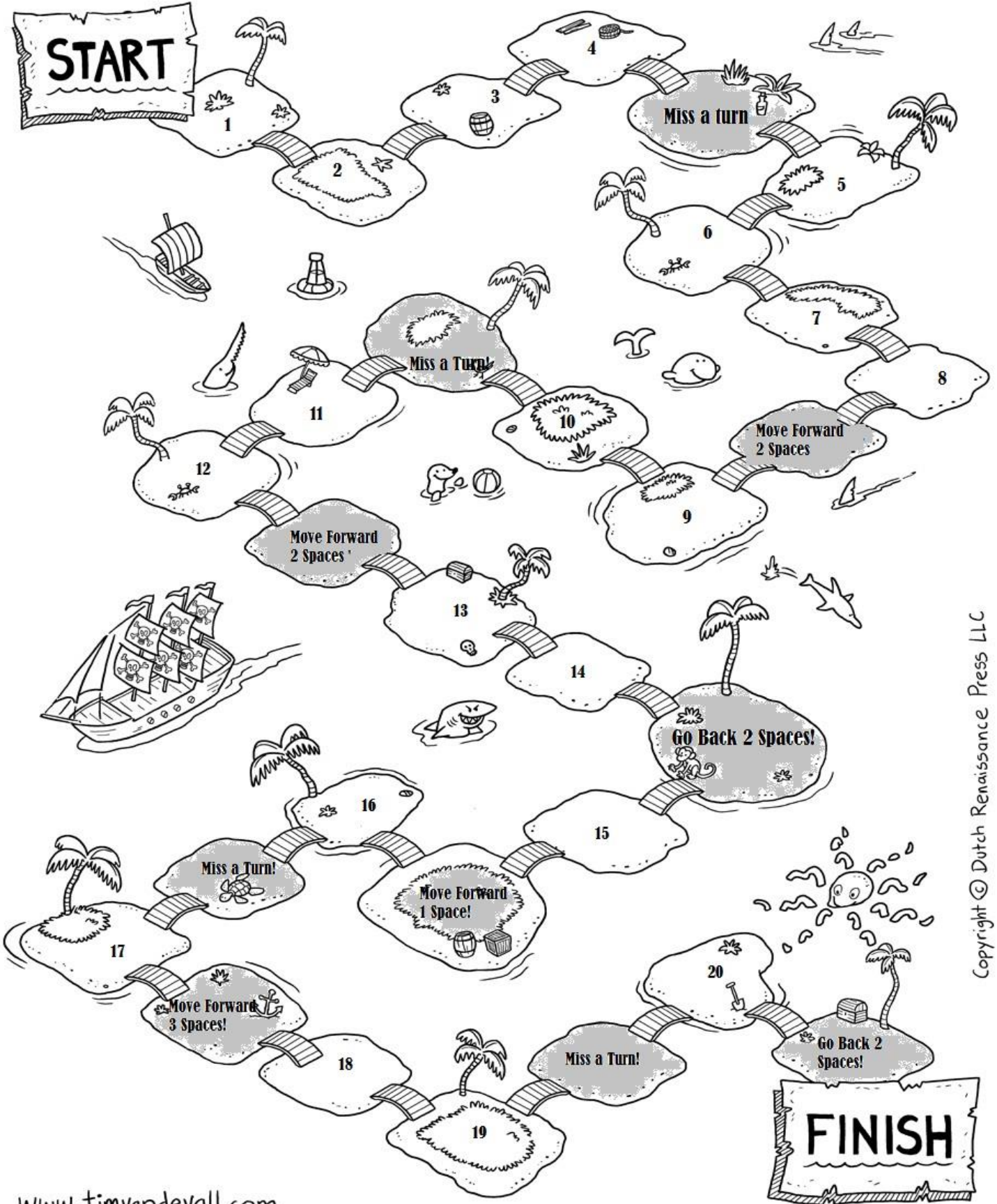


www.PrintableBoardGames.net

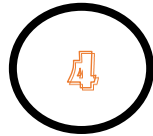


www.PrintableBoardGames.net

Board Game



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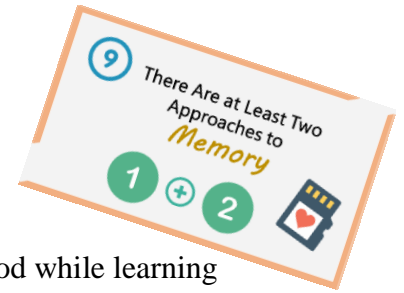
Activity: Write a Song!

Skill: Writing

Principle: 9

Objective: To create a song by preparing national and international food while learning cooking verbs and vocabulary.

Instructions: Students follow the steps to make a recipe by taking as a reference the song “Peanut Butter and Jelly” by Joan Kang Shin. She proposed to adapt the song using a recipe from the target culture. First, students write sentences with the directions for a traditional dish from a different country. Then, they add the music of this song. They write the recipe on a newsprint sheet, practice it, and sing it.



Peanut Butter and Jelly

Chorus:
Peanut Peanut butter — And Jelly!
Peanut Peanut butter — And Jelly!

First you take the peanuts
And you crunch them.
crunch them.
(Chorus)

Then, you take the grapes
And you squish them.
squish them.

(Chorus)

Then, you take the bread
And you spread it.
spread it.

(Chorus)

Then, you take your sandwich
And you eat it
Eat it.

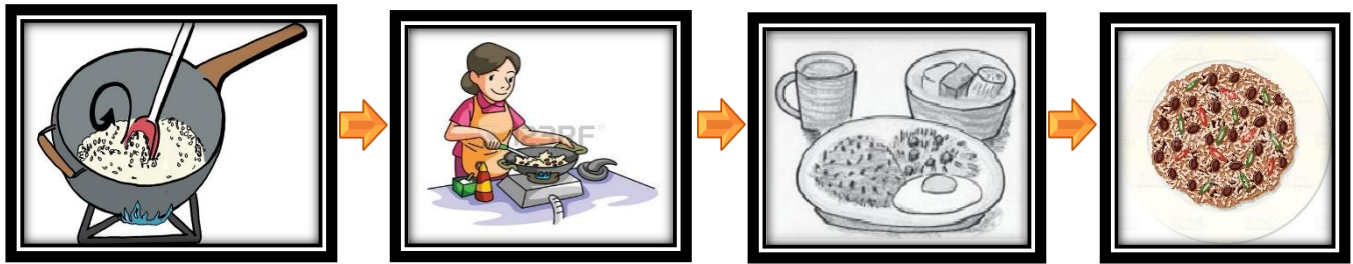
Peanut butter — And Jelly!

Peanut butter — And Jelly!

Retrieved from <https://www.youtube.com/watch?v=itobpaEVuEs>

Dish: Gallo Pinto with Lizano Sauce (Costa Rica)

	Noun		Verb
<i>First, you take the</i>	onion	and /you	fry it/
<i>Then, you take the</i>	rice	and /you	add it/
<i>Then, you take the</i>	beans	and /you	cook them/
<i>Then, you take the</i>	Cilantro	and /you	mix it/
<i>Then, you take the</i>	Lizano sauce	and /you	pour it/
<i>Then, you take you</i>	Pinto	and /you	eat it! /
<i>Chorus: /Gallo, Gallo Pinto with Lizano Sauce/</i>			



Note: Lizano Sauce = Worcestershire /'wɒstəˌʃɪər/

Practice:

Step 1. Find a traditional dish from another country.

Step 2. Write the recipe step by step.

Step 3. Sing it and have fun.

	Noun (Ingredient)		Verb + Object
<i>First you take the</i>		and /you	/
<i>Then you take the</i>		and /you	/
<i>Then you take the</i>		and /you	/
<i>Then you take the</i>		and /you	/
<i>Then you take the</i>		and /you	/
<i>Then you take the</i>		and /you	/
<i>Chorus:</i>			



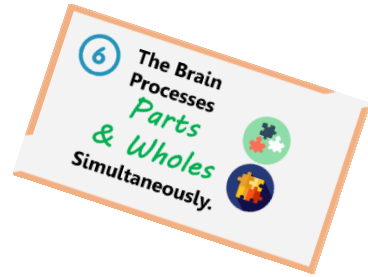
Activity: Jigsaw Grammar

Sub-Skill: Grammar

Principle: 6

Objective: To analyze grammatical structures by teaching them.

Instructions: In the previous class the teacher assigned groups some grammar structures to be covered during the following class. Students should do research on the structure given and understand its use. Each group explains to the class the structure assigned along with an activity to practice it. The instructor makes sure that the structure is well explained.



Grammatical structures to be covered on chapter 3:



-Nouns and Expressions of Quantity

*Count Nouns, Noncount Nouns

*Some and Any

*A lot of, Many, Much

*Units of Measure

*How Much and How Many



-Comparisons

*as...as

*less... than

*-er than

*more than

*as much/ as many and more/less/fewer... than



-Modal Verbs

*Making Requests: Could/would/will/can...?

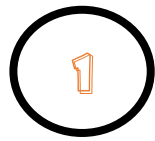
*Making Offers: May/can... ?

*Making Permissions: May/could/can...?

CHAPTER 4

Warm-Up: Four Pictures, One Word

The group is divided into two teams. Each team stands in a line. Then, the teacher projects four pictures and asks students to guess what specific word represents the theme of the photos presented. There is a chair in front of the teams. So, the first person from each line should run and sit on the chair. The person who sits first and answers correctly obtains a point for his/her team. The winner is the team that has more correct answers at the end of the game.



Activity: Grab the Word

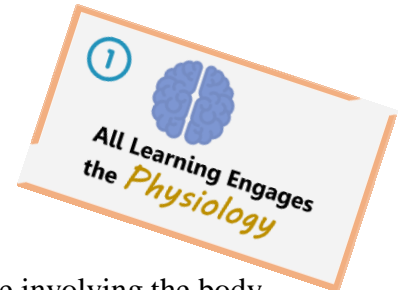
Skill: Listening

Principle: 1

Objective: To show understanding of familiar phrases and words while involving the body.

Instructions: The class is divided into two groups, and students line up in two rows facing the board. Students listen to the song “6th Avenue” by India Arie. When they identify a word, they run and take the word. The team that has more correct answers at the end of the activity is the winner. Then, students are asked to tell the meaning of those words they took or to say sentences using the words.

Song: <https://www.youtube.com/watch?v=8qIZF1h9yC0>



Long Island

Brooklyn

Rockefeller
Center

Fifth Avenue

Place

Empire State

Central Park

The Village

Brooklyn Bridges

World

District

around

Man

Boat

on the Hudson

Niagara Falls

from Statue of
Liberty

to Carnegie Hall

Radio City

Madison Square
Garden

Lincoln Center

Apollo

Sixth Avenue

Third Avenue

Second Avenue

Basis

Song

Sad

Run

Thinks

Building

In front of



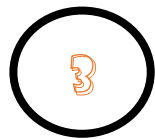
Activity: Video Project

Skill: Speaking

Principle: 6

Objective: To express ideas about aspects of the community through holistic experiences.

Instructions: Students develop a video about a topic related to the community (community helpers, places, services, transportation, etc.) assigned by the teacher. The topic and time are provided with a detailed rubric for students to keep track of their own learning. The video can be done individually or in groups. This project is recorded outside the class and played in class.



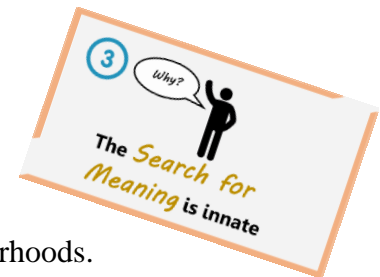
Activity: The World Café

Skill: Reading

Principle: 3

Objective: To identify the meaning of vocabulary related to neighborhoods.

Instructions: The class is divided into groups. There is a reading, which is divided into the same number of fragments as the groups. Each group is given a fragment to read. When students finish reading, all the participants of the group move to a different table, so that there is a member from each team (The number of tables depends on how the teacher considers it is convenient to divide the groups; factors such as the number of students and length of the reading should be taken into account). The participants share what they read to the people on their table and are asked to compare what they read to their daily lives (community, school life, traditional food...). Students can pretend to be from different countries so that they can compare distinct cultures. The teacher might provide extra questions to enhance conversation among students. More meaning can be added to the activity by asking students to bring snacks and pretend that the place is a real café.



Facts about New York City

New York City is the most densely populated city in the United States of America. More than eight million people live within the city boundaries.

New York is divided into five boroughs, or districts: Brooklyn, The Bronx, Manhattan, Queens, and Staten Island.

The Brooklyn Bridge is one of the oldest suspension bridges in the United States. Completed in 1883, it connects the New York city districts of Brooklyn and Manhattan

New York's Ellis Island is best known as gateway to the United States, because of its role as an immigration station during the late nineteenth and early twentieth century.

New York was the capital of the United States for a brief period during the 18th Century. In total, nine US cities have served as the capital city of the United States at one time or other.

The city of New York was originally called New Amsterdam by the Dutch traders who founded it.

New York's financial district Wall Street is home to the New York Stock Exchange, which is the largest stock exchange in the world. The district is said to get its name from a wall that the Dutch settlers built to protect the city from attacks by English invaders!

Around forty seven million tourists visit New York City every year. Popular tourist destinations within the city include The Broadway Theatre District, The Bronx Zoo, Ellis Island Museum, The Empire State Building, and The Metropolitan Museum of Art.

New York has the lowest crime rate of any North American city.

New York's Metropolitan Museum of Art is one of the biggest art galleries in the world.

You can visit most of New York City's museums for free.

Approximately thirty five million people visit New York's Central Park every year, and it is the most visited city park in the United States.

There are more than 40 professional theatres in Broadway, New York's Theatre district. Broadway is a very popular tourist attraction, with shows in most theatres running performances between Tuesday and Saturday every week. It is rare for shows

to run on Mondays, and most theatres go "dark" on that day so that performers and other people who work in the theatre can have a day off.

The buskers on New York City subways have to audition before they are allowed to entertain people - you can't just turn up with a guitar and play there!

New York's film industry plays an important part in the city's economy, and many well-known films have been set in and around New York City.

Box office hits which have featured well known New York landmarks and tourist attractions include King Kong (The Empire State Building) Ghostbusters II (The Statue of Liberty) X-Men (Ellis Island) Godzilla (Madison Square Garden) The Day After Tomorrow (New York Public Library) and Wall Street.

The World Trade Center buildings were so big that they each had their own zip code (postcode).

In 1967, it was decreed that all taxi cabs New York City should be painted yellow, in order to make them more recognizable and cut down on problems caused by unofficial, unlicensed cab drivers touting for business.

The city has almost one hundred nicknames. The most famous nickname for New York is 'The Big Apple'.

Retrieved from: <https://www.esolcourses.com/content/topics/the-usa/new-york/interesting-facts-about-new-york.html>

Compare New York to your community, cover the next topics:

Geography

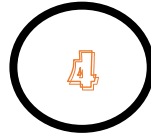
Tourism and famous places

Arts

Economy

Landmarks

Daily Life



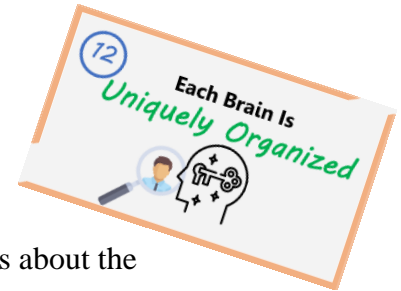
Activity: Create a Pictured Poem

Skill: Writing

Principle: 12

Objective: To create a poem by expressing personal feelings and opinions about the community.

Instructions: Learners get in groups of four. They are provided with a picture about a community or city. They are also provided with a newsprint sheet and markers. Students see and analyze the picture to get some inspiration to write a poem about that city.



5

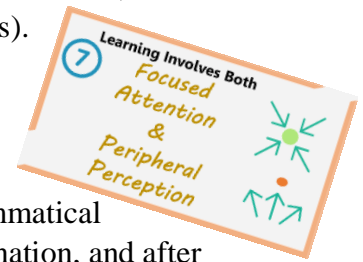
Activity: Tell me What You Remember

Sub-Skill: Grammar (be going to, future simple, yes/no questions, present continuous, phrasal verbs, prepositions of time and place, indefinite and definite articles).

Principle: 7

Objective: To relate the order of words in specific grammatical structures.

Instructions: The teacher sticks many sentences and questions with the grammatical structures that they are going to study on the walls. At the end of the explanation, and after solving some exercises, the teacher takes off the sentences from the walls and mixes them. Then, the instructor gives one sentence to each person (this activity can also be in pairs, or trios depending on the number of students that the teacher has), and they have to find the place where it was.



I am going to play basketball with my friends tomorrow. She **has been waiting** for you all day.

She is going to learn Portuguese this year. I haven't been analyzing the situation lately.

Are they going to get married in December? Have you been drinking with Tom?

You **are not going to play** handball. She has been taking cooking lessons.

Is he going to read a book? I **ran into my friend** in the supermarket.

Wait, I **will help** you. I'll **drop by Steven's place** before going home.

He **will probably come back** tomorrow. Please **fill this form out** to be attended.

Will you **propose** next year? You **have to clean the mud off your shoes**. They look dirty.

I **won't tell her** the secret! She is in Italy.

I **need a** cellphone. My house is located between the church and the cinema.

That is **an excellent** book! John arrived at 7:00 o'clock

I have a cat.

The cat is black.

Examples adapted from:

<https://www.ego4u.com/en/cram-up/grammar/future-1-will/exercises?03>

<http://www.ef.com/english-resources/english-grammar/present-perfect-continuous/>

CHAPTER 5

Warm-Up: Storytelling

To practice the simple past, students tell a story. First, the class sits in a circle. Then, the teacher writes on the board: "It was a dark and stormy night." The first student tells a sentence that connects an idea to this introductory phrase. The next student continues the story with another sentence. Each member of the group contributes an idea to the story until the last person in the group tells his/her sentence.

1

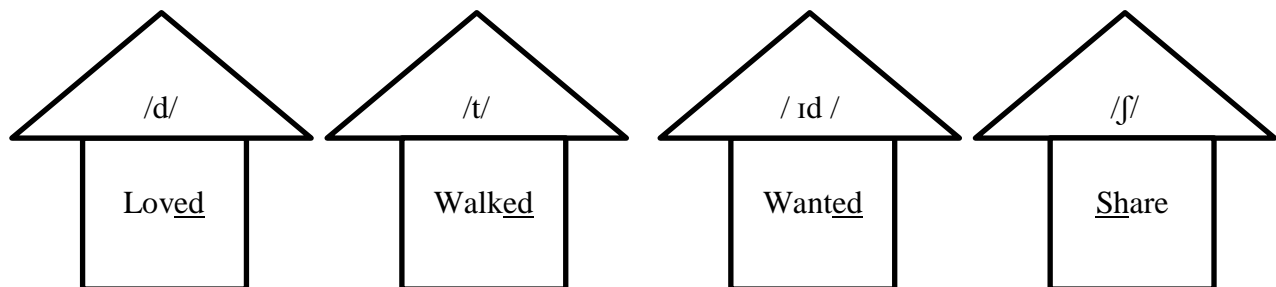
Activity: Sound Village

Skill: Listening

Principle: 4

Objective: To categorize words according to their pronunciation by comparing their spelling patterns.

Instructions: The class is divided into four groups. The teacher draws five houses, one for each group on the board (which means a village per group). Each house has a phonetic symbol (it can be the same phonetic symbols for the four villages or different symbols for each of them if the learners have studied many sounds). Then, the teacher plays a track or song, and students have to write the words that they listen to on the house that contains the phonetic symbol that they listened to; students need to underline the part in the word that encloses this symbol. For example, if the write the word "loved" inside the house that contains /d/, they have to underline "ed" as follows: loveded. Once they have written the words, they try to find if there is a pattern in their spelling that can be related to their pronunciation.



CHAPTER 5

Songs:

Shape of You-Ed Sheeran

You Make Me Smile-Uncle Kracker

Hotel California-Eagles

Yesterday-Beatles

What doesn't kill you-Kelly Clarkson

Sounds:

/ʃ/

/aɪ/, /ɪ/, /eɪ/

/d/, /t/, /ɪd/

/d/, /t/, /ɪd/

/ər/



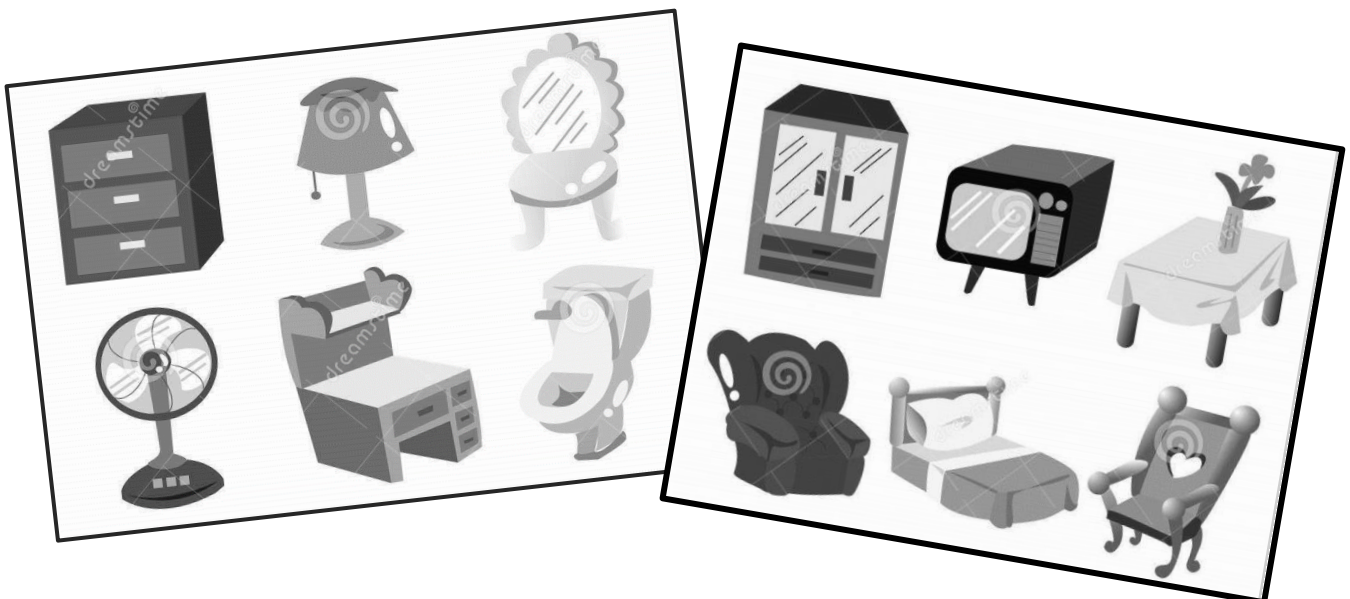
Activity: Shopping list

Skill: Speaking

Principle: 9

Objective: To recall new vocabulary corresponding to parts of the house through retelling.

Instructions: Students seat in a circle. The teacher takes to class flashcards with house furniture. Then, the instructor asks each learner to see the flashcards to complete the following sentence: "I went to buy a new house and bought (a/an/some) ____." So, the first student does this. This student then asks the following student.... "What did you buy?". The second student mentions his item(s) and the one that his previous classmate bought, and asks the same question to the next student. The following does the same and so on until the last student tries to remember all the items that were previously mentioned by his/her classmates.



CHAPTER 5

3

Activity: Tell Me What You Read**Skill:** Reading**Principle:** 2**Objective:** To convey information by summarizing a text.

Instructions: Students are divided into four groups and each group is on a corner (Corner A, B, C, D). Each group is provided with a text. When they have read the text, they discuss it. Then, three students from each groups move to a different corner, and only one person stays in its original place, so that new groups are formed with one person from each group. They tell their new group about the text that they read. If the class has many students it is possible that some subgroups require more than one person to keep their original place.

Pre-reading questions:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?
- How old are children when they leave their home?





Leaving home

Going away to university is always a tricky time, both for the students who are leaving home and their parents who are staying behind. We got advice on how to cope from a student daughter and her dad.

A daughter's advice to parents, by Kerry Price

My parents drove me to uni at the beginning of the first term. That was great, but then they hung around, so it was hard to chat to the people in the rooms near mine. It's best if you leave us to unpack ourselves.

Don't ask us to come home during term time. There's a lot going on at weekends, there just isn't time.

Get another interest or a pet if you feel lonely without us. Don't make us feel guilty about leaving home!

It is quite interesting to hear about *your* experiences at uni, but remember that it was a LONG time ago so don't go on about it so much. Things have changed a lot. Now we have a lot more debt and it'll be harder to find a job in the future.

Please don't check up on us or our friends on Facebook. I know it's a public site, but we have the right to some privacy.

Don't change anything in our bedrooms. We have only half left home - we'll be back in the holidays, so please don't touch anything.

We'd still like to come on family holidays with you. Don't forget to include us just because we're not there all the time.

A father's advice to students, by Stuart Price

Don't complain so much about how much work you have to do. We work a lot too. You're an adult now, get used to it.

Put up with the fact that we refused to get a dog while you were at home, then suddenly bought one as soon as you moved out. We miss you!

Just because you're at university studying very complex subjects, it doesn't mean that you're more intelligent than everybody else. Don't treat your family as if they were stupid; we're really not.

Let us come and visit you now and again. We promise to try not to embarrass you in front of your friends. We just want to see you for a short time and take you out for a meal.

Don't waste so much time on Facebook. You need time for all that work you have to do, remember?

We might make a few changes to your room, so deal with it. It's great to have a guest room at last, but we won't change things too much, promise.

Don't forget to call home from time to time and don't get annoyed if we phone you. It's not pestering. If we didn't call, you wouldn't know that we care.



Back-to-School Clothes, Back in the U.S.S.R.

When summer winds down and my teenage daughter gets ready to start the new school year, she and I go through a ritual. I open her closet and take things out. She wrinkles her nose, rolls her eyes and ignores me, her eyes firmly glued to a screen. I pile clothes on her bed, taking them off hangers or rescuing them from drawers filled to such capacity that opening them is a challenge. She takes her eyes off Instagram for a moment, and says:

“Mother, I don’t want to go through this now. Can’t we do it another day?”

I keep going.

Eventually she sighs a great, big sigh, puts away her phone and joins me. The process of separating clothes into three piles begins. One for charity, another one for the local second-hand-sale Facebook group, and yet another for out-of-season storage (we live in Europe, where our closets are too small to hold several seasons worth of clothes). It’ll take us a couple of hours to go through all of her stuff, but for me, it’s not work. It’s a welcome bonding experience that pulls my daughter away from her usual pursuits: maintaining her Snapchat streaks, talking with friends on WhatsApp and bingeing on recent Netflix releases.

When I was a teenager, my mother and I also often bonded over clothes — but in a very different way.

I grew up in Moscow in the Soviet era, and my peers and I despised the apparel churned out at the time by the planned Soviet economy. Constantly on the hunt for foreign-made clothes, we spared no time, effort or ingenuity to find a pair of pants, a dress or a blouse that didn’t look as if it came off the conveyor belt in the textile center Ivanovo. We saved money to purchase them on the black market, begged to borrow them from classmates fortunate enough to have parents who traveled to Warsaw Pact countries, or — in my case — made them ourselves.

In 1980s Moscow, the fashion magazine *BurdaModen* — a German monthly — was second only in popularity to bootlegged tapes of Vladimir Vysotsky, Russia’s outspoken bard. Smuggled in by those lucky enough to travel abroad, each issue that made it behind the Iron Curtain created a fury of organizing activity in the Soviet workplace. At the Economic Institute where my mother worked on generating five-year plans and at the state gas

company, Gazprom, where my father designed pipelines, a sheet of paper made the rounds as soon as the new issue of Burda came into someone's possession. By the end of the day that paper was full of names of co-workers desperate to borrow the magazine. With access to its pages limited to just a couple of days for each person on the list, we quickly replicated patterns that caught our eye and then passed it to the next fortunate soul.

My mother and I pored over the magazine the very night she brought it home. We discussed silhouette lines, we considered the potential ease or difficulty of the job, and we estimated the availability of compatible cloth in the empty Soviet stores. In the end, with the decision made on what was to be my next skirt or my next pair of pants, I copied the patterns from Burda onto the old front pages of Moskovsky Komsomolets, the daily newspaper of Moscow's Komsomol chapter.

My mother, meanwhile, scouted the city for fabric on her lunch breaks. If the magazine model wore plaid, she had to find plaid. If it was stripes, she looked for stripes. If polka-dot seemed in style, she crisscrossed the city searching for polka-dot. Occasionally someone would buy the same fabric for the same Burda pattern and later we'd run into each other on the metro, dressed as if we had stood in the same queue at GUM, Moscow's central department store, to partake in a rare apparel shipment from one of our Eastern Bloc allies.

Once my mother and I started each new sewing project, we worked on it for days, stealing an hour or two during the week from homework and housework and teaming up with my grandmother on the weekends. To the hum of the sewing machine and the squeak of our old scissors, I learned to spread the fabric flat on the kitchen table, pin the pattern to it and trace it with chalk. I practiced eyeballing a one-centimeter margin when cutting it out and I mastered threading and rethreading our clunky Tula, the Soviet-made sewing machine. Each fitting brought me closer to finishing a blouse meant for the New Year's Eve celebration, to putting final touches on the sarafan destined for the spring dance, and to owning the pants I wore on my first date with a boy I liked.

While we worked, we talked: about fashion, about school, about the demise of the latest Politburo leader, and about which banned samizdat book we were reading. We drank tea: sometimes with jam, conserved the summer before by my grandmother, and sometimes with my mother's famous sharlotka, or apple cake. When we finished a garment — several fittings and often weeks later — I ironed it and hung it



in my closet along with our previous creations. Then I wore it day in and day out. There was no rule that stipulated a daily change of clothes in the Soviet Union. We didn't own enough garments to warrant that.

It's now been over 30 years since I last traced a pattern or basted a seam. I no longer own a sewing machine and most of my clothes come off sale racks at the local Zara. When I want a skirt hemmed or a pair of pants taken in I go to a tailor. My only connection with needle and thread is an occasional sock that needs mending or a button that has to be reattached. Unfortunately my daughter doesn't even know how to do that. With cheap clothes readily available in our neighborhood, teaching her to make her own didn't seem essential. I never showed her how to sew.

She knows how to shop, though. Every year she declares that she needs to overhaul her closet and disappears into Pull&Bear, her favorite store. There she assembles the styles she's seen and liked either on the streets of Madrid, on television or among her friends. Rather than planning each outfit, buying the fabric and stitching the garments, her new wardrobe quickly materializes in shopping bags. But the concept is the same: She cares about controlling the image she presents to the world just as I did at that age.

She's excited about each new item, but clothes don't mean nearly as much to her as they did to me as a teenager.

Yet they do their job: My daughter and I talk while we sort, and once every season I can count on her closet to guarantee some together time.

Retrieved from <https://www.nytimes.com>

With a Glimpse of Mortality, Losing Sight of the Wild

Before I became a mother, I led wilderness trips. I was strong, firm, sharp. For more than a decade, I took other people's children up mountains, into woods, across lakes, down rivers, deep into canyons. I held the ropes while they rappelled down cliffs. I paddled the raft while they screamed through rapids. I tied the tarps and gave them shelter; I knelt with them on sodden backpacks halfway down remote trails, singing to distract them from the thunder and lightning crashing around us, while the hairs on our arms stood at attention.

Now, I hide from thunderstorms. I avoid white water and steep cliffs. I don't take my own children on the same adventures that I once took stranger's children on. In my transition from young and fearless to middle-aged motherhood, I lost sight of the wild.

For the most part, I love being a mom-of-advanced-maternal-age. I was 37 when my first son slid into this world and into my arms, and 40 when my second son showed his face.

After years of infertility struggles, I was ready in a way that I never would have been in my 20s, the age my own mother was when she had her first child. I have all the time in the world to focus on my sons, and none of the angst about what I might be missing — career, social life, education, adventures.

I worry, however, that being an older mom lends itself to a different problem: How many adventures are my children missing, because their mother is already adventured-out? Because I can taste mortality, and project my own fears onto the shoulders of my boys?

Since becoming a mother, my fears have escalated. I watched my son suffer seizures in the relative safety of his own home. I saw him turn blue, and thought I was going to lose him. Perhaps I would have been an anxious mother no matter how old I was when my children were born; maybe it's the epilepsy, not my age, that keeps me off rivers and out of tents.

Some days I remember the pictures of my younger self that are now stuffed in the bottom of storage boxes; I see my windblown hair, my pink cheeks, my arms outstretched on a high peak. I can almost hear my shouts echoing across the valley below. I wonder how these pictures would look with my young sons standing beside me; how their sweet voices would sound ringing over the mossy boulders.

My thighs are flaccid and so is my heart, my strength, my daring, my do. What if my son has a seizure on the side of a mountain, miles from nowhere? *But he was in his own home*, my brain screams. He was in his own home, and it happened anyway, his seizures. Safety, a mother's illusion.

Sheltering my children won't save them; it will rob them. I know about the life that is out there, in the wild where my spirit used to live, where northern lights send radiant reflections across still, dark waters. Where trees bend their branches and their trunks against strong alpine winds. This life is no less safe than my own living room, where my child falls backward without warning.

When it happens, it's not momentous. Instead, on a Friday morning in June, my fear slips away and I'm unsure where it went, or how I held it so tightly in the first place.



“Did you know that mommy used to sleep outside, in a tent, almost every night in the summer? You have never camped. But today, we are going to camp.”

Wide eyes stare back at me, uncertain. The 4-year-old says

something about owls, and the 8-year-old mumbles that he wants to practice first, in the backyard. How have I failed my children, so that they have never felt roots and rocks under their hips and heard the sweet sounds of silence during the night?

I pack in haste, before anyone can howl in protest. Before I change my mind. My gear is buried in the garage; half of it is missing, but I assemble the pieces, and in doing so, reassemble myself.

I find a tent, which will prove much smaller than I remember, now that I have grown in size from me to us. Sleeping bags, pads, flashlights, warm hats because it is Colorado, and mountains. Then, in deference to their

worried faces, I pack my sons' illusions of safety: pillows, from their beds. Loveys. A brown bear, a striped cat, a ratty white unicorn. A worry stone, and favorite comic books.

"It will be just like home," the oldest says to the youngest, trying to reassure both of them. "But outside." He is right. Safety is in our hands, not in our house.

We drive across the Rockies in a minivan, over high mountain passes. Goats scramble with precipitous ease and nudge their babies over tall boulders; alpine forget-me-nots hide in rocky crevices, so small we have to bend down to spot their petals.

We tuck into a campsite. It's hardly the deep wilderness; before we crawled into our tent, we saw families on either side. But I watch my boys, heads tucked together under the light of a headlamp, flipping through comic books and playing cards. Giggling against a backdrop of outdoor noises:

Wind rustling the tent walls. Bugs and crickets settling for the night. Sometimes, silence. A hush that calms our spirits; away from the hum of central air; away from running refrigerators, cars, sirens, the television.

My boys are content. Marshmallow bits are stuck to a layer of dirt across their cheeks. They are excited, yet relaxed — this feels exactly right to them, to nestle into silky sleeping bags with chilled noses and dark and stillness.

When I open the tent door and look out, they are already asleep. The entire campground is asleep; there are no noises, now. I step outside and zip my fleece. Then I look up. The stars spread across the black universe; they go forever, and reignite the light that has been missing inside me for nearly a decade of city sounds and washed-out skies. My boys won't see this sky, tonight, but they have seen enough. Together, we have found the wilderness, peeked past our safety nets, and opened up a world that they need and I need and now we will have.



Learning to Scale Peaks From My Underprotective Mother

I grew up hearing stories of my mom's grad school days at M.I.T. in the early '90s: pulling all-nighters in the Fishbowl, a cluster of computers off of the Infinite Corridor; writing messages to other Project Athena users on black screens with green text; sneaking through tunnels at night. Later, after dropping out, she gave birth to me.

And after that, [she climbed mountains in the Himalayas](#): Everest and K2, Gasherbrum II and Kanchenjunga. As the only child of a single mother, I stayed in Connecticut with my grandparents during her journeys, swinging on the swing set in their backyard, waiting for her to come home.

I missed my mom desperately and feared for her safety — so much so that she nicknamed me Mrs. Potts, after the motherly teapot in “Beauty and the Beast.”



But death was a real possibility in the Himalayas. I understood that much. Luckily, my mom always came back, her fleece smelling like countries I might never see.

For my 18th birthday in 2010, my mom drove from Connecticut to Boston to visit me at Harvard. She parked beside my dorm at 9:30 p.m. and texted: Come outside.

I met her at her car. We drove across Cambridge in her silver Subaru, not talking much. She parked at M.I.T. near the Small Dome, a structure that sits atop 10 Ionic columns. From the car, the dome looked like the surface of the moon.

“Leave your ID and wallet in the car,” Mom said.

“What?”

“Just do it.”

We slipped through one of the building's open doors. She held my hand as we snuck upstairs, past corridors of professors' offices and classrooms with empty chairs. The few students we passed didn't recognize us as trespassers.

We found our way to the door she was looking for. The crash-bar read: “Emergency exit. Alarm will sound.”

Mom took out her car key and gingerly depressed the latch. She procured a piece of duct tape from her pocket and covered the latch so that the door wouldn't lock. The alarm didn't sound. Without another look back, she stepped onto the roof and started walking.

I hesitated in the doorway, one leg out and one leg in. “Mom,” I called out. “I'm scared.”

I was not then (nor am I now) drawn to climbing. For years I had a deep fear of mountains -- they represented an uncontrollable force, the thing that took my mother away from me when I felt like I needed her the most. But as early as elementary school, I understood that my mother's way of healing was to seek solace in ascents and summits.

Many American parents would probably say their primary responsibility is to keep their children safe, to teach them to respect authority and stay out of trouble. These were not my mother's goals.

She turned around to smile and reassure me. “You're going to love it.”

I followed her. Late September wind gathered along the sides of the buildings, blowing my hair up and out, wrapping stray curls around my face. The late-night pedestrians under the streetlights looked like Lego figures.

We trekked across a long section of the roof, turned, and stared up at the dome. The summit. Mom laced her fingers together and went

down on one knee to give me a boost. I took my fingers out of my pockets and breathed on them, trying to summon some warmth. I stepped onto her hands.

The first time we tried, I stepped without confidence and stumbled. The second time, my hands made contact with the lip. I did a half-pull-up and wriggled my torso onto the dome. I rolled over, turned around, and called down to Mom: "You coming?"

"No. You go. I used to have the upper body strength to do this alone. Not now."

"You sure?"

"Go enjoy the view."

I kept climbing, trying to get handholds and footholds on the surface of the dome.

I stopped just before the window above the atrium of the building, not wanting to feel vertigo, not wanting to test how thick the glass was.

From up that high, I could see the Charles River unfurled like a wing. Stray lights reflected on its surface. The domed skyscraper on Huntington Avenue stood across the river, as regal as a Himalayan mountain — or what I imagine one looks like. I've only seen pictures. The moon was full, another gray dome in the sky.

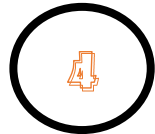
I scrambled back down. We walked in silence across the roof, through the door (Mom removed the piece of tape with her fingernails), down the stairs, across the lawn, and into the silver Subaru. Only there did we collapse into laughter, relief. We'd had our adventure. No parking tickets waited on the windshield.

A year ago I rode my bicycle solo along the length of New Zealand. In the South Island, I cycled to the base of Aoraki Mount Cook, the mountain where Sir Edmund Hillary's mountaineering career began. It was there I realized that my mother's example has allowed me to be a female adventurer of a different sort.

I didn't become a mountain climber, but for the last two years I have been traveling mostly by bicycle in the United States, Fiji, Tuvalu, New Zealand, Australia, Thailand, Laos and Cambodia. I'm halfway through a [project to collect 1,001 stories](#) about water and climate change from people I meet.

Now I can see that my mom's birthday gift to me was more valuable than the kind that comes wrapped in paper and ribbons, even though the only tangible thing she brought was a strip of duct tape.

Retrieved from <https://www.nytimes.com>



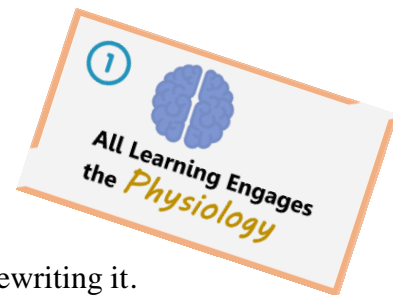
Activity: Run and Write

Skill: Writing

Principle: 1

Objective: To remember specific details in a written text by rewriting it.

Instructions: The class is divided into four groups. There are four newsprint sheets stuck on the walls, one per group. The members of each group have to sit down on the floor, in front of the newsprint sheet that belongs to them. There is a sentence already written on the newsprint sheet. The instructor gives two paragraphs to each group. First, the teacher gives them some time to read a sentence and remember it. Then, when the teacher indicates so, the first students of each group run to write what they can remember from the text. Immediately after the first one finishes, the second one runs to write the following sentence. Once, the group has finished, they compare the original text to what they wrote.



5

Activity: Fairy Tales/Stories Completion**Sub-Skill:** Grammar**Principle:** 6**Objective:** To complete a story with the grammar structures required.

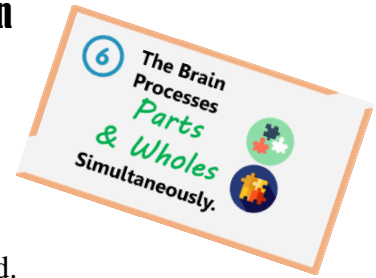
Instructions: The teacher provides students with a well-written story, fairy tale, poem, or any other piece of writing containing the grammatical structures to be studied. They complete these fairy tales or stories with the appropriate grammar structure. Then, students listen to the structures and check accuracy. The criteria that the teacher should use to choose a piece of writing for this activity is the moral and the thematic relevance that it has.

Suggested Fairy Tales:

- Cinderella
- Snow White
- Hansel and Gretel
- Little Red Riding Hood
- The Three Little Pigs

Post-reading activity:

- Re-write the end of the story.
- Dramatize the last scene of the story in groups.



Cultures of the World



WARM-UP

Where am I from?

LISTENING

Hit the Word

SPEAKING

Interactive Poster

READING

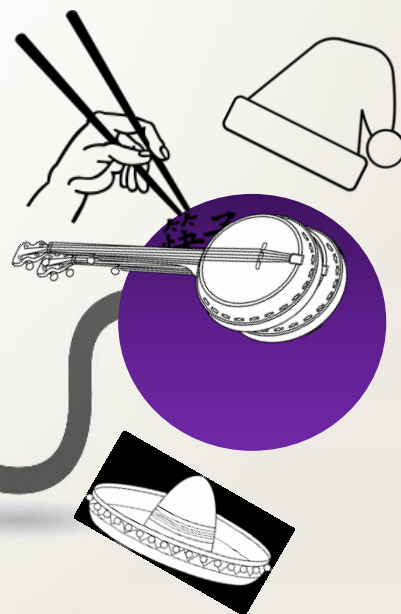
Reading Inspiration

WRITING

Art Gallery

GRAMMAR

Sentence Scramble



CHAPTER 6

Korean

Egyptian

Russian

Chinese

Warm-Up: Where am I from?

Each student is given a piece of paper with a nationality; he/she cannot see what is written on it. He/ she sticks the piece of paper on his/her forehead. Learners go around the classroom asking yes/no questions about each other's nationality. The students answering the questions cannot say the name of the country or the nationality in a direct way. The activity ends when most of the students guess their classmates' nationality.

Brazilian

American

Spanish

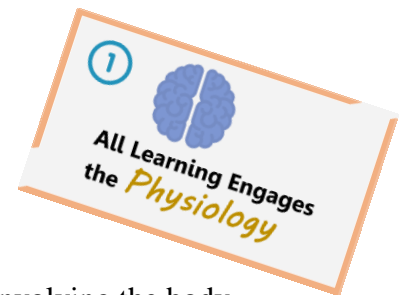
German

1

Activity: Hit the Word**Skill:** Listening**Principle:** 1**Objective:** To understand simple familiar phrases and words while involving the body.

Instructions: Before class, the teacher chooses fifteen vocabulary items from the song and writes them on separate pieces of paper. The class is divided into two groups, and students line up in two rows facing the board. The instructor reads the words for students to listen to their pronunciation. The teacher plays the song. When the two students at the front of their line hear a word in the song that is on the board, they hit the word that they heard with a ball. The teacher will stop the song after each verse. They then go to the back of the line for the next pair to participate. The group with the most correct words is the winner. Students are asked to tell the meaning of the words they hit. Additionally, the teacher can include some distractors to make the activity more challenging.

The suggested song is. "Everyone is Different" by Lanny Sherwin.



CHAPTER 6

Words List:

- | | | |
|-------------|---------------|---------------|
| ➤ Colors | ➤ Fat | ➤ Interesting |
| ➤ Clothes | ➤ Differences | ➤ Thanks |
| ➤ Speak | ➤ Cool | ➤ Weird |
| ➤ Zip codes | ➤ Puzzle | |
| ➤ Young | ➤ Home | |
| ➤ Tall | ➤ Family | |



Activity: Interactive Poster

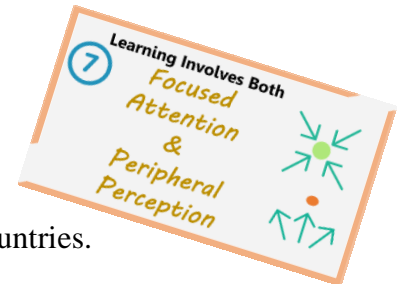
(Idioms from the United States and England)

Skill: Speaking

Principle: 7

Objective: To express ideas through idioms from English speaking countries.

Instructions: The teacher brings to class a portable poster containing different vocabulary items. For instance, if the topic is culture, the poster may include idiomatic expressions about it. The class is divided into groups. Each group takes a set of idioms to create a dialogue. The dialogue should be original and fun.



IDIOMS FROM THE USA

YOU ROCK



you are great

CRY WOLF



to call for help when you don't need it

PULL A RABBIT OUT OF A HAT



to do something unexpected

GO THE EXTRA MILE



to make a special effort

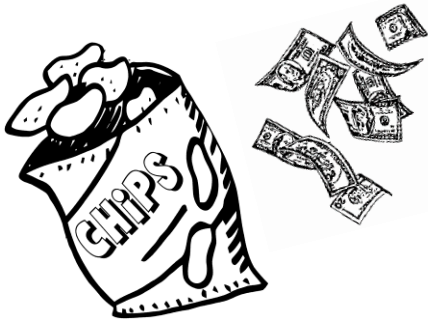
BE A CATCH



be someone worth marrying/having

IDIOMS FROM ENGLAND

CHEAP AS CHIPS



There is a bargain, and you can find items to a low price.

THAT WENT DOWN A TREAT



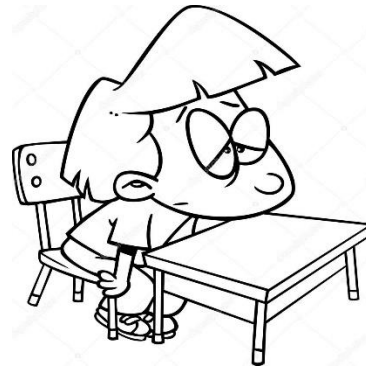
Something was thoroughly enjoyed.

ITCHY FEET



This refers to when you want to try or do something new, such as traveling.

AT A LOOSE END



You are bored or you have nothing to do.

NOSY PARKER



Someone who is extremely interested in other people's lives.

Adapted from:
<https://matadornetwork.com/abroad/11-idioms-brits-understand/>

CHAPTER 6

3

Activity: Reading Inspiration

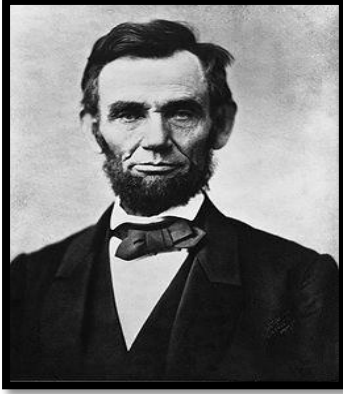
Skill: Reading

Principle 5

Objective: To learn about people who have inspired others with their actions and contributions to humanity.

Instructions: The teacher provides students with different readings about personalities that have achieved something important for their country. Then, students comment on the story that they read and are asked to choose the story that they liked the most. Students who preferred the same story get together and prepare a role-play based on it. If there are many different opinions, they are asked to make a drawing individually and then, they present it to the class.



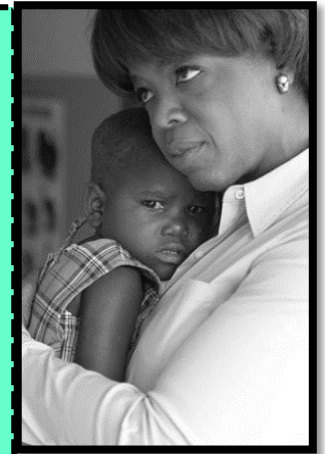


Abraham Lincoln's success story (North American): Did you know that Abraham Lincoln had two business ventures fail, lost 8 different elections and had a complete nervous breakdown before becoming president in 1816? His story is a great inspirational confidence story in that he shows how if you just keep moving towards your dream, you'll eventually make it.

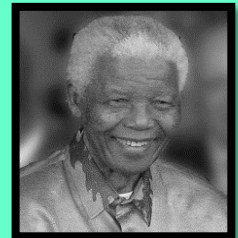
He once said, "I am a slow walker, but I never walk back".

Oprah Winfrey's success story (African-American): One of the inspirational stories that really motivated me the first time I read about it was the success story of Oprah. Oprah is one of the most popular TV icons nowadays and she is also one of the richest women on our planet but this is not how her story began. Do you know that Oprah was fired from her job and was told that she was not fit for TV earlier in her life?

She once said, "Education is the way to move mountains, to build bridges, to change the world".



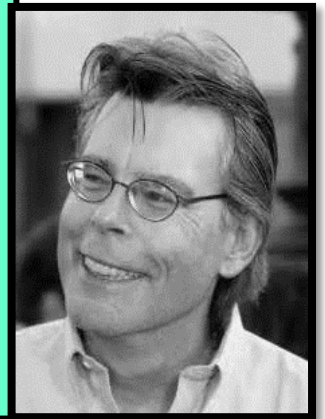
Nelson Mandela's Success Story (South African): In 1990, Mandela was released from prison and dove back into the work he'd set forth in his life. In 1993, he was awarded the Nobel Peace Prize for his efforts to end apartheid. Then in 1994 he became the first black South African President. Nelson Mandela was an overcomer. He fought for what he believed was right and through no opposing action did he waiver from those beliefs. This man gave strength and hope to people of a country trying to hold them down. That did not always make Mandela a favorite among those of South Africa, but it did make him an inspiration. Nelson once said, "I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."





Soichiro Honda Success story: (Japanese) Soichiro Honda is the founder of the company Honda which is one of the well-known large automotive companies. Honda's story starts when he went for a job interview to work for the Toyota company. Honda was rejected and was told that he is not fit for the job!! The man didn't give up and decided to create a company that competes with Toyota and so Honda was born!! If there is anything we can learn from this inspiring success story it would be to never give up.

Stephen King's inspirational success story: (North American) Most people know Stephen King the famous writer but few know about his life story. Stephen's first novel was rejected almost everywhere it was submitted to the extent that he threw it in the garbage!! His wife got the story out of the garbage and insisted that he submit it again and in the end he became the Stephen King we know now!! There is a very important lesson you must come up with from this inspirational success story which is that rejections should make no sense at all if you believe in yourself.

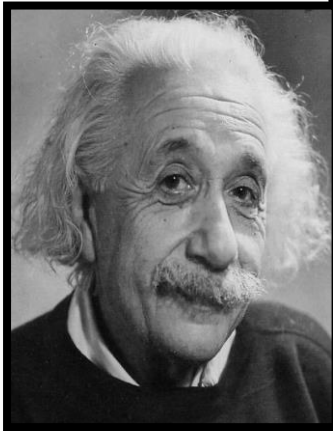


Thomas Edison motivational success story: (North American) Thomas Edison's success story is one of the stories that can motivate anyone after experiencing failure. Thomas failed about 999 times to invent the lamp before he succeeded in doing it on the 1000th attempt. When people asked him how did you manage to keep going even though you were failing all the time he replied telling them, each time it didn't work I used to say I discovered a new way how to not invent the lamp. Thomas Edison success story should make you conclude that failure should never stop you even if it occurred more than once.

Bill Gates success story: (North American) He is the founder of Microsoft and one of the most inspirational business leaders living these days. Before launching Microsoft, Bill Gates was a Harvard University dropout and co-owner of a failed business called Traf-O-Data. Driven by his passion for computer programming, Gates built what would become the world's largest software company. Microsoft went public in 1986, and by the next year its rising share price made then-31-year-old Gates the world's youngest self-made billionaire. An investor in the initial public offering would have seen a return of 30,207 percent.

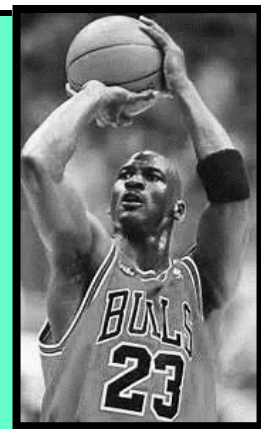


Walt Disney's Success Story: (North American) was turned down by over a hundred banks when he tried to get funding to develop Disneyland. He was also fired from his job at a newspaper for "lacking ideas". He also had several bankruptcies before he was able to develop Disneyland.



Albert Einstein's Success Story: (German) Today the word "Einstein" is synonymous with genius, but young Albert didn't speak fluently until he was nine-years-old, causing teachers to think he was slow. He was expelled from school for his rebellious nature and was refused admittance to the Zurich Polytechnic School. He went on to revolutionize science's understanding of the world, taking physics beyond its Newtonian view by developing the theory of General Relativity. He won the Nobel Prize, with his research leading the U.S. to build an atomic bomb, and influenced all aspects of culture, from religion, to art, to late-night television.

Michael Jordan's Success Story: (North American) Most people wouldn't believe that a man often lauded as the best basketball player of all time was actually cut from his high school basketball team. Luckily, Jordan didn't let this setback stop him from playing the game and he has stated, "I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game winning shot, and I missed. I have failed over and over and over again in my life. And that is why I succeed."



Adapted from:

https://www.2knowmyself.com/inspirational_stories_of_successful_and_famous_people

<http://www.biographyonline.net/people/inspirational.html>

Suggested webpage:

http://www.oddee.com/item_96763.aspx

CHAPTER 6

4

Activity: Art Gallery

Skill: Writing**Principle:** 7**Objective:** To express oneself describing famous art pieces around the world.

Instructions: Students have been previously asked to bring a famous master piece to class (in groups). The teacher sticks the masterpieces on a wall during the whole session and students are asked to take a walk and enjoy the paintings. Then, the teacher sticks newsprint sheets on the opposite. In groups, students are assigned one painting so that they write what they remember about that specific painting (they cannot see the paintings while writing). Then, they go back to the painting and are asked to look at the picture they were assigned carefully. The groups go back to the newsprint sheets and start writing a fictitious story about the painting while they describe it. Students read the paragraphs aloud, and the teacher provides feedback.



Suggested Masterpieces:

A BAR AT THE FOLIES-BERGÈRE



UM DOMINGO NA GRANDE JATTE



DOGS PLAYING POKKER



DANCE IN THE COUNTRY



CHAPTER 6

5

Activity: Sentence Scramble**Skill:** Grammar**Principle:** 4**Objective:** To show understanding of the different grammar structures and the usage they have in a sentence.**Instructions:** The class is divided into groups. Each group is given a set of words. These words form different questions and sentences. Therefore, the group should find as many sentences and questions possible and write them down on a piece of paper. At the end, the group with more correct sentences and questions are the winners.**Grammar Structures in Chapter 6:**

The Present Perfect Tense

Superlatives

Comparisons with So, Too, Either, and Neither

The Present Perfect Tense

I	Have	Heard of
You	them	times
To	Already	Gone
the	Palace	In
She	Just	Tried
food	London	What
They	Not	Been to
We	Never	Arrived
He	Ever	Done

has	Japan	traditional
here	Where	How many

Possible answers: I have just arrived in London. Where have you been? She has never been to Japan. What have you done here? He has never tried traditional food. How many times have they been to London? We have not heard of the Palace

Superlatives

I	Is	The
You	Are	Most
She	Big	-Est
They	City	Lucky
We	The	Strong

He	Popular	Sports
Paris	Interesting	What
Best	Friends	Worst
Man	Woman	Famous
Sydney	Australia	In
World	Beautiful	People

Possible answers: Sydney is the biggest city in Australia. Paris is the most beautiful city. We are best friend. He is the most famous man in Australia. What is the most interesting city? I'm the luckiest man. What are the most popular sports in the world? She is the strongest woman.

Comparisons

Instructions: Students review comparisons by forming possible responses using either, neither, so, and too. There are eight possible combinations. Students write a sentence that matches each response.



Alex	Does	Too
So	Does	Alex
Alex	Doesn't	Either
Neither	Does	Alex
Alex	Isn't	Either
Neither	Is	Alex
So	Is	Alex
Alex	Is	Too

Answers: Alex does, too/ So does Alex/ Alex doesn't either/ Neither does Alex/ Alex isn't either/ Neither is Alex/ So is Alex/ Alex is, too

Summary

BBL Principles

1



All Learning Engages the *Physiology*

2



The mind is *Social*

3



The *Search for Meaning* is innate

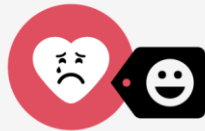
4

The Search for Meaning Occurs through *Patterning*



5

Emotions are critical to patterning



6

The Brain Processes *Parts & Wholes* Simultaneously.



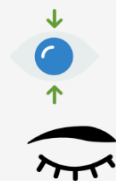
7

Learning Involves Both *Focused Attention & Peripheral Perception*



8

Learning Is Both *Conscious & Unconscious*



9

There Are at Least Two Approaches to *Memory*



10

Learning Is *Developmental*



11



Complex Learning is enhanced by challenge and inhibited by threat associated with helplessness and/or fatigue

12

Each Brain Is *Uniquely Organized*



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