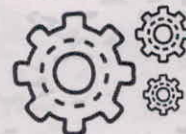
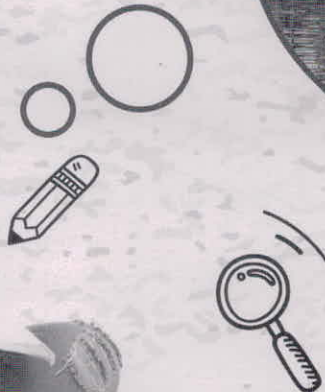
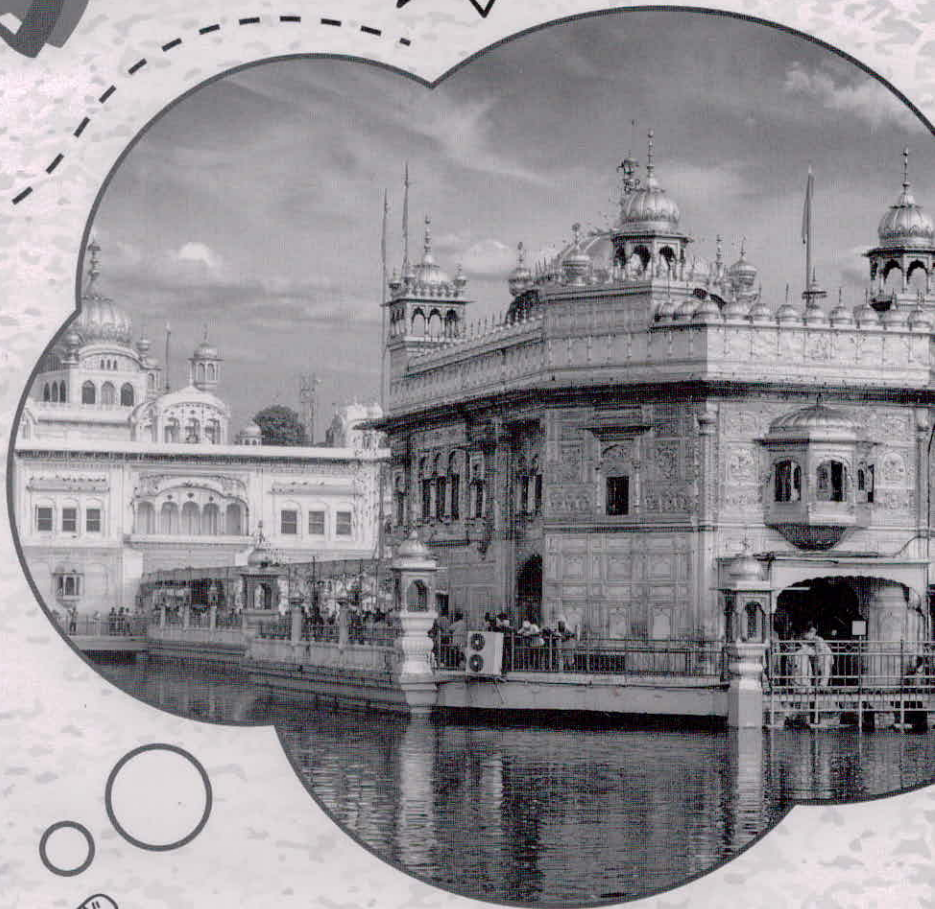


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@ccess

Teacher's Book



editorial **edebé**
Iluminar la mente para abrir el corazón

Ma. del Rocío Vargas Ortega



EDUCACIÓN
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Estimado(a) maestro(a):

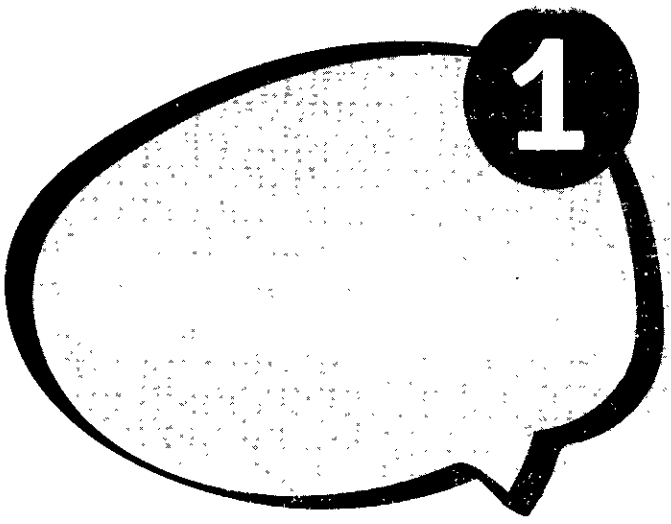
La Guía Didáctica que tiene en las manos es resultado del esfuerzo realizado por el gobierno federal y los gobiernos estatales para garantizar que los(as) alumnos(as) que cursan la asignatura de *Lengua Extranjera. Inglés* puedan acercarse al conocimiento y dominio de una lengua diferente a la materna y, con sus orientaciones, alcanzar una educación de excelencia.

Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

Esta Guía didáctica contribuirá también a su formación docente, pues en ella encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y aprendizaje de la lengua inglesa; además, cuenta con un disco que contiene modelos orales e imágenes fijas que le apoyarán en su quehacer docente.

Le deseamos éxito.

Distribución gratuita, prohibida su venta.



Teacher's Book

Ma. del Rocío Vargas Ortega

@ccess 1

Teacher's Book

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editorial
edebé
Iluminar la mente para abrir el corazón

**DISTRIBUCIÓN GRATUITA
PROHIBIDA SU VENTA**

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For many pupils, learning from teachers must appear to be a mysterious and arbitrarily difficult process, the solution to which may be to concentrate on trying to do and say what appears to be expected — a basically 'ritual' solution. A greater emphasis on the importance of language and communication in creating a shared conceptual sense of the meaning and significance of experience and activity may help to make classroom education a more open and explicit business and, therefore a less mysterious and difficult process for pupils

(D. Edwards & N. Mercer 1988: 169)

Dear teacher:

Learning a foreign language within an environment where students' voices are heard while making decisions, as well as feeling safe, valued, respected and happy are necessary conditions for learning and for becoming increasingly autonomous. Thus, it is important to emphasize:

"...what people do and say (or do by saying) in a classroom. This becomes not only the physical setting of school learning, but also the communicative setting where speaking, listening, reading and writing takes place. A setting where some get amused and some get bored, where some become friends while others become rivals, where some skills, habits and concepts are learned, while many other things are forgotten. At the end of the day, it is the place where some talk, where the different forms of a teacher's pedagogical discourse interact with the ways in which those who attend our classrooms – on every workable day, like it or not – have for speaking and understanding the world".

Most of a student's lifetime is spent at school. Thus, it is essential to make their stay there a significant experience for learning to live together harmoniously. The base of forming responsible, critical and self-confident citizens is sharing students' worries, likes, interests, as well as classroom work, planning and decisions about what to do and how to do it. With the aim of helping you in the aforementioned tasks, we conceived of the didactic pack for first grade of secondary of this **@ccess** series.

From our perspective, it is you who make English learning and the formation of your students possible. Thus, we have created a proposal different from those you already know of. In this series, we offer the necessary resources to enable your students to acquire ten social practices of language set in the current English syllabus. In order to do so, they will engage in communicative exchanges while creating their own language products, enabling them to learn-while-doing, by means of carefully-crafted models. These were devised with the aim of demonstrating the actions involved in the different steps and stages (starting, development, closure) of the process of developing a language product.

This proposal focuses on the interaction between your students and between your students and people within and outside the school. The didactic proposal envisioned by

@ccess offers many opportunities for students' full participation in decisions involving and fostering oral and written exchanges such as:

- How much time they will allocate to the proposed activities in the practice schedule, depending on the challenges they represent for your students. For example, for some, writing is a more time-consuming activity, while for others, reading will need more time.
- What kinds of activities and how many of them are necessary to develop the steps for crafting a language product. For instance, some students may require a greater number of activities than those proposed in order to understand something they listen to or read.
- What will be the subject, addressee and purpose of the language product. Inasmuch as students get involved in these decisions, they will become co-responsible for their learning process and the result. For example, if your students cannot reach agreement on the subject matter, they can have different proposals from different teams, provided that each team commits and becomes co-responsible for the partial and final results.
- How to manage work within teams. This decision entails using each team member's strengths as well as recognizing what kind of personal support is needed. Learning to work as a team demands personal responsibility for giving what one knows and knows how to do best, so the result is a joint achievement.

Moreover, while crafting a language product is a collective challenge, the proposal gives the chance to alternate between individual and group working modes, in different moments, so as to foster personal self-awareness and to exchange opinions, reasons and ideas.

This having been said, we have endeavored to model communicative actions and to make evident indispensable linguistic knowledge. In that way, your students can become satisfactory participants of social language practices and their key outcomes.

We are convinced that your work and vocation enable our youngsters to learn, thus while creating **@ccess**, we gave our best so as to provide you with tools that may contribute, in as many ways as possible, to carrying out your noble task of teaching.

The author

Scope and Sequence

Suggested practice order	Title	Environment	Communicative action	Pages
1	For the sake of others	Family and community	Exchanges linked to specific purposes	Student's Book: 10-25 Teacher's Book: 14-29 Reader's Book: 5-8
2	Stories to tell	Ludic and literary	Literary expression	Student's Book: 26-43 Teacher's Book: 30-47 Reader's Book: 9-19
3	Everyone who seeks finds	Academic and educational	Interpreting and following instructions	Student's Book: 44-61 Teacher's Book: 48-65 Reader's Book: 20-24
4	A picture is worth a thousand words	Family and community	Exchanges linked to mass media	Student's Book: 62-75 Teacher's Book: 66-79 Reader's Book: 25-36

Social language practice	Product	Key learning goals	Assessment instruments	Evidence of learning
Exchange opinions about a community service.	Dialogue	<ul style="list-style-type: none"> • Listens to and reviews dialogues about community services • Understands general meaning and main ideas • Exchanges information about community services 	<ul style="list-style-type: none"> • Notes • Individual performance checklist • Product checklist • Team assessment instrument 	<ul style="list-style-type: none"> • Chart with theme, purpose, and setting • Dialogue clues • Key words • Model questions • Expressions to give and receive information • Dialogue
Read classic tales.	Big Book	<ul style="list-style-type: none"> • Chooses and reviews classic tales • Understands general meaning and main ideas of classic tales • Compares oral and written variants • Expresses key events orally • Rewrites key events 	<ul style="list-style-type: none"> • Performance checklists • Product checklist • Partner assessment • Team assessment instrument 	<ul style="list-style-type: none"> • Discussion • Graphic and textual components card • Purpose card • General meaning card • Key events list • Sentences • Paragraphs
Write instructions to use a bilingual dictionary.	Set of instructions	<ul style="list-style-type: none"> • Chooses and reviews bilingual dictionaries • Understands the use of textual components in bilingual dictionaries • Writes instructions • Edits instructions 	<ul style="list-style-type: none"> • Achievements and goals diagram • Individual performance checklist • Product checklist • Partner assessment instrument • Team assessment instrument 	<ul style="list-style-type: none"> • Addressee card • Instructions about sections • Instructions about typographic resources • Instructions about order • Characteristics needed for instructions • Set of instructions draft
Produce dialogues and interventions for a silent short film.	Dialogue	<ul style="list-style-type: none"> • Explores short films • Understands general meaning and main ideas • Produces dialogues and interventions 	<ul style="list-style-type: none"> • Rubric • Individual performance checklist • Partner assessment 	<ul style="list-style-type: none"> • Scenes chart • Text with dialogues and interventions • Dress rehearsal

Suggested practice order	Title	Environment	Communicative action	Pages
5	Your future starts today	Ludic and literary	Ludic expression	Student's Book: 76-91 Teacher's Book: 80-95 Reader's Book: 37-45
6	Healthy mind in a healthy body	Academic and educational	Looking for information	Student's Book: 92-107 Teacher's Book: 96-111 Reader's Book: 46-48
7	Getting to know us better	Family and community	Exchanges linked to one's own and others' information	Student's Book: 108-127 Teacher's Book: 112-131 Reader's Book: 49-54

	Social language practice	Product	Key learning goals	Assessment instruments	Evidence of learning
	Compose constructive forecasts about others.	Forecast	<ul style="list-style-type: none"> • Reviews examples of written forecasts • Identifies ways of expressing future actions when listening to them • Asks and answers questions to understand forecasts • Writes sentences expressing the future to compose forecasts 	<ul style="list-style-type: none"> • Performance log • Individual performance checklist • Product checklist • Partner assessment instrument • Team assessment instrument 	<ul style="list-style-type: none"> • Proposals diagram • Questions • Answers • Forecast draft • Forecast final version
	Write explanations to describe systems of the human body on a diagram.	Diagram	<ul style="list-style-type: none"> • Reviews and understands information about human body systems • Proposes and answers questions about human body systems • Writes notes to describe diagrams • Edits diagrams as part of a team, with teacher's help 	<ul style="list-style-type: none"> • Questionnaire • Individual performance checklist • Product checklist • Partner assessment instrument • Team assessment instrument 	<ul style="list-style-type: none"> • Choice of human body system • Notes on textual and graphic distribution • Questions and answers • Descriptive sentences • Explanation of final version • Diagram of final version
	Exchange compliments, likes and dislikes in an interview.	Interview	<ul style="list-style-type: none"> • Listens to and reviews likes and dislikes in interviews • Understands general meaning and main ideas in dialogues • Uses compliments, likes and dislikes in written dialogues • Exchanges compliments, likes and dislikes in a dialogue 	<ul style="list-style-type: none"> • Performance checklists • Product checklist • Partner assessment instrument • Team assessment instrument 	<ul style="list-style-type: none"> • Likes and dislikes list • Questions • Interview (first draft) • Interview (second draft) • Interview (final version)

Suggested practice order	Title	Environment	Communicative action	Pages
8	Words in motion	Ludic and literary	Understanding one's self and others	Student's Book: 128-145 Teacher's Book: 132-149 Reader's Book: 55-57
9	Speaking well makes the world go'round	Academic and educational	Processing information	Student's Book: 146-163 Teacher's Book: 150-167 Reader's Book: 58-70
10	Make your way by going farther	Family and community	Exchanges linked to external settings	Student's Book: 164-180 Teacher's Book: 168-183 Reader's Book: 71-80

	Social language practice	Product	Key learning goals	Assessment instruments	Evidence of learning
	Read comic strips and discuss cultural expressions.	Discussion	<ul style="list-style-type: none"> • Chooses and reviews comic strips • Interprets the content of comic strips • Exchanges opinions about cultural expressions in a discussion 	<ul style="list-style-type: none"> • Performance checklists • Product checklist • Partner assessment instrument • Team assessment instrument 	<ul style="list-style-type: none"> • Notes about cultural expressions • Points of view chart
	Present information about linguistic diversity.	Presentation	<ul style="list-style-type: none"> • Chooses information • Reads information • Rehearses a presentation • Carries out a presentation 	<ul style="list-style-type: none"> • Rubric • Individual performance checklist • Product checklist • Partner assessment instrument • Team assessment instrument 	<ul style="list-style-type: none"> • Discussion • Criteria for selecting sources of information • List of reasons for a presentation • Notes to answer questions • Visual aids • Presentation outline
	Agree on a trip schedule with others.	Trip schedule	<ul style="list-style-type: none"> • Looks up information • Compares pros and cons of ideas and proposals • Builds up arguments to defend ideas and proposals • Listens to and expresses pros and cons to reach an agreement 	<ul style="list-style-type: none"> • Team questionnaire • Individual performance checklist • Product checklist • Partner assessment instrument • Team assessment instrument 	<ul style="list-style-type: none"> • List of proposals • Information for planning a trip • Graphic for contrasting proposals • Expressions to support a proposal • Body language chart • Discussion

Components

The **@ccess** didactic pack contains 4 different materials, which are described next:

1. Student's Book. It is organized in 10 social language practices. Each practice shows a didactic sequence organized in three stages: warm-up, building and closure, with the steps, activities, and linguistic knowledge required to get more proficient at intervening in those practices, while achieving the expected outcomes and developing the language products. Each stage has distinguishing features, which are summarized below:

- **Warm-up stage:** Its aims are to retrieve previous knowledge and students' experiences of the language practice, and to plan steps and activities needed to craft a language product. A planning schedule is included, the students can check on what they will be doing. Thus, students will know what is expected of them, and they will be able to identify in which steps or activities they will require more or less support and in which ones they can act more independently from the beginning. Also, planning the schedule allows students to take control of the steps for creating a language product. That way, the steps can be completed in the time allocated to each practice. In this stage, students identify their starting time and they can establish what they need to know and what they need to know how to do to become proficient users of the language while producing a language product, i.e., a text or discourse with social purpose and an actual addressee.
- **Building stage:** In this stage, different communicative activities take place, so as to develop, widen and consolidate skills and knowledge therein involved. Students will now carry out activities such as: looking up information, exploring, interpreting, composing and checking the texts required for a language product. These, in turn, will trigger authentic communicative exchanges where reflection upon formal aspects

and conducts, behaviors and values for successful communication are put into play. At this stage, with your guidance and support, students will need to self-regulate their learning, that is, to recognize which skills, knowledge and attitudes require attention so as to solve communicative, cultural and attitudinal challenges involved in their language products. Thus, it is essential to stop as many times as necessary to assess their performance, which scheduled activities they have already done and which they have not. Check in which activities they require more or less support, why there is or there is not good communication within teams, in order for them to become more autonomous and to develop social skills. Because of all these reasons, the content and form of a language product are defined at this stage, which is comprised of reaching agreements, negotiating, giving rationales, sharing ideas, etc.

- **Closure stage-socialization:** This has a number of aims. The first is comprised of reviewing and preparing the final version of the language product, so it can be conveyed to the addressee established in previous stages. The second is to assess the product itself, i.e., if it fulfills the communicative, cultural and linguistic conventions, and the impact on the addressee. The third is to assess the learning process and its results with regard to the social language practice in order to:
 - a) identify rights and wrongs in performance and product;
 - b) assess how to strengthen what has been done correctly, and to resolve any problems, so they can be taken into account as soon as possible.
- 2. Teacher's Book.** This book was thought of and crafted to support and give a hand to your industrious tasks. It has the following sections:
- A smaller-sized version of the Student's Book with answers for the activities. This section has the aim of helping in the review process and providing constant feedback for your students.

- **Suggestions** to develop each activity in the three stages involved in producing a language product (warm-up, building, closure). Such suggestions are comprised of attitudes, values, and behaviors expected while interacting; basic skills and linguistic aspects involved in communication and strategies for learning to learn.
- Assessment instruments with the aim of supporting and monitoring your students' progress with regard to the benchmarks of the level of proficiency in English.
- A transcript of the audio tracks for each practice, so that you have access to this content and you may use it as you like.
- A reference section with the materials used within the **@ccess** didactic pack.

3. CD. The audio tracks, whose transcripts are included on the CD and Teacher's Book, are identified in the Student's Book by means of an icon. These are used throughout the practices to:

- Model expressions used while discussing or exchanging ideas, feelings, experiences, etc.
- Make evident how questions are asked and answered in different situations.
- Offer models of different English variants.
- Work with acoustic features such as voice volume, pace and tone.

Though the audio tracks were created for the aforementioned purposes, you are free to use them as you like.



Being through language:

A section with information about behaviors and attitudes that foster communication.



Individual



Team activity



Pair



Whole-class activity



RB: This icon leads you to your Reader's Book.



This icon gives you the cue to play a CD track (your teacher will play it).



The translation of difficult words is represented by this icon.

Remember:

A section with information you already know, but that should be taken into account when carrying out some activities.



Remember
The participants in a dialogue are called interlocutors.



This icon provides suggested websites.



Glossary:

This icon indicates to check a word in the Glossary section.

4. Reader's Book. This material is an anthology that provides students with a number of different texts to acquaint them with the English language. It was created with the following aims:

- To offer texts in English so that members of the school community have materials in this language.
- To give students a short range of texts so they can use them to explore texts akin to those used in each practice.
- To be a guide for your students to identify the features of texts they can look up in libraries or on the web. Having different models is useful for your students to find out whether texts are useful for their purposes or not.
- To show different text formats belonging to the different texts contained in this book. Since it is an anthology, each text has different graphic components to distinguish it from the others. The purpose is to display the wide array of text formats the book is comprised of.
- To help you enhance your didactic practice with a number of texts to work with. This will help you to compose similar texts to be shared with your students.

FOR THE SAKE OF OTHERS

Activity 1

- Establish, with your students, the rules that will be followed during the school year to build a pleasant, collaborative and responsible work environment.
- Ask your students questions such as: Who is in the picture? Where is she? What do you think she is doing?, et cetera. This activates previous knowledge and introduces your theme.
- Take advantage of the students' knowledge of their mother tongue and of the characteristics of the place where they live. Ask about the language practices in which they take part out of school, for example: asking and giving information in public and private institutions (a health center, youth organizations, sports centers, et cetera).
- Establish specific times to give and receive constructive feedback that will allow your students to improve and develop their oral expression and oral comprehension.
- Use daily communication in the classroom to work on and develop oral expression and oral comprehension.

Activity 2

- Encourage your students to share the names of other places where they know public services are offered.
- Practice the names of places where public services are offered by playing language games with your students, for example, guessing the name from the first and last letter, finding out the name of the places by putting them in order, finding out the names using mime.

FOR THE SAKE OF OTHERS

Family and community environment
SOCIAL LANGUAGE PRACTICE: Exchange opinions about a community service.

In this practice, you will perform a dialogue to learn how to ask for and give information about public services.

Warm-up stage

1. Look at the pictures and choose the best answer for each of the questions.

What is this?

El centro de salud

El centro de la biblioteca

Who appears in the picture?

Una enfermera

Un médico

Where is she?

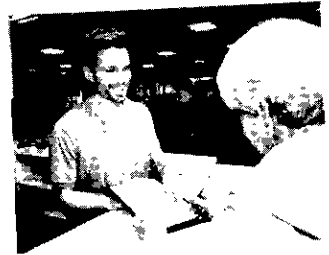
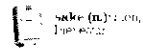
En un centro de salud

En un centro de la biblioteca

What do you think she is doing?

Está leyendo un libro

Está hablando con una enfermera

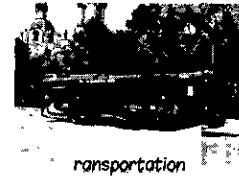
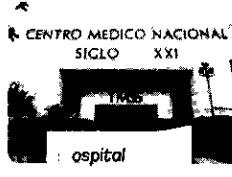
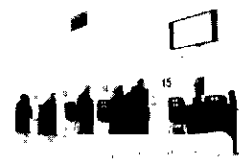


What do you know? Discuss in your practice

2. Look at the pictures and complete the label in the boxes below.

What other places offer service to the community?

session 1



3. Look at the chart below. Read the activities you will complete in this unit in order to produce a dialogue. Remember to tick each activity as soon as you finish it.

Week	Activity	Notes	Progress
Week 1	Listen to dialogues.	Identify the main parts of a dialogue: theme, setting, purpose, interlocutors and attitude.	<input type="checkbox"/>
Week 2	Learn how to participate in a dialogue.	Locate key words to express main ideas. Find clues to decide how to participate in the dialogue (voice, volume, speed, speech register, setting, tone). Formulate questions to ask for information. Create your own expressions using different types of sentences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 3	Prepare expressions for the dialogue.	Produce the sentences you will use in the dialogue. Revise your sentences. Rehearse your dialogue.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 4	Perform your dialogue.	Assess the process and product.	<input type="checkbox"/>

4. Read along as you listen to the conversation.

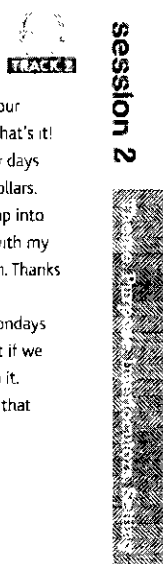
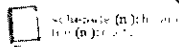
Hi, Anna! What a surprise! How've you been?
Hello, Martha! I'm fine, thank you. What about you?
I'm fine too. So what's up?
I want to join the basketball team, so I'm looking for information about it.
Really? Did you know I'm a player?
I didn't know! I would have asked you, instead of coming all the way here. So, what do I need to do to join?
It's pretty simple. You just have to bring your school ID, proof of your address, and a medical certificate. Then, you have to fill out a sign-up form and can choose the schedule that's best for you.

Then, the office employee scans your papers and takes a photo of you. That's it! You'll get your ID in the mail a few days later. The membership fee is 10 dollars.
Thank you! It was great to bump into you. I'll go home and come back with my documents to sign up for the team. Thanks a lot.
You're welcome. I play on Mondays and Wednesdays. It would be great if we were teammates. I look forward to it.

Great! I'll make sure to pick up that schedule, it will be fun.

Alright! See you soon then.

Sure, thanks again. Bye



Activity 3

- Make sure your students identify the three stages of the plan and that they understand each activity to be done. Ask a student to read each task out loud so that the other students understand the activities they will perform in order to create the product (a dialogue).
- Keep in mind that the students can put forth their own proposals about the product in order to expand its scope and to come up with the steps to achieve it, also, to make proposals from the ones you present them. The most important aspect of this project is to create an appealing language product for the students to choose, so that they get totally involved. They will then feel the need to develop the abilities, knowledge, attitudes and values necessary to grasp the social practice of language.
- Read the schedule with your students.
- With your students, consolidate the commitment and responsibility of

teamwork, and let each student, little by little, achieve autonomy and responsibility for their own learning. Remember that you should guide the activities with different levels of participation.

- With your students, explore the activities of the stages in order to produce the language product.

Activity 4

- Ask a student to read the introductory information about Anna out loud.
- Let students listen to the whole dialogue. Then, play the track again, pausing to point out certain phrases (e.g. "bump into you", "sign up", among others), as well as the expressions used to ask for or give information about a community service.
- Use this activity to recognize the cultural patterns displayed when having a dialogue like this one, for example, the body language used (which cultures use a lot of gesticulation, how the concept of personal space varies from culture to culture, et cetera).
- Ask students what this dialogue is about, who speaks and how many people participate.
- Ask students which parts they understood and which parts they need to listen to again.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.



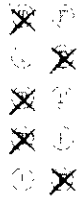
Activity 5

- Promote a pleasant and comfortable environment to favor the dialogue, respect and inclusion of all students.
- Build an effective and cooperative environment so that the students learn to respect and appreciate both the material that is in the classroom and the work done by them and others.
- Check the students' answers carefully to make sure they understand the dialogue they listened to.
- Formulate questions such as: What is the dialogue about? What is its purpose? Who are the interlocutors? Do Martha and Anna know each other? What type of relationship do they have?
- Have students check their answers in pairs.

Remember
The participants in a dialogue are called interlocutors.

5. Mark the following statements True or False.

1. The participants in a dialogue are called interlocutors.
2. The purpose of a dialogue is to exchange information.
3. A dialogue is a conversation between two or more people.
4. The setting of a dialogue is the place where the dialogue takes place.
5. The content of a dialogue is the subject matter of the dialogue.
6. The relationship between the interlocutors is the relationship between the people who are talking.



6. Match the columns below after looking at the example.

- | | |
|--|--|
| 1. The dialogue takes place in a park. | • Setting (place) |
| 2. The dialogue is about the importance of recycling. | • Content (theme) |
| 3. The dialogue is between a teacher and a student. | • Relationship between the interlocutors |
| 4. The dialogue is to discuss the importance of recycling. | • Purpose |

FOR OUR DIALOGUE

7. Complete the following chart with your dialogue's information.

THEME

SETTING

RELATIONSHIP BETWEEN THE INTERLOCUTORS

PURPOSE

Remember

Dialogues usually have three parts:
Beginning: a greeting or a question about the situation
Body: where the subject matter is developed
Closure: the final point at which a farewell expression is often used, and interaction ceases

Activity 6

- Mention the types of relationships there may be between the interlocutors in a dialogue about offering and asking for a community service, for example: people who are familiar with each other (neighbors, parents' friends, et cetera), relatives (uncles, aunts, cousins, siblings, et cetera), strangers.
- After completing the activity, allow your students to reflect on each of the acoustic elements and the elements of register in informal dialogues. Make the reason for each answer very explicit and demonstrate where appropriate:
 1. Explain that informal speech often occurs at a very quick speed. It is often used in friendly conversations (Demonstrate the opposite by speaking very slowly to your students and point out how distracted or bored they get).
 2. Help your students be aware of the importance of a proper volume in order to be heard and understood. Explain that the setting is often what determines the level of volume for communication.

Activity 7

- Encourage your students to express their ideas.
- Use the information that was completed by the students as learning evidence.
- Support your students by offering them a list of possible topics, settings and purposes for their dialogue.
- When defining the product of the language to be elaborated, have in mind not only that it should be interesting, but viable too.
- Read out the Remember with students and comment on its content.

Activity 8

Session 3

8. Listen to Track 3, read the transcript below and identify its parts.

- Use green for the introduction, blue for the body and orange for the closure

blue

You'll need two photos, an ID and a proof of address.
All right. What are the office hours to get the library card?
Monday to Friday, from 8:30 in the morning to 2:00 in the afternoon and from 3:00 in the afternoon to 8:00 at night. Saturdays, from 10:00 in the morning to 4:00 in the afternoon.
Will it take long?
Only the time it takes to type your data in the computer and the printing time. At the most, 10 minutes. Do you have any other questions?

green

Welcome to the library! May I help you?
Good afternoon. I want to borrow some books.
All right, you will need a library card to be able to do so.
And how can I get one?

orange

No, thanks. I'll come back with the papers later
All right. If you plan to come back today, it's almost 7, so you'd better hurry.
Right. Thanks!

9. Read the transcript below and compare it with the one in activity 8.

- Underline the new expressions and identify what they add to the conversation. Look at the example.

RR

Welcome to the library! May I help you?
Good afternoon. I want to borrow some books
All right, you will need a library card to be able to do so
And how can I get one?
You'll need two photos, one color and one black and white. Also, an ID. Your school ID would be fine. A proof of address, and
Oh, what kind of document can be used as proof of address?
It can be an electricity or a phone bill.
And you can pay a voluntary fee.
Sorry, I don't hear the last part.
No problem. I was saying you could pay a voluntary fee.
Ok, and how much do library users normally pay?

Well, most people pay between \$250 and \$4 a year
All right. What are the office hours to get the library card?
From Monday to Friday, from 8:30 in the morning to 2:00 in the afternoon and from 3:00 in the afternoon to 8:00 at night. Saturdays, from 10:00 in the morning to 4:00 in the afternoon
Will it take long?
Only the time it takes to type your data in the computer and the printing time. At most, 10 minutes. Do you have any other questions?
No, thanks. I'll come back with the papers later
All right. If you plan to come today, it's almost 7 pm, so you'd better hurry.
Right. Thanks!

- Ask your students to listen to Track 3 and analyze what interventions take part in the beginning of the dialogue, which ones are part of the body, and which ones are part of the closure.
- Let your students listen to the track several times until they get the correct answers.
- Provide students with examples of dialogues to give and get information so that they understand the type of language product they're expected to produce in the exercise.
- Make sure students understand the task.
- Remind your students it is important to have a sequence in any conversation. We usually begin with a hello to open a conversation and with a goodbye to close it.
- Encourage students to give their opinions and, if necessary, offer them useful expressions to do it.

Activity 9

- Allow some time for students to scan the transcript and elicit from them the differences they found. They might say that this one is longer than the one in the previous activity, but both discuss the same topic.
- Ask students to read both dialogues carefully and to pay attention to the changes in expressions or added information.
- Encourage students to comment on the differences they found and to share their answers with the rest of the class.
- Help them identify what kind of information was added to the dialogue in this activity and why. Their answers may vary, but they should be able to recognize that the new information is about the type documents needed to get a library card and some examples of those, as well as the voluntary fee.



Activity 10

- Create opportunities for students to speak to each other.
- Ask students what public service they have used most frequently.
- Encourage the students to carry out activities without your help.
- Take advantage of the dialogue to demonstrate different ways of speaking, for example: loudly, quietly, fast, slowly.
- Ask students to take a part (teenager or clerk) in the dialogue and speak their lines in the conversation.
- Make sure your students understand the vocabulary in the dialogue.
- Model attentive listening and paraphrasing to clarify meaning.
- Model and explicitly teach body language associated with the activity.

Changes of the dialogue

session 4



10. Choose a role. Read the dialogue aloud, taking into account the changes in voice volume (high and low) marked before each line. Now listen to Track 4.



TRACK 4

Clerk: You'll need two photos, one color and one black and white. Also, an ID. Your school ID would be fine. A proof of address, and...

Teenager: Oh..., what kind of document can be used as proof of address?

Clerk: It can be an electricity or phone bill. And you can pay a voluntary fee.

Teenager: Sorry, I didn't hear the last part.

Clerk: No problem. I was saying you could pay a voluntary fee.

Teenager: Ok, and how much do library users normally pay?

Clerk: Well, most people pay between \$2.50 and \$4 a year.

Teenager: All right. What are the office hours to get the library card?

Clerk: Monday to Friday, from 8:30 in the morning to 2:00 in the afternoon and from 3:00 in the afternoon to 8:00 at night. Saturdays, from 10:00 in the morning to 4:00 in the afternoon.

Teenager: Will it take long?

Clerk: Only the time it takes to type your data in the computer and the printing time. At most, 10 minutes. Do you have any other questions?



11. Does something change if the interlocutors speak slowly or quickly? Choose a role and perform the following dialogue with the speeds indicated. Listen to Track 3. Now perform the dialogue in Activity 10, using high and low voice volume and fast and slow pace.



TRACK 3

Teenager: No thanks. I'll come back with the papers later.

Clerk: All right. If you plan to come today, it's almost 7, so you'd better hurry.

Teenager: Right ... Thanks!



12. With your teacher's help, discuss which words and expressions would change if the clerk were a teenager.

I believe the greeting would change if the clerk were a teenager. He might say something like "Hello" or even "Hi".

Yes, definitely. But the question that follows would change, too. Instead of asking "May I help you?" which is very proper, he would say "Do you need anything?" or "What can I do for you?" Those questions are more informal, but they are still polite.



Activity 11

- Let students freely explore the dialogue before doing the activity.
- Model phrases to promote cooperative play and social skills, for example: how to join a conversation or how to ask for assistance.
- Role-play with students to model phrases used.
- Role-play different expressions to demonstrate speaking quickly, slowly, loudly and softly. Reflect in what cultures people speak quickly, slowly, loudly or softly.

Activity 12

- Invite students to talk about personal experiences, give opinions and offer expressions that can be used to do it.
- Ask your students to share their opinion about the language used by the interlocutor. Was it formal or informal? Share an experience you have had.
- Provide students with examples of situations where it is useful to use colloquial expressions and situations where those expressions are not useful because they could change the result of the conversation.
- Make sure your students understand the expressions.
- Before doing the activity, invite your students to give different endings for the dialogue they listened to.

13. Listen to Track 3 again and pay attention to the voice of the interlocutors.
- Tick the boxes that match the tone of voice used by the library clerk. Ask your teacher or use a bilingual dictionary if you have questions about the meaning of a word.



Kind



Indifferent



Polite



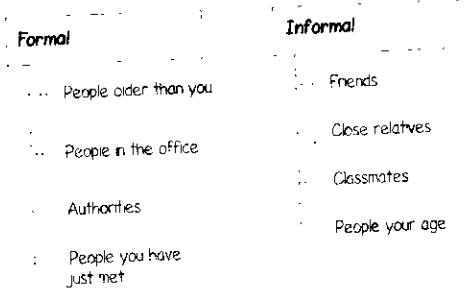
Surprised



Rude

heading (n.):
an idea

14. Read the information included in the following diagram.
- Determine which column corresponds to formal language, and which to informal. Write the correct heading in the space provided.



Remember
Speech register is the factor that determines the way language will be used. It may be formal or informal. In public services, people use formal language.

15. Study the next images closely. Fill in the blanks with the correct form of communication represented in each.

- Face to face
- At long distance



Face to face



At long distance



Face to face



At long distance

Student Book / Practice 1 | 15

Activity 13

- Provide opportunities for speaking and listening outside the classroom.
- Observe students as they engage in personal conversation during their free time.
- Allow the teams to play the track as many times as necessary.
- Ask students to confirm their comprehension of the task.
- Have students use body language to represent different moods, using the dialogues from previous activities.
- Ask students to represent, with body language, the tone that is used in dialogues in a classroom.

Activity 14

- Remind students that the level of formality or informality of an oral or written exchange is called register.
- Model the correct way of using speech register: you should speak formally to older people and people with authority, and informally to friends and family.

- Encourage students to do the activity by themselves.
- Check the answers to the activity with the class and have students share expressions in which they use formal and informal language.

Activity 15

- Monitor students and redirect as appropriate.
- Conduct a focused interview with students, individually or in small groups.
- Ask your students to mention situations in which they have participated in face to face communication and in long-distance communication. Offer them examples which are different from the ones in the images.
- Encourage students to ask different types of questions.

Activity 16

- Monitor the teams to make sure all the members collaborate, appreciate and respect each other's contributions and take advantage of the best talent every member has.
- Keep in mind that the mastery of the concepts which are being introduced is the result of the proposed activities being carried out. The elaboration of the sub-product (the basis of the dialogue) follows from there. One of the benefits of this process is that it generates communicative interactions between the students, and between you and them.
- Make sure that the keywords proposed by the students for their dialogues are correct, and check that they are properly spelled. If necessary, offer them models that help them to write their keywords.

Activity 17

- Remind students about the importance of identifying key words in all sorts of texts.
- Check the answers for this activity with the class and encourage them to share other examples that are appropriate for the language product they are producing.

Activity 18

- Make sure the students listen to the dialogue on the track several times before doing the activity.
- Ask your students what the dialogue is about, who participates and what services they talk about.
- Ask your students to mention what expression was used to open the conversation and which one was used to finish it.
- Have them repeat or rebuild the parts of the dialogue that they remember. Later, play the dialogue again to confirm if those parts correspond to what they remembered or not.
- Ask your students to work in pairs and to compare the answers for these activities (18 and 19).

FOR OUR DIALOGUE

16. Write the clues for your dialogue.

SPEED

VOLUME

SPEECH REGISTER

COMMUNICATION FORM

Remember
Words that are similar to those in your native language can be used as a hint to understand or to compose a text in English. The **cognate** is an easy word to remember because it looks and means the same thing as a word you already know.

Building stage

17. Look at the box below. Underline the words that are similar to those in your native language.

library — able — document — electricity
white — fee — obtain — computer — minutes

Remember
Even though library sounds similar to librería, it is a false friend (that is, a word that has a different meaning to the word that is written in a similar way in two related languages). For example, library means biblioteca.

session 5

18. Listen to the following expressions from Tracks 2 and 4. Number them according to their order of appearance.

Track 2

photo 4 proof of address 2
school ID 1 papers 3
membership fee 5

Track 3

voluntary fee 2
library card 4 office hours 3
data 5 electricity bill 1

TRACKS
PART 4

FOR OUR DIALOGUE

19. Write the key words for your dialogue in the right column, according to the public service you chose.

EXAMPLE:

Track 1: photo, proof of address, school ID, membership fee, papers

Track 3: voluntary fee, library card, office hours, data, electricity bill

Remember
These expressions were the key words in the dialogue and they are a clue to understanding the meaning expressed in it.

20. Listen to the dialogues and cross out the questions that are used in them.

Activity 19

- Ask students to read the examples and use them as models to identify the keywords for their dialogue.
- Suggest that your students check the subproduct they produced in Activity 7 to propose keywords.
- Monitor students' work and offer support where needed.

Activity 20

- Check students' answers, individually or in pairs. In case they have different answers, ask them to reflect the reasons why this happened.
- Using the models in Activity 19, identify areas students can improve upon. This will help them complete other activities more easily. Then, highlight areas students were successful in. Explain that the strategies they used can be used in similar situations just as successfully.

Activity 21

- Check the answers for this activity with the class and identify the students who made mistakes to work with them later.
- Repeat tracks 2 to 5 for the class, but this time concentrate on just the questions so that the students can answer orally.
- Ask volunteers to formulate and answer the questions without using the tracks.
- Take advantage of this activity to have a review of the question words (*what, why, how, et cetera*) with the class.

Activity 22

- Remember modal verbs convey the speaker's attitude towards the level of obligation in relation to an action to be performed. Modal verbs include *can, could, should, might, and may*.
- Clarify that the list of questions includes examples in order for them to produce the ones they need for their own dialogue orally.
- Help your students and promote self-correction, modification and reformulation in the process of forming the questions, so that there is a feedback process.
- Walk around the classroom and make sure each team's oral questions and answers are well structured.
- Generate a pleasant environment (respectful, collaborative, supportive, et cetera) to promote class development.
- Remind students to check the subproduct they produced in Activity 19 and to use keywords in their questions.
- Ask students to share their answers to get feedback.
- Help them to expand their proposals and generate consensus.

Activity 23

- Let your students know that recognizing their strengths and limitations at this moment of the practice allows them the necessary alternatives to produce a good language product and achieve successful learning.
- Invite them to take a proactive, sincere and reflective attitude.

FOR OUR DIALOGUE

21. Choose the questions that can be used as models to produce and ask your own for your dialogue.
- Remember to use the key words you wrote in Activity 19 in your questions.
 - Complete and answer the questions orally and then use them to practice a dialogue. Look at the example.

EXAMPLE

How can I help you?"



I would like to know how to get a birth certificate.



QUESTIONS

- Could you tell me?
- What else do I?
- Can I?
- How do you?
- Do you have a?
- How much does cost?
- Do I need to?
- What kind of services? Where can I?
- Could you give me?
- Who could help me?
- How can I help you?

22. With your teacher's help, check your questions and answers.

CHECKPOINT



session 7

23. Let's think about your performance up to this moment. With your teacher's help, complete the following notes.

We use the following listening strategies

We're working to develop the following listening strategies



24. Listen to Tracks 4 and 5 and fill in the blanks below.



TRACKS 4 and 5

Documents needed

- Track 4: You'll need two photos, one color and one black and white. Also, an ID and a proof of address
- Track 5: *You will need a copy of your valid photo ID, including signature, and an application.*

Cost

- Track 4: *Voluntary fee*
- Track 5: Normal delivery costs 28 dollars, express delivery costs 50 dollars

Office Hours

- Track 4: Monday to Friday from 8:30 in the morning to 2:00 in the afternoon and from 3:00 in the afternoon to 8:00 at night, and from 10:00 in the morning to 4:00 in the afternoon on Saturdays
- Track 5: *Monday to Friday, from 9 am to 5 pm.*

FOR OUR DIALOGUE

25. Produce and say expressions used to give and receive information about the community service you chose. Use the previous activity as a model.

Person who wants information about the public service

Person who offers information about the public service

Activity 24

- Let your students listen to the whole tracks and then ask them to do the activity.
- Ask them to listen to what the first interlocutor says and then repeat it. Do the same with the rest of the interlocutors.
- Take advantage of the track in order to let students practice oral expression. For example, have them repeat what the interlocutor said and then have them say it by themselves.

Activity 25

- Offer students multiple opportunities to play the different the roles in the dialogues that are presented and generated in this practice.
- Organize role-plays where every member of each team has an opportunity to participate at least once as an interlocutor, so they will be able to practice not only their oral expression, but their interaction with others when speaking.

- Remind them the role includes both nonverbal language (e.g. gestures, body movements) and acoustic characteristics (e.g. volume, speed of speech).
- Remind students to check subproducts already completed in activities 7, 14, 16, 19 and 21 and to use what they have done.
- Assist students by offering a group of expressions that can be used for their own dialogue.

Activity 26

- Read the content of the dialogue balloons aloud and ask the students to tell you what the similarities and differences are.
- Emphasize the way each conversation adds details.
- Ask students to share oral expressions from their dialogue and help them correct any errors.
- Have students read the written dialogues aloud and practice pronunciation.
- Encourage students to role-play the dialogues

Remember. Confirm your students understand the content of this note.

Activity 27

- Promote interaction and dialogue in the teams and help them to elaborate proposals that favor the content of the language product.
- Help students notice how adding detailed information can expand a dialogue, making it richer and clearer.
- Provide opportunities for students to make a link between key words and details.
- Write a list on the board with useful adjectives for students to add to their descriptions.
- Keep in mind that in order to develop autonomy, it is necessary that your students become less and less dependent on your help.
- Remind your students to check and use the subproducts they made in previous activities.
- Encourage your students to try to do the activity without your help. If it becomes necessary, punctually intervene to help them.
- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the Reader's Book to foster curiosity and improve reading skills.

26. Compare both charts. Underline the information that appears only in the right box. Look at the example.

- Work with a classmate, choose one or two questions from Activity 21 and add details to give specific information. Look at the example.

Welcome to the library.
May I help you?

Good afternoon. I want to borrow some books.

All right, you will need a library card to be able to do so.

And how can I get one?

Welcome to the school library! May I help you? Are you looking for a book?

Good afternoon, sir! I want to borrow story tale books to read them at home.

All right, you will need a blue library card to be able to do so.

And how can I get one quickly?

FOR OUR DIALOGUE

27. Look at Activity 21 and, with the help of your teacher, add details to all the questions in your dialogue. If you have questions use the previous activity as a model.

Remember

Use details to give specific information or to make things clearer.





Activity 28

- Orally, offer different examples for students to use the modal verbs.
- Take advantage of the dialogues in this practice to learn cultural patterns used by Mexican cultures (maya, nahuatl, et cetera) and foreign ones, such as: use of silence, body language, tone, volume and speed of speech. Keep in mind that one of the essential purposes of this subject is to learn how to interact with different cultures of the world while using the English language.

Activity 29

- Encourage feedback among students and show them how to build opinions and positive comments.
- Ask students to express their opinions and complete the sentences.
- Have your students do the activity without your help.
- Ask them to form teams to compare their answers and get feedback.

28. Listen to the dialogues and match the columns below. You don't have to use all the answers.

- can
- May
- would
- Could

- b
- d
- c
- a

Remember
Words written in bold in the activity are called modals. In dialogues about public services, they are often used to ask for or give information politely.

FOR OUR DIALOGUE

29. Practice your dialogue with a classmate.

- With your teacher's help, use the expressions you developed in Activity 27 and add modal verbs.

How **can** I help you?

I **would** like to know how to get a birth certificate.

Remember
Take a closer look at your answers. On the whole, they give descriptions about what you are asking.

Session 8



Activity 30

- Consider that the use of formal aspects of the language only makes sense if it helps the communication process in real and social situations.
- Show your students the consequences of using the modals in a dialogue incorrectly, for example: misinterpreting and misunderstanding of the message.
- Ask your students to check the subproducts they have already completed in previous activities before producing their dialogue orally.
- Encourage students to build and practice the dialogue orally and to use the keywords they have already proposed.
- Ask the teams to share their dialogues with the group to receive and offer feedback.



30. Listen to the dialogue and complete the following sentences with the missing word that best fits.

You will need a copy of your valid photo ID, including signature, **and** an application

if / also / and

Then , the office nearest to your home is located at 75 Autumn Street



TRACK 5



31. Listen to the dialogues on Tracks 4 and 5, find all the connectives and write them in the space below.

- Write a sentence using each of the connectives you found.

Connectives

- a) **also**
- b) **or**
- c) **and**

Sentences



TRACKS 4 and 5

Remember
Words such as *if, also, and, but, even though, and then*, are called connectives. They are used to link ideas.



Activity 31

- Go to the dialogues that students already produced to show how to use the connectives.
- Let your students listen to the dialogue several times and repeat the parts in which connectives appear.
- Keep in mind that checking their own answers for the activities is a practice that helps to improve oral expression and avoids difficulties in the communication processes.
- Take advantage of the completed dialogues to practice the keywords students produced before.

32. With your teacher's help, practice the expressions for your dialogue and check that the use of connectives is correct.

- Rehearse the dialogue with a classmate and then switch roles.

Closure stage-socialization

FOR OUR DIALOGUE

33. Write the notes with basic guidelines to compose your dialogue. Use the information from the session indicated.

SESSION #

2	Public service
2	Theme
2	Setting
2	Purpose
2	Interlocutors
4	Attitude
4	Voice volume
4	Speed
4	Tone
4	Speech register
5	Key words

session 10



Activity 32

- Consider that practicing formal aspects of the language in situations similar to those already worked through helps to consolidate what has been learned.
- Show your students a list of connectives and show them how to use it when building their dialogues.
- Develop language games such as: identify only connectors in a group of words, form sentences from a connector, put the sentences in order.
- Take advantage of this activity to boost students' confidence and security when speaking with other classmates.

Activity 33

- Motivate your students' learning through the use of the language product they produced.
- Encourage students to brainstorm openings and closures. Provide them with several options:

1. Openings: "Hey, what's up?", "Good morning:", "May I speak to you?", "Excuse me!"

2. Closures: "I've got to go now", "See you later:", "It's been nice talking to you."

- Ask the teams to check the subproduct they produced during the practice, register the page number on which the items were completed and fill in the column on the right.
- Promote a pleasant, respectful and proactive dialogue among the teams.
- Remind students that they will use this basic guideline in the performance of the final version of their dialogue. That is why they need to decide what information will be really useful.

Activity 34

- Explain how students can use what they've learned in these activities in order to produce the final version of their dialogue orally
- Make sure all the members of the team participate in the production of the dialogue. Take into account that students can participate in different ways, for example: looking for information that was reviewed in previous activities, checking, correcting modals, connectives, et cetera, and in the tone, volume and speed of speech.
- Encourage your students to use nonverbal communication, i.e. gestures.

34. Rehearse the dialogue with a classmate again and remember to use:

- Modals at the beginning of your questions.
- Key words and details.
- The appropriate speech register.
- Connectives.
- The notes in Activity 33

35. Use the chart below to give feedback to a classmate and to receive his/her feedback.

Feedback Chart

Did I understand everything that was said?

Was the pace too fast?

Was the pace too slow?

Was the voice volume the right one?

Was the speaker confident?

Were the main ideas clear?

Were more details needed?

36. Have a raffle to decide the order in which each team will perform its dialogue.

- Perform the dialogue

session 11

Activity 35

- Make your students aware of the elements to be evaluated before the performance.
- Encourage constructive feedback from the students about their abilities with regard to verbal and written interaction.
- Provide opportunities so students can review their learning.
- Help the students to recognize their strengths and their limitations.

Activity 36

- Help students get organized for the performance.
- Emphasize the importance of taking turns and performing in an orderly manner.
- Remind students of the importance of showing respect to others.
- Allow students to share and promote their products beyond the classroom, for example: with different groups in the school, or students from other schools, people from the community.
- Mention that in order to apply what they've learned and become comfortable using it in social settings, students should practice both in and out of the school.

**Being through
the language**

Remember the way you speak reflects your attitude. Show confidence to help your partners be confident. Remember not to interrupt. If you want to intervene, wait for a pause or make a polite gesture.

How did it go?

37. Read each line carefully. Tick the box that best describes your work in this unit.

**Individual
assessment**

- I can compose expressions to provide information about a community service.
- I can adjust the volume and speed of my speech while giving information about a community service.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Product

38. How do we assess the following aspects of our dialogue?

**Making a
dialogue**

- Did our dialogue have enough information to be understood?
- Did the adjustments we made to our dialogue improve our fluency?
- Did we offer feedback after producing a dialogue?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. What is your teammates' global impression about your performance in this unit? Look at the example.

**Team
assessment**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Aspects to improve

Completed his/her tasks on time.

Handwritten: We have arrived at the end of this practice.

Activity 37

- Read out the *Being through the language* section with students and remind them to apply the suggestions at all times.
- Keep in mind that the purpose of the formative evaluation is that the students are made aware of not only what they know, but also of how it is that they know it.
- Promote an environment that fosters students' desire to be sincere about their performance and what they know or don't know about the social practice of the language they have been working on.

Activity 38

- Encourage your students to appreciate their performance throughout this practice by recognizing their strengths and limitations with regard to their English language proficiency and competence.
- Verify the students have understood the main ideas and are able to write and share information about the dialogues they produced.

- Encourage your students to appreciate the impact their language product has on their listeners, for example by using questions such as: Did you understand what the dialogue is about? Were the selected expressions used by the interlocutors right? Was the tone appropriate?

Activity 39

- This activity uses the student's teammates' opinions to evaluate the language product produced. It can also be used to evaluate the team's solidarity, commitment, responsibility and ability to effectively communicate using the target language.
- Keep in mind this is about evaluating the language product got and also the students' learning the use of social skills (solidarity, commitment, responsibility, et cetera) that are implicit in the process that led to the result and the appropriation of the social practice of language.
- Show students the advantages of receiving observations from their classmates about their performance and take advantage of this chance to help students to recognize the types of attitude and behavior that favor that performance.

session 12

Assessing the process and the product

STORIES TO TELL

Practice 2

STORIES TO TELL

Ludic and literary environment
SOCIAL LANGUAGE PRACTICE: Read classic tales.

In this practice, you will make a big book to share

Warm-up stage

Activity 1

- Elicit what a classic tale is.
- Bring these stories to class. If you have others in hand, bring them as well.

Activity 2

- Encourage students to think about possible addressees and elicit why they could be eligible to have a big book.
- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know Internet connection may not be available at all locations.

Practicing the language

session 1

1. Read the following list of short stories and mark the ones that can be classified as classic tales with an X.

<input type="checkbox"/> The Snow White	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> The Little Red Riding Hood	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> The Three Little Pigs	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> The Wolf and the Lamb	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> The Boy Who Cried Wolf	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> The Tortoise and the Hare	<input type="checkbox"/>	<input type="checkbox"/>

2. Think about some classic tales you would like to read.

- Decide where you can find them.

<http://goo.gl/8d9pF6>
<http://goo.gl/1126RV>
<http://goo.gl/YRdYS4>
<http://goo.gl/zoMdyj>

- Read the following chart about the possible addresses for the big book you re going to make and add another one.
- Select one for your big book and write it down in the space below.

Possible addressees	Characteristics
Children in an orphanage	<ul style="list-style-type: none"> • They do not have enough books • They enjoy stories. • They want to learn English
Children from a school nearby	<ul style="list-style-type: none"> • They have some books, but not in English. • They need them to learn English

3. Look at the chart below and read the activities you will complete in this practice in order to make a big book. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE	
Select and review classic tales.	<ul style="list-style-type: none"> Recognize graphic and textual organization. Identify author(s). Recognize topic, purpose and addressee. Reach agreements on selection criteria. 	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
Week 2	BUILDING STAGE	
Understand general meaning and main ideas.	<ul style="list-style-type: none"> Anticipate content based on graphic and textual components. Use different comprehension strategies. Recognize general meaning and locate key events. Determine number and order of key events. Value reading as a leisure activity. 	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
	<ul style="list-style-type: none"> Compare variants of pronunciation and writing. Classify sounds represented by different letters. Consider differences between British and American spelling. 	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
Week 3	BUILDING STAGE	
Express key events orally.	<ul style="list-style-type: none"> Express personal reactions and opinions about events. Retell events based on illustrations. Form questions to locate specific information. Express actions in progress and past actions. 	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
Week 4	CLOSURE STAGE-SOCIALIZATION	
Rewrite key events.	<ul style="list-style-type: none"> Rewrite sentences and key events. Put events in sequence. Exchange texts to check conventions. Assess the process and the product. 	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Activity 3

- Present students with an example of a big book. Teachers in the lower grades of elementary school have some, or just make one yourself.
- Explain why they are going to make a big book and what is expected from them when they finish the practice.
- Elicit the steps to make a big book. What they need to do, the materials they are going to use, et cetera. Involve students in the planning of the product.
- Explore the different activities described in the chart with your students.
- Ask them which activities will be easier to do on their own and in which they will need more help.

Activity 4

- Ask your students to form teams for the big book. They will work together throughout this practice.
- Elicit what the tales are about before reading them.
- Suggest different ways of reading, e.g. independent reading, you read some parts and they read others, each student reads one character's lines.
- After reading the tales, ask them what they are about, what the purpose is, who the characters are, et cetera.
- Guide them to determine the best selection criteria to choose the best tale, according to the addressee, e.g. if the language is appropriate, if it is not too long to fit in a big book.

FOR OUR BIG BOOK

4. Read the tales you found.

- Discuss what aspects you are going to consider to select the best classic tale for your big book with the rest of the team.
- Look at the dialogue below and use it as an example.



- Decide which tale will be in your big book. Don't forget to consider the addressee you determined in Activity 2 and the aspects you discussed above.
- Write the addressee and the title of the classic tale you selected in the chart.
- Think about what you chose and explain why you did it. Look at the example.

EXAMPLE

- Addressee: Children in a school nearby
- Title: Puss in Boots
- Reason: Because they need books to learn English and they can put it in their library

YOUR ANSWERS

Activity 5

- Elicit what information students can obtain by observing the illustration, e.g. if all the characters are in it, if it appears at the beginning, middle or end of the story, if it serves as decoration or tells new information that might not be in the text.

Activity 6

- Explore other classic tales to analyse their graphic and textual components.
- Observe the fonts and illustrations on the *Reader's Book*, talk about the different styles and discuss if they are easy to read, if they add new information to the text or if they serve decorative purpose.
- Ask students if they share the same aspects and why.
- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the *Reader's Book* to foster curiosity and improve reading skills.

Building stage

5. Look at the following images. Can you guess what the story is about?

- Decide which title corresponds to which image and write the correct numbers in the boxes below



The Milkmaid and Her Pail

Puss in Boots



Remember

The title of a story is the name that distinguishes one story from another. Characters of a story are people, animated objects, or animals who experience a series of events. The series of events defines what the story is about, its subject matter.

FOR OUR BIG BOOK

6. Identify the different components of a tale.

- Read the chart below
- Go to your *Reader's Book* page 10. Circle the name of each graphic and textual component in *Puss in Boots*.
- Complete the following chart with the information from the tale you are going to use. Look at the example.

Puss in Boots

Charles Perrault

8 pages

5







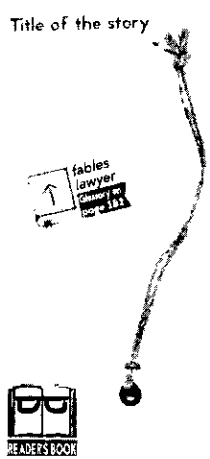
Activity 7

- While reading the stories, model attentive listening.
- Elicit the general meaning of the stories, and paraphrase to clarify meaning if necessary.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.

7. Listen to Tracks 6 and 7 and follow the tales in your Reader's Book pages 9 to 17.
8. Read a brief biography of the authors of the tales in this lesson. Write who wrote each story.



Author	Biography
	Legendary figure Aesop is presumed to have been born around 600 B.C. and is the supposed author of a collection of Greek fables. Various attempts were made in ancient times to establish him as an actual celebrity. He was most likely invented to provide an author for fables centering on animals, so that a story of Aesop became synonymous with 'fable'.
	French poet and writer Charles Perrault was born in 1628, in Paris. Though he began his career as a lawyer, Perrault earned a positive reputation for his poetry. He is perhaps best known for his Mother Goose fairy tales, including Little Red Riding Hood and Cinderella, which he wrote for his children.



Activity 8

- Discuss what fables are with students, give them some examples and elicit others from them.
- Ask them if they have heard of Aesop and Perrault's stories and when they first listened to them.

9. Complete the chart below. Read the moral of the tales in your Reader's Book pages 9 and 18. Identify the purpose.
 - Think about whom it is for and what they can learn from it.

Title	Purpose
<i>The Milkmaid and Her Pail</i>	
<i>Puss in Boots</i>	

Remember
The author of a story writes it for somebody to read, an addressee. The addressee can be determined by the subject matter and the language used in the story.

Activity 9

- Guide the discussion to talk about the moral in fables, what purpose it serves, who the addressee is, why most of the characters are animals, et cetera.
- Help students find the moral in each tale and interpret the moral to determine the purpose of it in the story.

FOR OUR BIG BOOK

10. Write the purpose of the classic tale you selected.

Activity 10

- Guide students to determine the purpose of the tale they selected for their big book.
- Encourage them to think about the addressee and to adjust the purpose according to their age and interests.
- Ask them questions such as: *What do they want to express with the tale? What attitudes do they want to encourage in the addressee? Is there anything they are trying to demonstrate with their tale?*

Activity 11

- Before reading the story, ask students if they have heard of it.
- Elicit what the objects are and what they are doing together.

Activity 12

- Provide some help as given options are slightly similar.
- Discuss each one and help them notice the differences.
- Encourage students to provide evidence from the text to support their answers.
- Go back to the text and illustrations to check if someone's opinion can be supported by the text, and model if necessary.

Activity 13

- Let students come up with the missing words and allow the use of synonyms.
- Encourage them to support their answers with evidence from the tale.
- Have them look at the examples above to write the general meaning of the tale they selected.

session 3

Topic

11. Go to your Reader's Book page 18 and scan through the tale *The Straw, the Coal, and the Bean*. Reflect on the following questions and discuss them with your partner.



1. What are the story about?
2. What do you think is the main idea of the illustrations?
3. What do you think is the main message of the story? Write a short paragraph to explain.

straw (n.): popote
coal (n.): carbon
bean (n.): frijol

12. Mark the circle that describes the general meaning of the tale with an X.

The tale is about a straw, a coal and a bean that escape from the kitchen and travel in search of adventures.

The tale explains why beans have a black seam in the middle.

The tale is about three friends who want to save all the straws, coals and beans in an old lady's kitchen.

13. Read *The Milkmaid and Her Pail* and *Puss in Boots* in your Reader's Book on pages 9 to 18.



- Complete the general meaning of each tale in the paragraphs below.

Title	General meaning
<i>The Milkmaid and Her Pail</i>	A _____ had a _____ On her way home, she _____ about the things she was going to _____ with the money from it. However, she tossed her _____ and the pail _____.
<i>Puss in Boots</i>	A _____ inherited _____ and didn't know what to do with it. The cat told him he would bring him good _____. By using his _____, the cat provided his master with _____, a _____ and even a _____.

- Do the same with your tale in the space below.

FOR OUR BIG BOOK

W R I T E
A T T E N T I O N

Activity 14

- Provide help by repeating the sounds which are non-frequent or absent in the students' mother tongue.
- Encourage them to read aloud and to practice several times for them to build confidence.

Activity 15

- Give students some examples of British spelling and American spelling.
- Analyze them and elicit the patterns in each case to come up with some rules.
- Practice their pronunciation and provide help when needed.

Activity 16

- Emphasize that each color highlights a sentence.
- Read a few sentences out loud as an example, especially the ones that are separated, like (1) "The cat ran on ahead".

session 4

14. Read the fragment below and circle the words you do not know how to pronounce.
- Listen to Track 9 and pay attention to pronunciation.
 - Read the fragment to your partner and practice the pronunciation of those words.

One day, when he knew for certain that the King would be taking a nap along the riverside with his daughter, the most beautiful princess in the world, he said to his master, "If you will follow my advice, your fortune is made. All you must do is to go and bathe yourself in the river at the place I show you, then leave the rest to me."

The Marquis of Carabas did what the cat advised him to, without knowing why. While he was bathing the King passed by, and the cat began to cry out, "Help! Help! My Lord Marquis of Carabas is going to drown!" At this commotion, the King put

his head out of the coach window and, finding it was the cat who had so often brought him such good game, he commanded his guards to run immediately to the assistance of his lordship the Marquis of Carabas. While they were helping the poor Marquis out of the river, the cat came up to the coach and told the King that, while his master was bathing, some robbers had come by and stolen his clothes, even though he had cried out, "Thieves! Thieves!" several times, as loud as he could. In truth, the cat had not hidden the clothes under a large stone.

15. Read the tale you selected for your big book and circle the words which are difficult to pronounce.

- Practice their pronunciation and ask your teacher for help when needed.
- Discuss which spelling the tale favors with your partner.

British Spelling	American Spelling
centre theatre	center theater
colour, favour	color, favor

16. Read the fragment from *Puss in Boots* and pay attention to the colored sentences.

Meeting some countrymen who were mowing a meadow, he said to them, "The King has ordered that all the grain in this meadow be mowed up like mice-meat." The King did not fail to ask the mowers whose meadow it was that they were mowing.

"The master cat, still running on ahead, met with some reapers, and said to them, "My good fellows, if you do not tell the King that all this grain belongs to the Marquis of Carabas, you shall be chopped up like mice-meat."

"It belongs to my Lord Marquis of Carabas," replied the reapers, which pleased both the King and the Marquis.



Activity 17

- Encourage students to complete the questions by analyzing the colored sentences. The vocabulary and appropriate verb tenses are there.
- Explain how to form a question, how to use the auxiliary verb, in what tense, where they must place the main verb, and in what tense.
- Monitor students and provide help if necessary.

17. Complete the following questions about the fragment.

- Use the colored sentences as a guide and look at the examples.

- (1) *Did* the cat *run* along with the King's coach or *did he run* ahead?
- (2) Why was the cat overjoyed?
- (3) the cat to the countryside?
- (4) when the King asked them about the lands?
- (5)
- (6) when he encountered the reapers?
- (7) Was pleased with lands?
- (8) the cat were?
- (9)

18. Think of some questions about the tale you selected and write them in the space below.

CHECKPOINT

19. Read each line carefully. Tick what best describes your work up to this point.

- I can determine who the tales are addressed to.
- I can identify the general meaning of a tale.
- I can pronounce letter groups which are non-frequent or absent in my mother tongue.
- I can formulate questions about the story.

Activity 18

- Have students use Activity 17 as an example of how to write questions for the tale they selected.
- Using leading questions (who is the protagonist? what happened to him/her?)

Activity 19

- Encourage students to reflect on their performance.
- Tell them to focus on their strengths and the aspects they can improve.
- Reflect upon whether you need to make any changes or reinforce any content in this unit.

Activity 20

- Go through **Remember** and use body language to help students understand the differences between the two tenses.
- Have students perform several actions using simple past and past continuous.
- Don't forget to read the fragment as well, so the examples can be set within a context, instead of providing isolated sentences.

Activity 21

- Remind students of the importance of going back to previous activities and to use what they have already done.
- Discuss the difference between the sentences in the fragment and the answers to the questions with them. What changed?
- Tell students they should work with another person on their team, so they both know the tale and they will be able to answer the questions about it.
- Encourage them to use the expressions they already know and provide a pleasant environment for them to feel confident using English.

Verb tense: past, Verb form: progressive

session 6

20. Look at the fragment below from *The Milkmaid and Her Pail*. In what tense are the verbs in *italics*? Discuss with your partner.

A milkmaid had been out to milk the cows and *was returning* from the field with the shring milk pail balanced nicely on her head. As she walked along, her pretty head was busy with plans for the days to come. But then she *tossed* her head scornfully, and the pail of milk fell down to the ground!

21. Go back to Activity 16 and read the fragment one more time.

- Answer the questions below.

- (1) Did the cat run along with the King's coach or did he run ahead?
- (2) Why was the cat overjoyed?
- (3) What did the cat say to the countrymen?
- (4) What did they answer when the king asked them about the lands?
- (5) What did the marquis say to the King?
- (6) What did the King ask when he encountered the reapers?
- (7) Was the King pleased with the Marquis' lands?
- (8) Did the cat stop there?
- (9) How did the King feel after seeing the estates of the Marquis of Carabas?
 - Answer the questions about the tale you selected in your notebook.

Remember
Verbs in past progressive describe actions over a prolonged or a repeated period of time in the past. A milkmaid *was returning* from the field (prolonged action in the past), when the pail *fell* to the ground (specific action in the past).

Remember
The simple past expresses an action in the past taking place once, never or several times. It can also be used for actions taking place one after another or in the middle of another action. To form the simple past, just add *-ed* to regular verbs.

Activity 22

- Ask students if they agree with the key events in the chart.
- Encourage them to support their answers with evidence from the text.
- Let them scan the tale if they want to.
- Discuss if there is something missing from them, and how they can identify the key events in a tale.

Activity 23

- Read the boxes with students.
- Help them differentiate which are key events and which are not.
- Guide a discussion and remind them to use the strategies they identified in the previous activity.
- Encourage them to support their answers with evidence from the text.

22. Look at the chart below, which highlights the key events in *Puss in Boots*.

PUSS IN BOOTS

Key events

- A young man inherits a cat who promises to make him rich
- The cat gives the King several gifts in the name of his master, the Marquis of Carabas
- One morning, the cat tells the young man to bathe in the river and asks the King to help his master because some thieves had stolen his clothes
- The cat makes people lie to the King, who is very impressed by the Marquis of Carabas, and tricks an ogre so his master can have his castle
- The Marquis of Carabas marries the princess

Remember

The key events are the main actions that shape a story.

23. Determine which of the following are the key events of *The Straw, the Coal and the Bean*.

They started to talk about where they came from

When the coal began crossing the bridge, he was afraid of falling and burnt the straw

The straw stretched himself from one bank to the other.

The straw, the coal and the bean escaped from the kitchen

They came to a small brook and the straw laid across it to serve as a bridge.

A tailor was there and sewed the bean back together

The bean laughed so fiercely at the event that he burst

They set forth all together.

They decided to stay together and travel to another land.

- Write down the key events.



Activity 24

- Sit down with the different teams, discussing the key events in their tale.
- Remind them to use the strategies they identified in previous activities.

Activity 25

- Discuss some aspects of the tale with students.
- Use the questions in the chart as a guide, but ask new questions.
- Encourage students to formulate some other questions to discuss with the rest of the class.
- Remind them to use evidence from the text to support their answers.

Activity 26

- Remind students to check the key events of the tale they selected to decide which illustrations will be in their big book.
- Tell them that they can draw aspects that will not be in the text, so the story is enriched with the illustrations. Books that use illustrations not just as decorations are more complex and, therefore, more interesting than the others.
- Encourage them to use the illustrations they drew to retell the story. These can serve as a guide and give them confidence to speak in English.

FOR OUR BIG BOOK

24. Scan the tale you selected for your big book and identify the key events.
- Copy the information below and complete it in your notebook.

TITLE OF THE TALE

KEY EVENTS

25. Tick the answer to the questions below.

Do you think the old lady noticed that the straw, the coal and the bean had escaped?

No, she was too old to notice. Besides, she had more to spare.	Probably, because she was quite poor.	Yes, she even went on a hunt to catch them.
--	---------------------------------------	---

How do you think the addressee is going to respond when he or she reads that the bean burst?

I think he or she will feel sorry for the bean.	I think he or she will burst into laughter as well.	I think he or she will be perfectly serious.
---	---	--

Write another way to cross the brook. Look at the examples.

1 They could have built a boat with a tree leaf.	2	3 They could have walked along the brook until they reached a bridge to cross.
--	---	--

26. Decide which illustrations will be in your big book and draw them in your notebook.

- Consider the key events you wrote in activity 24 to retell the story.

27. Write sentences using the key events in your big book. Use the illustrations you drew as a guide.

- Look at the example below about the first key event in *Puss in Boots* from Activity 22.

EXAMPLE

A young man inherits a cat who promises to make him rich. A miller left his sons the few things he had: the mill to the first one, a donkey to the second and a cat to the third.

The young man was not very pleased with what he got because he didn't know how to take advantage of the cat.

The cat promised to make him rich and find him good fortune. To accomplish this, he asked his master for a bag and a pair of boots.

Activity 27

- Read the example given and ask students if they agree with the sentences that explain the first key event.
- Go back to Activity 22 and compose several sentences to describe the key events listed.
- Encourage students to produce a few other sentences that will enrich the rest of the key events in *Puss in Boots* and to say them out loud.
- Sit down with the teams to check their work and provide help when necessary.
- Remind them to use the illustrations they drew and to have in mind the addressee they selected, as the big book must be written for them.
- Tell them to use the original text to check if their sentences are accurate, but encourage them to use their own words to produce their book.

Activity 28

- Read the examples with students and focus on the italicized words.
- Elicit the differences these details add.
- Provide several examples to ensure understanding.
- Encourage students to orally enrich the sentences they produced in the previous activity.
- Guide a discussion on why these sentences are richer than the others.

Activity 29

- Go over the first sentence with students and try to complete the sentence with all the options provided.
 - Guide the discussion and elicit why the correct answer is the best word to complete the sentence.
 - Encourage them to support their answers with evidence, such as using the same word in other sentences, the definition from the dictionary and new arguments about what it adds to the sentence.
- Remember.** Read this section with them and elicit that adverbs provide a detailed description about part of the story.
- Give them examples of using different adverbs in each sentence, so they are aware of the differences.
 - Let them use the text if they need to check the answers.

FOR OUR BIG BOOK

28. Add details to the sentences from Activity 27 and include some actions in the past.
- Look at the examples and write sentences in your notebook with the tale you selected.

EXAMPLE

Sentences:

- A miller left his sons the few things he had *for he was very poor*. The mill *went* to the first one, the donkey *was left* to the second, and the cat *went* to the third.
- The young man was not very pleased with what he got because he didn't know how to take advantage of the cat. *What could he do with a cat?*
- The cat *overheard his complaints* and promised to make him rich and find him good fortune. To accomplish this, he asked his master for a bag and a pair of boots

29. Look at the fragments below and circle the adverb that best suits the description.

1 The first/Another/The last time, he went and hid himself in a grain field. He again/once held his bag open and after/when a brace of partridges ran into it, he drew the strings, and caught them both. He presented these to the King, as he had done before/yesterday with the rabbit

2 At this commotion, the King put his head out of the coach window, and finding it was the cat who had so never/often/always entertained him so, he commanded his guards to run immediately/slowly to assist the Marquis of Carabas. While/Before/After they were helping the poor Marquis out of the river, the cat came up to the coach and told the King that, while/before his master was bathing, some rogues had come by and stolen his clothes.

3 "You see, sir," said the Marquis, "this is a meadow which always/never fails to yield a plentiful harvest every/any year."

- Discuss the following:

- a) Do the fragments contain anything on the adverbs?
- b) Why do you think so?

Remember

Adverbs can be added to a verb to modify its meaning. Usually, an adverb tells you when, where, how, in what manner or to what extent an action is performed. Many adverbs end in *-ly*, particularly those that are used to express how an action is performed. Although many adverbs end *-ly*, lots do not, e.g., fast, never, well, very, most, least, more, less, now, far and there.

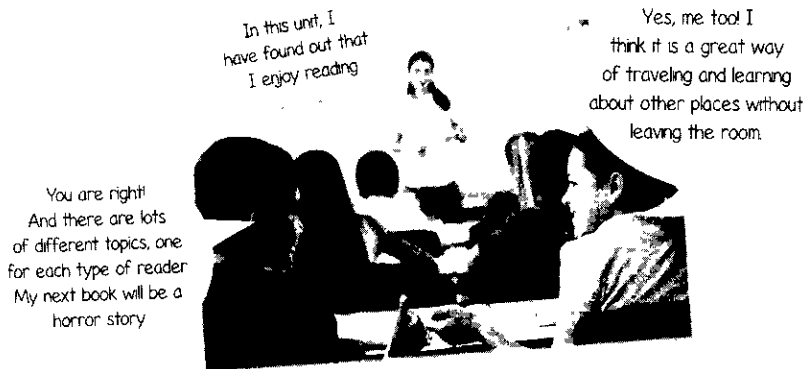
30. Arrange the paragraphs of your tale with the sentences you completed and put them in order in your notebook.
- Include phrases and adverbs to compose a richer description of the story. Look at the example.

First paragraph:

Once upon a time, a miller left his sons the few things he had, for he was very poor. The mill went to the first one, the donkey was left to the second, and the cat went to the third, a young man. The young man was not very pleased with what he got because he didn't know how to take advantage of the cat. It was clear to him how his brothers could live off their inheritance, but what could he do with a cat? The cat overheard his complaints and promised to make him rich and find him good fortune. However, he needed two things to accomplish this, so he asked his master for a bag and a pair of boots.

Closure stage-socialization

31. Discuss why you value reading as a leisure activity with the rest of the class.
- Contribute to others' comments with observations from your point of view.



Students Book - Practice 2 39

Activity 30

- Read the example with students and emphasize the importance of the adverbs placed in the paragraph.
- Ask a student to read the paragraph without the adverbs in italics.
- Discuss what changed and if there are details missing.
- Tell students to use the key events of the tale they selected, the illustrations they drew, and the sentences they composed in previous activities to sequence the paragraphs.
- Encourage students to include adverbs wherever they want to enrich the story.
- Check on each team to give advice and answer questions when necessary.

Activity 31

- Read the dialogue with another student or ask two of them to perform it.
- Encourage students to participate and to feel confident speaking English.
- Provide an example of how you value reading as a leisure

Session 10

Review the sentences and key events

activity. Describe your favorite book and what you have discovered in this unit. Talk about your own journey as a reader.

- Take some time to do this activity, as it is important for students to talk about how they became readers and what type of books they like.

Activity 32

- Remind students of the importance of reviewing their work.
- Encourage them to take some time to analyze their progress and find the path they have followed.
- Ask them to highlight their strengths and the aspects they need to work on.
- Taking their answers into consideration, go back and work on a specific topic that most of them need to review.

Activity 33

- Discuss how to make a plan of their big book and what they need to consider.
- Encourage them to review their illustrations and decide on the best ones.
- Remind them that not everything has to be in their big book, as they were drafts.

Activity 34

- Bring some big books for students to explore.
- Ask them to focus on how they are designed.
- Discuss the similarities and differences within the books.
- Decide, with them, what aspects they are going to replicate in their big book, and what can be improved.

Activity 35

- Ask students to share the fonts they are going to use with the rest of the class and ask them to support their choice with some arguments.
- Provide some observations and encourage other students to comment on each team's choice.
- Remind them to be respectful and to provide constructive feedback.
- Have them think and reevaluate their decisions.

Activity 36

- Elicit why they decided to do what they did.
- Have them think and reevaluate their decisions.

32. Write a first draft of your story in your notebook.

- Check all your charts in your notebook. Include title, author, characters, subject matter and main events according to where they belong (beginning, middle or end of the story).
- Remember to use verbs in the past tense (simple and progressive forms). Go back to the Remember section of Activities 20 and 21 if you need to study the tenses one more time.
- Use adverbs of place, frequency and time where appropriate.
- Check the spelling, punctuation and grammar.

33. Make a plan of the visual aspects of your big book in your notebook.

Think about the following:

- The number of pages in the book.
- The number of illustrations you drew in Activity 26.
- The pages that will have illustrations.
- The amount of text that will go on each page.

34. Check some big books. Notice the following:

- The way graphic and textual components are placed on the page.
- The size of the illustrations and fonts
- The type of illustrations

35. Decide which type of font you like best for your story and discuss it with your team. Use the space below to write some drafts.

36. Get the materials you need to make your big book.

Remember

Big books are often big, colorful objects with a great variety of fonts and sizes of letters on the page. They are usually illustrated either with drawings or reproductions of paintings.



37. Practice reading your big book aloud and focus on pronunciation.

38. For your reading, remember to:

- Define the order in which the books will be read
- Listen to your classmates when they read their own story
- Make comments and ask questions. Use the following expressions and the ones in Activity 18 as models.

- 1) I enjoyed reading your story.
- 2) I liked the way you read.

39. Reflect on the story in your big book and answer the following questions:

- 1) What was the story about?

2) How did you feel when you read it?

40. Donate your story and make someone happy!

Remember

Tips to be a good storyteller:

- 1) Read the story aloud several times.
- 2) Adjust volume, speed and intonation depending on what is happening
- 3) Make sound effects and change pitch depending on which character is talking.
- 4) Enjoy the reading because if you have fun, your audience will have a good time as well.



Activity 37

- Provide some examples of storytelling.
- Give them several so they can extract the best tips to do their reading.
- Ask students to give each team some feedback.
- Give this activity plenty of time, so students can practice their pronunciation and feel confident using English.

Activity 38

- Help students organize the reading.
- Provide some last minute advice, but remember that they have to make the final decisions.

Activity 39

- Encourage students to think for while. Then they must explain why they selected each tale and provide some details about the process of making a big book.

Activity 40

- Remind students to give their big book to the addressee they selected at the beginning.

Activity 41

- Help your students to complete the self-evaluation chart.
- Make sure your students complete the evaluation chart conscientiously.
- Go back to the chart in Activity 3 to check if you completed it, and if there is something you need to go through again.

Activity 42

- Encourage students to reflect on their performance.
- Tell them to focus on the good aspects and the ones they could improve.
- Reflect upon whether you need to make any changes or reinforce any content in this unit.

Being Through Language

Respecting different opinions is one way to ensure reading and interacting about what you read becomes a real leisure activity for everyone.

How did it go?

41. Read each line carefully. Tick the circle that best describes your work in this unit.

Individual assessment

- I can use known comprehension strategies.
- I can identify general sense from some details.
- I can formulate and answer questions in order to locate specific information.
- I can express personal reactions to literary texts, using known oral expressions.
- I can retell events using illustrations.
- I can organize sentences into a sequence of actions.
- I can foster the creation of self-publications.

Product

42. How do we assess the following aspects of our big book?

Making a big book

- Did we select an interesting story?
- Did we write the sentences according to the key events?
- Did we draw illustrations that reflect what the story is about?
- Did we include the details of the tale (title, author, etc.)?
- Did we read the story adjusting tone and pace?



43. What is your team's global impression about their performance in this practice?

Team assessment

- Did we solve your doubt with our teacher?
- Did we follow all the stages?
- Did we respect our agreements?
- Did we divide the tasks so everyone had something to do?
- Did we pay attention during others' turn to speak?
- Did we pay attention when other teams were reading?
- Did we find a place to donate our big book?
- Did the audience like the story?
- Did the audience react appropriately?

Aspects to improve

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1-2 We have arrived at the end of this practice.

Activity 43

- Remind students of the importance of assessing peers.
- Encourage students to reflect on the practice work and write it down or just take notes on it.

EVERYONE WHO SEEKS FINDS

Warm-up stage

Activity 1

- Activate previous knowledge by asking your students whether they are familiar with dictionaries and instructions on how to use them. While students might not be familiar with using bilingual dictionaries, they might already be able to use monolingual ones in their native language. Ask them what kind of dictionaries they are familiar with and what kind of instructions they have. Ask what the main differences would be between the dictionaries they have used and a bilingual dictionary.
- Go through the instructions with them and make sure they understand the text.



session 1

1. Read the following set of instructions.

How to use this bilingual dictionary

- Make sure the word you are looking for is spelled correctly
- Identify the two main sections of the dictionary: Spanish-English and English-Spanish
- Go to the right section according to the language of the word you are looking up. Look for the pages that begin with the first letter of the word you are looking up.
- Find the word by using the first letter of the word, then the second, the third, et cetera. Remember dictionaries are organized in alphabetical order.
- When you find the word you were looking up, pay close attention to the following details:
 - Bold letters indicating a new word and its correct spelling
 - Abbreviations indicating if a word is a noun, an adjective, a verb, and so on
 - Italics pointing out the abbreviations
- Read and select the information you need
- Write down the information you select
- Put the dictionary back where it belongs

both (n.)
 both (adj.)
 both (adv.)
 both (conj.)

2. Complete the following sentences by filling in the blanks with the best answer.

The previous instructions explain how to use a **dictionary**.

These instructions are addressed to: **secondary school students**.

Instructions have a **title and steps**.

Activity 2

- Before doing the activity, make sure students understand what an imperative mood is. Explain and demonstrate what imperatives are by playing a simple game: Ask a student to do something using an imperative sentence. For example, "Roberto, knock on the door." The student that performs the action will then get to ask another student to do something different. Explain that imperatives are similar to the infinitive form of the verb.
- Go back to the set of instructions above and have your students underline the imperative verbs in it.
- Bear in mind that the purpose of this practice is not to teach how to use a dictionary, rather how to build instructions about a "technical" publication, such as a dictionary (which is one of the few types of books that needs instructions to be used). To put it into other words, it's like learning how to write a recipe book (the addressee is the person who needs to learn to cook, not the writer). However, inasmuch as your students get the gist of using a dictionary, they will be able to convey the instructions in a more straightforward manner.
- It can be useful to link these instructions with other types of instructions your students know, even if they are not from a dictionary. Remember: text type is one clue that provides information about a text and allows certain types of anticipation, which, in turn, are vital for better comprehension.

3. Look at the chart below and read the activities you will do in this practice in order to write an instruction manual. Remember to tick each activity as soon as you finish it. If you need another set of instructions go to your *Reader's Book*, pages 20 to 24.



- Get a bilingual dictionary from the school's library, the classroom or any other source, and bring it with you to the next class.

Week	Stage	Activity	Progress
Week 1	WARM-UP STAGE	Revise bilingual dictionaries. <ul style="list-style-type: none"> • Explore bilingual dictionaries • Recognize their graphic (bold and italic letters, bullets) and textual components (entries, types of words, abbreviations). 	<input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	Learn to build the content of a set of instructions. <ul style="list-style-type: none"> • Identify the basic components of a set of instructions (parentheses, dashes, square brackets, abbreviations, capital letters and numbers). • Establish the number of instructions or steps. • Determine the words, definitions and abbreviations the set of instructions will refer to. 	<input type="checkbox"/> <input type="checkbox"/>
Week 3	BUILDING STAGE	Edit a set of instructions. <ul style="list-style-type: none"> • Write the set of instructions. • Organize the set of instructions in a sequence. 	<input type="checkbox"/> <input type="checkbox"/>
Week 4	CLOSURE: STAGE-SOCIALIZATION	Show your set of instructions. <ul style="list-style-type: none"> • Give your set of instructions to students who don't know how to use a bilingual dictionary. 	<input type="checkbox"/>

Activity 3

- Ensure students identify the three stages of the plan and that they understand each activity to be done.
- Ask a student to read the tasks out loud so they can understand the activities they will follow in order to create the product (a set of instructions for a bilingual dictionary).
- Explain the benefits of creating a set of instructions for a bilingual dictionary: helping to look up the meaning of words from one language to another, encouraging independent work.
- Make sure students understand the plan in general.
- Remember that times allocated in the book may vary according to your students' previous experiences with this text type (instructions) and with their familiarity with dictionaries in general. Consider them as general

guidelines as we are aware that even the best laid-out plans may be wrecked due to unforeseen problems. It is better if you leave yourself some time to spare and not overcharge your students with activities. Remember, syllabus contents are revisited time and time again throughout the year. On the other hand, plan to allocate more time to those contents with which your students have not had previous contact.

Activity 4

- This activity aims to raise students' awareness of writing as an activity that entails not only thinking about what is to be communicated, but also to whom it is going to be communicated.

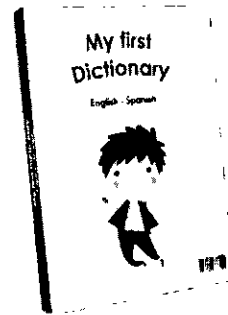
Activity 5

- Make sure your students understand why it is important to know the addressee of their set of instructions and its main features. Both aspects are essential for the decisions they must make about preparing their set of instructions, such as the length of the instructions and text, repertoire of expressions and words, whether to include pictures, et cetera.
- Allow your students to comment freely on their addressees. It is a great opportunity to expand their knowledge of how to participate in oral interactions. When youngsters get engaged in an activity, they will be more talkative than usual, but they will be focused on achieving the goal set at the beginning. Choosing an appropriate addressee is one main step to foster active participation from your students.
- Students' autonomy does not arise spontaneously. The students may have difficulty putting their voices forward. Encourage good listening skills from your more buoyant students and participation beyond nodding or quiet approval from those who are more timid.

Addressee: Graphic and textual components of a dictionary

session 2

4. Look at the following dictionaries. Write their addressee and their features. Look at the example below:



- Addressed: *Beginner English learners*
- Characteristics: *Easy to use, colorful*

- Addressed: *Advanced English learners*
- Characteristics: *Knows how to read, has used bilingual dictionaries, has a good command of English*

FOR OUR INSTRUCTION MANUAL

5. Discuss the best addressee for your instructions. Describe him or her and write your conclusions. Ask your teacher for help if necessary.

ADDRESSEE

DESCRIPTION

Being Through Language

When you are curious and interested in obtaining information, you achieve better results as a student.

6. Which of the following words are written in Spanish and which are in English?

- In your notebook, write the words in different columns.
- Organize them in alphabetical order.

correct — papel — mister — character — organicon — paper — poem
 dictionary — first — instrucciones — sute — localizar — order
completar — guesses — description — other — move

7. Look at the following pages of a bilingual dictionary.

English-Spanish	Spanish-English
<p>dakar</p> <p>dakar [daka] n Dakar m</p> <p>daily adv diario, cotidiano</p> <p>damaged n dañado, dañado</p> <p>damaged n dañado, dañado</p> <p>damaged n dañado, dañado</p> <p>damaged n dañado, dañado</p> <p>damaged n dañado, dañado</p> <p>damaged n dañado, dañado</p> <p>damaged n dañado, dañado</p> <p>damaged n dañado, dañado</p> <p>damaged n dañado, dañado</p> <p>damaged n dañado, dañado</p>	<p>hermicidio</p> <p>hermicidio [emerioko] nm el — (POL) the floor</p> <p>hermicidio [emerioko] nm hemisphera</p> <p>hemophilia [emofilia] nf hemophilia (B) (B) hemophilia (US)</p> <p>hemorrhoids [emoiroides] nfpl hemorrhoids (US)</p> <p>hemos vb V haber</p> <p>hensar nm meadow, hayfield</p> <p>hender vt to cleave, split (GEO) fissure</p> <p>heraquin nm (AM) heron</p> <p>hera [no] nm hay</p> <p>hepatitis [epetita] nf mv hepatitis</p> <p>herbalto, a adj herbal • nm (colabor) hermanum (españolista) herbalet (botánico) botanical</p> <p>herbicides nm weedkiller</p> <p>herbivoro, a adj herbivorous</p> <p>herbolitana nf herbals's shop</p> <p>heredar to inherit</p> <p>heredero, a her (ese) — del trono heir to the throne</p> <p>hereditario, a adj hereditary</p> <p>heresja nm heresy</p> <p>heresja nf heresy</p> <p>herencia nf inheritance (fig) heritage (BIO) hereditry</p> <p>herético, a adj heretical</p> <p>herido, a adj injured, wounded (fig) offended</p> <p>herir vt to wound, injure (fig) to offend (conmover) to touch, move.</p> <p>hermia nf hernia rupture, — discal slipped disc</p> <p>hermilarse vt to rupture o.s., to break one's back</p> <p>hierbabuena n peppermint</p> <p>helado —da adj f (horno helado) frozen</p> <p>hombre m: man</p> <p>hoy adv Today</p> <p>huir v (pres. part. huyendo) pres. indic. huyo, [pret. & huyó], pres. subj. huya] to flee, escape, get off, slip, run away</p> <p>hermia nf hernia, rupture, — discal slipped disc</p> <p>hermilarse vt to rupture o.s., to break one's back</p> <p>herme nm hero</p> <p>herocidad nf heroism</p> <p>heroso, a adj heroic</p> <p>heroina nf (mujer) heroine, (droga) heroin</p> <p>herolimitano, a heron added</p> <p>heroso nm heroin</p> <p>heroso nmpl herpes</p> <p>herudera nf hereshee</p> <p>heraje nm (trabajo) ironwork</p> <p>herramienta nf tool</p> <p>heresia nf anthy, (TEC) forge</p> <p>heroso nm blacksmith</p> <p>hervura nf rust</p> <p>herumbroso, a adj rusty</p> <p>hervidero nm (fig) av</p> <p>hervir vt to boil (bu</p> <p>hervor nm boiling</p> <p>hervir vt to boil (bu</p> <p>heterogéneo, a adj</p> <p>hidratante adj, mo</p> <p>moalluna</p> <p>hidratante vt to moist</p> <p>hidratae nm hydrate</p>

Session 3 Explain Bilingual Dictionary

Activity 6

• Go through the chart with your students. Point out that in the left column they will organize the Spanish section and in the right column the English section. Make sure students understand the language used and use their notebook to write the words down.

Activity 7

• The Spanish-English pages how's the meaning of a Spanish word in English.

• The English-Spanish page shows the meaning of an English word in Spanish.

• How are the words on this page organized? In alphabetical order.

• One common problem students have when using dictionaries is finding the alphabetic sequence when three-letter sequences are used at the top of the page to indicate the initial letters of the first and last word contained within one page.

For starters, you may want to

Remember
 The words written in bold at the beginning of each line are called entries. The entries that begin with a capital letter follow the ones that are written in the same way but with lower-case letters: **black spot** / Black sea.

- Locate the word that appears at the beginning of each page.
- Write down the letter it begins with.
- Choose one of the words on the page without showing it to your partner.
- Spell the two first letters of the word.
- If your partner doesn't guess correctly, keep playing using the same word.
- If your partner guesses correctly, move on to another word.

use dictionaries that use words and not sequences of letters, since they are easier to use. However, if they are unavailable, take time to point out the links between the top of the page and the first and last words on that page. Remind your students dictionaries are read in columns, so first they have to look on the left side of the page and then on the right side. Finally, explain how it is that, for instance, *aw* goes before *aws*; or the sequence *har* before *haz* (even if they are not words by themselves).

- Remind your students about the use of diacritics in words (for example, the graphic accent in Spanish or in loanwords from French such as *déjà-vu* (the perception of having seen something before) or *protegé* (a person taught and helped by someone who has a lot of knowledge and experience in an activity or job).
- The Spanish-English page shows the meaning of a Spanish word in English.
- The English-Spanish page shows the meaning of an English word in Spanish.
- Ask students to share their doubts regarding the instructions, if needed.

Activity 8

- Words are in alphabetical order.
- Make sure your students understand that the sections for each language do not show word equivalents but clues to understand grammatical aspects, as well as information about culture, use, et cetera.
- An example of this in Spanish may be a polysemic word such as "padre". You may ask your students how they would explain the use of this word to an English-speaker?



session 4

8. Check how the words are organized in activity 7 and complete the following statement.

- Words are in *alphabetical* order.

9. Use a bilingual dictionary and find words that start with the letter of your choice. Look at the example.

Example: "D"
dad, dagger, daily, dairy, daisy

Example: "A"

Example: "Z"

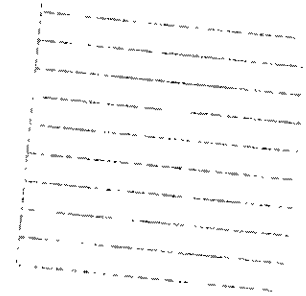
Activity 9

- Monitor and help students copy information accurately. Help with meaning where needed.
- Encourage students to share their answers with a partner or with the whole class.
- Encourage students to play "Dictionary" in small teams: A student looks up an unusual word in English and the rest of the team must write down made-up definitions for it. When they finish, they must share their definitions. The winning definition is the one closest to the actual definition. The student that looked it up must read the correct definition, and then it's another person on the team's turn to look up a different word.
- Go through the answers with your students.

10. List words in alphabetical order about things or activities you are interested in. Look at the example.

- Save three pages of your notebook for your own dictionary, and save a space for every letter of the alphabet.

Example
• alone
• chat
• clear
• messenger
• send



11. Write the instructions needed to explain the following in the chart below.

FOR OUR INSTRUCTION MANUAL

EXAMPLES

OUR INSTRUCTIONS

- Make sure the word you are looking for is spelled correctly. a)
- Identify the two main sections of the dictionary: Spanish-English and English-Spanish. b)
- Go to the right section according to the language of the word you are looking up. c)
- Look for the pages that begin with the first letter of the word you are looking up. d)

Building stage

12. Look at this dictionary page. Read the name of the different graphic components.

<p>Antiquity 14</p> <p>antiquity [æn'tɪkwɪtɪ] n c & u antigüedad</p> <p>antiseptic [æntɪ'septɪk] adj antiséptico</p> <p>anti-social [æntɪ'səʊʃl] adj 1 antisocial (comportamiento costumbre) 2 insociable (persona)</p> <p>antithesis [æntɪ'tiːsɪs, pl æntɪ'tiːsɪz] (pl antitheses) n c & u antítesis</p> <p>antler ['æntlɜː] n u 1 asta • antlers n pl 2 cornamenta</p> <p>anvil ['ænvɪl] n c yunque</p> <p>anxiety [ænzɪ'æti] n u 1 ansiedad (estado de tensión) 2 ansia anhelo (deseo intenso)</p> <p>anxious [æŋ'kʌs] adj - about 1 preocupado por inquieto por ~ + inf 2 ansioso por deseoso de (intensamente)</p> <p>any [eni] indef adj 1 (en frases negativas) ningún ninguna, ningunos ningunas nada de there aren't any sweets left = no</p>	<p>anyone <i>would have reacted in the same way = cualquiera hubiera reaccionado igual</i></p> <p>anyplace [eni'pleɪs] adj EE UU en cualquier sitio en cualquier lado</p> <p>anything [eni'ɪŋ] indef pron 1 (en frases negativas) nada, ninguna cosa there isn't anything in the cupboard = no hay nada en el armario 2 (en preguntas) algo is there anything left? = ¿queda algo? 3 cualquier cosa (objeto acción) buy anything you like = compra lo que te guste 4 cualquier (cantidad, número) the house costs anything between 5 and 8 million = la casa cuesta entre 5 y 8 millones • - but todo menos he's anything but nice = es todo menos agradable like - (informal) a más no poder</p> <p>anyway ['eni-weɪ] adj 1 en todo caso, de todas formas 2 en cualquier caso (cambi-</p>
---	---

Remember

A graphic component is a resource used to stress information. In bilingual dictionaries, you will find the following graphic components: bold, bullets, italics, symbols, parentheses.

SESSION 5

Activity 11

- One of the purposes of this activity is to motivate your students to look up the meaning of words they do not know or they need to clarify. It is convenient that you remember to do this activity throughout the school year.
- Remind your students that subproducts elaborated in each step make it possible for them to obtain the final product at the end of this practice. Thus, it is important for them to do their best on each subproduct.
- Remember that bilingual dictionaries may have more sections than monolingual dictionaries. It is up to your students and you to write instructions for sections other than the ones with the word meaning. However, you should emphasize those sections since they are the ones that will probably be used the most.
- Read the instructions for this activity with your students and go through examples to

answer questions your students might have before they do the activity.

- Subproducts are a good way to assess how the practices are being developed, to consider modifying your time allocation and, in general, to detect strengths and areas that need further review.
- Monitor and offer your help where needed.
- If you have a large class, it can be more difficult to take time to gather enough evidence. One of the challenges for B1 level is to improve independence, thus, you may want to use time to convey some self-assessment strategies so that you diminish the level of support from help to coordination. The more time you and your students take to move to a more autonomous level, the less chance your students will have to attain the expected level. Remember, the purpose is for them to be independent users and, in real life (or situations close to it, such as a certification exam) they are expected to act by themselves without any guide.

Activity 12

- Encourage students to comment on the difference between typographic and orthographic resources.

Activity 13

- Instructions as a type of technical text require a thorough knowledge of the way in which the object or process for which instructions are intended. For example, when people at a company want to write an instruction about a washing machine they actually turn it on to see write exactly what the final user has to do and which buttons she/he has to press. In a similar way, these activities intend your students get a thorough knowledge of dictionaries not because they will learn to use a dictionary, but rather because it is necessary to understand perfectly how to use it so they can detect which instructions are convenient according to the addressee they have established by know.
- If you need to extend this activity you can test your students at their skills in recognizing the function of symbols and typographical features in the dictionary they are using as basis for their instructions.
- Ask your students to read carefully each prompt in the True or false section. It is easy to oversee or think that they have already answered a question because the wording on a prompt might be similar.

13. Based on activity 12, fill in the blanks with the correct words. Look at the example.

<u>Bold</u>	<u>Italics</u>	<u>Square bracket</u>	<u>Bullet</u>	<u>Symbol</u>	<u>Parentheses</u>	Numbers
any	adj	[en]	•	~ +	(en frases negativas)	4

- Complete the following questions with the correct graphic components. Look at the example.

- It points out the entry of a new word. **Bold**
- It indicates a synonym. **Italics**
- It indicates an entry word in order to show another meaning. **Symbol**
- It indicates that a word has more than one gender. **Italics**
- It denotes a list of words and abbreviations. **Italics**
- It indicates that a word is pronounced. **Square bracket**
- It indicates the different forms of the same word. **Numbers**
- They are used to indicate whether a word is a noun, an adjective, a verb and so on. **Italics**

- Read the following sentences and decide whether they are True or False.

- | | |
|--|--|
| > The words defined in a dictionary are written in bold. | <input checked="" type="checkbox"/> (T) |
| > Bold letters are used to indicate the most important words in a dictionary. | <input type="checkbox"/> (T) <input checked="" type="checkbox"/> (F) |
| > Italics are used to indicate whether a word is a noun, an adjective, a verb and so on. | <input checked="" type="checkbox"/> (T) <input type="checkbox"/> (F) |
| > Abbreviations are written in italics. | <input checked="" type="checkbox"/> (T) <input type="checkbox"/> (F) |
| > Square brackets are used to indicate if a word is singular or plural. | <input type="checkbox"/> (T) <input checked="" type="checkbox"/> (F) |
| > Abbreviations are used to indicate how words are pronounced. | <input type="checkbox"/> (T) <input checked="" type="checkbox"/> (F) |
| > Parenthesis are written in bold. | <input type="checkbox"/> (T) <input checked="" type="checkbox"/> (F) |
| > Symbol – replaces an entry word in order to show another meaning. | <input checked="" type="checkbox"/> (T) <input type="checkbox"/> (F) |

Activity 14

14. Underline the word that best completes the following sentences.

- a) The word "honest" is a(n) _____
 noun. adjective. verb. adverb. preposition.
- b) The word "because" is a(n) _____
 noun. preposition. adjective. verb. adverb.
- c) The word "at" is a(n) _____
 preposition. noun. adjective. verb. adverb.
- d) The word "with" is a(n) _____
 verb. noun. adjective. preposition. adverb.
- e) The word "two" is a(n) _____
 singular. plural.

Remember
 To identify word class, you should try to use the word in a sentence. Depending on its word class, a word may be used with some, but not all other words.

15. Look up the abbreviations used in a bilingual dictionary that are listed below. Write the word they abbreviate. Look at the example.

Abbreviations

n	noun	_____
pl	<u>plural</u>	_____
adv	<u>adverb</u>	_____
s	<u>singular</u>	_____
adj	<u>adjective</u>	_____
v	<u>verb</u>	_____
col	<u>colloquial</u>	_____
m.f	<u>male female</u>	_____

Session 6

Word frequency

- Encourage your students' autonomy by leaving them on their own on the first attempt at carrying out this activity.
- Provide additional support if it takes longer than expected.

Activity 15

- Sometimes, thorough use of a bilingual dictionary may be hindered due to lack of knowledge about its graphic components. This is an important reason to verify that your students have gotten the gist of how to use one (even if this is not the main purpose of this practice).
- Show the class both the dictionaries you got, as well as those your students may have gotten, so you can look at a variety of examples.
- You may want to point out that there are many types of symbols. Help by answering questions about those symbols.
- You may also want to point out the difference between the numbers within the definitions and the page number at the

top of the page, which are two different uses of the same component.

- Dictionaries may use different ways of representing pronunciation: one way is to make an approximation to the way an English word is pronounced in the target language (for example, Spanish). The other way is to use a phonetic alphabet. On page 51, the dictionary uses IPA (International Phonetic Alphabet). It is quite technical, but it is really useful. If you want to improve your skills using IPA we recommend the following websites:

- International Phonetic Alphabet: <https://goo.gl/WpPhrXv>
- The Sounds of English: <http://goo.gl/XedG1h>

Activity 16

- Allow your students to get a progressively greater degree of independence and responsibility for her/his own learning process. Remember that each activity may require a different level of intervention so they can achieve the aforementioned goal.

Activity 17

- Help your students infer the reasons you need abbreviations in a dictionary. Since there is so much information that will be repeated, it is important to abbreviate the words that are repeated the most, thereby saving space.
- Guide your students so they can identify the section in the dictionaries where they will find the explanation about their abbreviations.
- In order to provide support to the students that have difficulties when looking up words in dictionaries, you may use a strategy such as asking them to identify the guide words at the top of the page. Give a list of words and ask students to say the words between which they may be located.

Activity 18

- Foster metacognitive activities such as reflecting upon the steps students followed to look up the definitions.
- Remember, a word may be polysemous (have different related meanings, for example: watch=vigilar/ver) or homonymous (without links between their meaning bear= oso/bear=aguantar). Guide your students to distinguish both processes by showing them how words are organized (polysemy is under the same entry; homonymy uses different entries).

Activity 19

- This type of questionnaire is to detect achievements already attained and achievements in progress. We highly recommend taking some time not only for this process, but going around the classroom and checking answers.
- It is important to check answers, mainly those about the goals set by a partner. Go over the goals and reiterate that they should be realistic. The purpose of this activity is to encourage team spirit and partnership. Thus, when establishing a goal, it is important that they also express the way in which they are going to support their partner in order to achieved the aforementioned goal.

16. Read the following definitions. Choose those that use graphic components properly.

responsibility
responsibility
responsibility
responsibility

17. Look up the meaning of the words you listed in Activity 10. Write their definitions in the space below

Remember
Take into account the full definition and not just the first meaning listed. Take a look at the context in which the word appears to choose the most appropriate meaning.

18. Establish in your notebook the class of the words in Activity 17 using the abbreviations. Look at the example.

CHECKPOINT

19. To get some feedback from your partner, do the following:

- Think about what you have done during this practice. Write your achievements in the reading and writing activities you have done, and your goals for the rest of this practice in the your notebook.
- Ask your partner to write what she/he believes you have achieved in the reading and writing activities and a goal to improve your performance in this practice. Use the diagram on next page as an example

Me as a reader and writer: Achievements and goals

My achievements	What my partner believes I've achieved
I am getting better at reading...	I think (your own name) has gotten better at reading...
I am getting better at writing...	I think (your own name) has gotten better at writing...
My goals for the end of this practice	The goals my partner has set for me
I want to get better at reading...	I want (your own name) to get better at reading...
I want to get better at writing...	I want (your own name) to get better at writing...

FOR OUR INSTRUCTION MANUAL

20. Write down the instructions you consider necessary to explain what bold and italic letters are used for in a dictionary.

When you find the word you were looking up, pay close attention to the following details

- Bold letters** indicate a new word and its correct spelling
- Abbreviations** indicate if a word is a noun, an adjective, a verb and so on
- Italics* indicate abbreviations

session 7

- Although we propose a partner assessment, it is possible to expand this activity to include teacher assessment by checking their notebooks.
- If using notebooks, a possible suggestion is to use post-it notes to highlight where assessment was done.
- We also suggest that students give each practice a specific amount of space in their notebook and that you encourage your students to list the stages of each practice separately so that they can organize their notes in a better way.

Activity 20

- Tell your students that they can refer to Activity 1, where they have a model of a set of instructions for a bilingual dictionary.
- Monitor to check students are writing instructions in a sensible way. Check spelling and organization.
- Encourage students to give their set of instructions to a different team, each instruction written on a

separate piece of paper. You can time how long each team takes to put the other team's set of instructions in the right order. The winner is the team that gets the order right first.

Activity 21

- If they cannot find the word class for their words, help them by introducing said word in a sentence.
- Check the classification your students just did is correct. Allow them to be the ones who verify and correct the mistakes done in their table.
- Explain that English may have words that change their class without changing their form (for example: bottle may be a noun or a verb).

Activity 22

- Ask your students, while making the list, to reflect upon the use of abbreviations in a dictionary. This will help to write their instructions later.

21. Categorize the words that you chose in Activity 17 according to their class. Look at the example.

Example:
Noun: chat, messenger
Verb: send, chat, clear
Adjective: clear, alone
Adverb: alone

22. List the abbreviations found in the definitions. Look at the example.

Examples

chat (v) charlar, conversar, chatear /
(n) charla (f), plática (f)
clear (adj) claro, transparente / (adv)
steer – of mantenerse alejado

Your turn

Abbreviations

n
v
adj
adv
r

23. Write instructions that indicate the order in which words appear in a bilingual dictionary.

Example

Find the word by looking for the first letter of the word, then the second, the third, etc. Remember dictionaries are organized in alphabetical order.

YOUR TURN:

Remember

Imperative mood is the verb form that expresses an order or command. For example:

"Find the word."

24. Look at the instructions shown in Activity 1, page 44, and complete the following sentences by filling in the blanks with the words in the box.

a) The **title** of a set of instructions is short, clear, and it stands out from the rest of the text.

b) The most important part of a set of instructions is the **steps**.

c) The steps to be followed in a set of instructions are organized in a **logical order**.

d) The steps of a set of instructions are written in **imperative mood**.

- imperative mood
- logical order
- title
- steps

mood (n.): modo gramatical (indicativo, subjuntivo, etc.) humor

Activity 23

- Provide your students with strategies that ease this task. For example, you can point out words beginning with the letter A and those those beginning with W (which is among the last in the alphabet). Another way is to mark the words with the same initial letter (since they should be arranged internally to be in the right order).
- Be aware of differences between the English alphabet and those in other languages. As it is said, "muscle memory" can play tricks on you.

- Your students may want to practice spelling the words to confirm if they have them in the right order. Remind them that when two letters are the same and they are together we do not say "t-t" for instance, but rather "double t".

Activity 24

- Remember, as useful as metalanguage is, it is not a

sign that children are reflecting upon the language, that is, the fact that they may repeat this "extravagant" word may not mean they are applying it to the correct language element. It is more important to recognize and analyze how, where, and why we use the imperative mood rather than the label itself. Remember, your students are not training for a linguistics exam, but to use English in real life settings.

- Just a reminder, there are two moods besides imperative: indicative (the one commonly used) and subjunctive (which is the one we use after the verb suggestions or in conditionals). Mood is the way in which a verb changes to indicate some kind of attitude towards an event.
- The title of a set of instructions is short, clear, and it stands out from the rest of the text. The most important part of a set of instructions is the steps. The steps to be followed in a set of instructions are organized in a logical order. The steps of a set of instructions are written in imperative mood.

Activity 25

- Remember that this step is intended to help your students to compose their set of instructions. It would be of great help to put together the characteristics that can be included in the same instruction.
- Bear in mind that you may find other characteristics in the dictionary for which you are preparing your instructions. Make sure your students include them on this list so they don't forget to compose instructions about them.
- Make sure your students go back to this activity as many times as necessary while composing their own set of instructions, as well as when going over them once they have their first draft prepared.

FOR OUR INSTRUCTION MANUAL

25. Put each of the characteristics below into the correct column in the "Characteristics" chart.
- Remember you will be using some of them in your own set of instructions.

Characteristics that your set of instructions might have

sets out the correct spelling of words, words in Spanish, bold typefaces, underlines, underlined letters, lower-case letters, complete words, capital letters, periods, commas, words in alphabetical order, parentheses, words in English, abbreviations

CHARACTERISTICS

TEXT ORGANIZATION

- Complete words
- Correct spelling
- Words in English
- Words in Spanish
- Words in alphabetical order
- Abbreviations

TYPOGRAPHIC RESOURCES

- Italics
- Underlined letters
- Lower-case letters
- Periods
- Commas
- Semi-colons
- Dashes
- Parentheses
- Colons
- Bold typefaces
- Capital letters

- Explain why it's important to include characteristics in your instruction manual.

Activity 26

26. Write each step for your set of instructions using some of the characteristics from the chart in Activity 25. Take into account your chosen addressee. Use the lines below each case to write your own steps.

1. Write the instructions for the first step. Remember to include the number of the step.

Make sure the instructions are looking up is spelled correctly.

2. Write the instructions for the second step. Remember to include the number of the step.

Identify the two main sections in the bilingual dictionary Spanish-English and English-Spanish.

3. Write the instructions for the third step. Remember to include the number of the step.

Look for the word according to the order of letters that compose it. Remember dictionaries are organized in alphabetical order.

4. Write the instructions for the fourth step. Remember to include the number of the step.

When you find the word you were looking up, pay close attention to the following detail *italics*: indicate abbreviations.

Closure stage-socialization

27. Decide the number of steps you will include in your set of instructions and whether you want to use numbers or bullets to write them down.

- Establish the order in which they will appear.
- Use the chart on the next page to write your first draft.

- Remember to include the whole set of characteristics. The book, due to space constraints as well as the fact that it is a model, can only show a limited number of instructions. Remember your instructions should be written with the chosen addressee in mind.
- Be flexible with mistakes while at this stage, but remember that it is a difficult act to balance since time may not be your best ally when checking. Orthographic and punctuation mistakes can be easier to correct compared to others such as lack of grammatical person agreement, so we suggest you focus on those.
- Allow your students to write freely and make sure writing also becomes an opportunity to interact verbally. You may also promote that each student in a team takes charge of one or two instructions and then moves on to discuss the arrangement of those within the draft.

- Aim for good quality in your students' writing; however, do not expect perfection. As EFL students, mistakes are expected even at the higher levels (indeed, even native speakers may make some minor mistakes), so do not create an excessive burden on your students by obsessing over every period and comma in their texts.

Activity 27

- One way to check the number and order of instructions is by means of an image. Ask them to imagine themselves using a bilingual dictionary. As they go over the steps, they put them in order on a timeline.
- Remind students that they should keep their addressee in mind when editing their instructions. For example, if they chose people who are just learning to read and write it will not be necessary to add an instruction about the use of phonetic symbols.

Activity 28

- Encourage your students to bring material to class for making their set of instructions. They will need: cards or a big sheet of paper and markers.
- Help your students to get organized in their teams and to write their instructions in an ordered way.
- Animate your students by playing the following game: Put them into teams and give each team the same words to look up their definition. The winning team will be the first one to write all the definitions correctly on a sheet of paper. If you want to, you can then have students write a short text using those words.

session 10

Composing drafts

FOR OUR INSTRUCTION MANUAL

HOW TO USE A BILINGUAL DICTIONARY (FIRST DRAFT)

- When you find the word you want, look closely, pay close attention to the following:
 - **Bold letters:** indicate a new word and its correct spelling
 - **Abbreviations:** indicate if a word is a noun, an adjective, a verb and so on
 - **Italics:** indicate abbreviations
- Find the word according to the order of the letters, that is, in case of *key* it will be before *king*, etc. Organize in alphabetical order.
- Make a table with the following information:

Word	Meaning	Part of speech	Example
key
king
- Compare the two tables and in the end you will have a list of English and Spanish words.
- On the table, you have to put the first letter of the word that this word is from. In Spanish and English, you are going to add the following:
 - **Italics:** indicate abbreviations.

28. Check that your first draft has...

- all the instructions in order
- the appropriate material and materials
- the instructions written in a clear and logical way as in the examples

You have to change the sequence of the instructions. They are scrambled.

I have already checked the instructions with Luis. Imperative mood is ok.

I suggest we add an instruction to explain how a word may have more than one definition.

Ok, let's get back to work.

29. Check the spelling and punctuation in your instructions. Look at the example.

Find the ~~w~~ord (word) by using the first letter of the word, then the second, the third, etc. Remember ~~d~~ictionaries (dictionaries) are organized in alphabetical order.

30. Write the final version of your instruction manual.

- Choose the format for your set of instructions: a poster, a card, a pamphlet or a sheet of paper.
- Make a clean copy of your set of instructions in the chosen format.
- Show your set of instructions to your teacher.
- Give your set of instructions to your addressee or put it somewhere where it can be read.

31. With your teacher's help, make a checklist with aspects to use while assessing your instructions as well as your partners'.

Example:

- Instructions are in a logical order
- The number of instructions is adequate
- Instructions are written using imperative mood
- Instructions are appropriate for the chosen addressee



Student's Book / Practice 3 59

Activity 29

- Sometimes the writer of a text may not realize her/his own mistakes in orthography or punctuation. This is the reason why third-party intervention is so helpful. Ask teams to exchange their sets of instructions. Have the teams check that they comply with orthographic and punctuation conventions.

Activity 30

- Help your students to be objective in their evaluations by establishing a set of criteria for judgement. Criteria could include the components stated in Activity 23:

- Is the title of the set of instructions short, clear, and easily identified?
- Are steps clearly labelled?
- Do steps follow a logical/chronological order?
- Are steps written using imperative mood?

Activity 31

- While checking other teams' sets of instructions, have your students ask themselves: Could I use a bilingual dictionary following these steps? Why?
- Provide an environment where respect, collaboration and solidarity prevail in order to assess their own and others performance.
- Help your students to detect the reasons why they were successful or not at doing the activities. Let them know their strengths as well as the areas they have to develop and work on more.

Activity 32

- It is important to insist on not skipping this assessment, even if the practice had difficulties during its execution. The fact that grading or promotion is not involved should give everyone incentive to focus on what is really important: building trust and fostering good communication between class members. When someone is in the middle ground, it is important to distinguish those who are closer to the target of this practice, from those who are further from it. That is the intention of having two icons for those who have not achieved the descriptor.

Activity 33

- For assessment to be useful, it has to be both valid and reliable. Valid means it really assesses what it has set out to assess, reliable means that it can give a consistent measurement. Thus, it is important that the criteria established is applied coherently and consistently to everyone; otherwise, your students may become ill-disposed towards assessment.
- Remember to have a look at the syllabus for the year descriptor, and to check how well you are progressing towards achieving what it is established therein.



session 12

How did it go?

32. Read each line carefully. Tick the circle that best describes your work in this practice.

- | | | |
|-------------------------------------|---|---|
| <p>Individual assessment</p> | <ul style="list-style-type: none"> • I can locate words in English and in my native language in a bilingual dictionary. • I can read definitions of words in English and in my native language. • I can identify word types from their abbreviations (e.g. adj. = adjective, v. = verb). • I understand instructions on how to use a bilingual dictionary. • I can write a list of graphic and textual components. • I can compose sentences in a logical sequence. | <p>☐ ☐ ☐ ☐</p> <p>☐ ☐ ☐ ☐</p> <p>☐ ☐ ☐ ☐</p> <p>☐ ☐ ☐ ☐</p> <p>☐ ☐ ☐ ☐</p> <p>☐ ☐ ☐ ☐</p> |
|-------------------------------------|---|---|

Product

33. How do we assess the following aspects of our set of instructions?

- | | | |
|---|--|--|
| <p>Writing a set of instructions</p> | <ul style="list-style-type: none"> • Did our set of instructions have enough steps to be understood? • Was our set of instructions understood by the addressee we chose? • How helpful were our comments about the sets of instructions written by other teams? | <p>☐ ☐ ☐ ☐</p> <p>☐ ☐ ☐ ☐</p> <p>☐ ☐ ☐ ☐</p> |
|---|--|--|

34. What is your partner's global impression about your set of instructions.

Partner assessment

Aspects to improve

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. What is your teammates' global impression about your performance in this unit?

Team assessment

Aspects to improve

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We have arrived at the end of this practice.

Activity 34

- If students have worked with more than one partner, they may want to receive feedback from the one they have worked with the most, or from the last person they worked with. Both options have pros and cons.
- Remind your students that communication means interaction with others. With regard to this, attitudes shown when interacting should also be consistently improved to foster confidence, assertiveness, willingness to cooperate and a positive reaction to encouragement as well as to firm feedback. Getting along does not mean overseeing others mistakes, it means having the will to work together to overcome them.

Activity 35

- Fair and objective assessment is an ideal. However, it should be striven for. Do not get disappointed if at first, the reactions towards team assessment are not exactly the best. You should encourage an environment of interpersonal growth and getting the gist of it may take longer than a practice or two.

A PICTURE IS WORTH A THOUSAND WORDS

Family and community environment
SOCIAL LANGUAGE PRACTICE: Produce dialogues and interventions for a silent short film.

In this practice, you will dub a short film.

A PICTURE IS WORTH A THOUSAND WORDS

Activity 1

- Ask your students questions such as: *What problem does the girl have? How is the girl in the pictures different from other children? What do you think the short film will be about?* This will allow you to activate previous knowledge and to introduce your theme.
- Have students take turns speaking in order to organize their participation.
- In order to facilitate the discussion, give your own answers to motivate your students and show them how to speak about the topic.
- If your students are too shy to speak, give them the possible answers. You can get them from the Internet before giving your class.
- Take some time to go over the questions and make sure your students understand them.
- While the answers may vary in the way they are given, students should point out that the name of the girl is Scarlett and that the issue being dealt with is the experience of having lost a leg, which could be the reason for her sadness, and that she is going home.

Activity 2

- Have your students exchange opinions about the subject of silence and its worth (Is it really golden?).
- Offer them models of how to express an opinion about it, for example: *In my opinion, silence is golden, depending on the film.*
- If your students are unclear about what silence is golden means, just comment that golden refers to something very valuable (because gold is considered valuable).
- Ask your students if they like silent films and why or why not.
- You can also ask when your students think silence is appropriate, with reference to movies.
- Take them through the **Remember** section and help your students make the links between this section and the task they have to accomplish by the end of this practice.

Warm-up stage

1. Look at the following images from the short film *Scarlett* and answer the questions below in your notebook.

Family and community environment
SOCIAL LANGUAGE PRACTICE: Produce dialogues and interventions for a silent short film.

session 1



Source: www.scarlettcontraelcancer.com

- What is the title of short film?
- What do you think the short film will be about?
- Why do you think the girl is sad?
- Where is the girl going?

2. Look at this poster and discuss the possible meanings of this statement with your partner. Do you agree that *silence is golden*?



Remember

Until the end of the 1920s, all movies used to be silent. As they had neither synchronized sound nor spoken dialogue, silent movies depended on nonverbal language, text, charts and music.

3. Look at the chart below and read the activities you will do in this practice in order to write your dialogues. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE		
Explore silent short films.	<ul style="list-style-type: none"> Identify topic, purpose and addressee. Differentiate characters and nonverbal language. Distinguish character's actions. 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE		
Understand general meaning and main ideas.	<ul style="list-style-type: none"> Predict general meaning and main ideas. Clarify name of objects, actions or concepts. Establish genre. 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 3	BUILDING STAGE		
Produce dialogues and interventions.	<ul style="list-style-type: none"> Suggest sentences to produce dialogues and interventions. Organize sentences into sequences to form dialogues. Describe motivations, expectations, wishes and/or ambitions. Adapt volume and speed. Reproduce dialogues 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 4	CLOSURE STAGE		
Adapt your script for the short film.	<ul style="list-style-type: none"> Choose the best dialogue sequence to adapt for the short film. Name the short film in accordance with the theme of your dialogue. Perform your dialogue in front of the class. 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evaluate the process and the product.	<ul style="list-style-type: none"> Assess the process and the product. 		<input type="checkbox"/>

For next session bring to class:

- Silent short films that you would like to work with in this practice, if available.
- Music you think is appropriate for the short film you brought from home. Keep in mind that choosing music for a film is essential for its development.
- You can use the short film from the *Reader's Book*, pages 25 to 36, to make your own dialogues.

IT



<http://goo.gl/x0usjB>

Activity 3

- Make sure your students identify the steps of the plan and that they understand each activity to be done. Ask a student to read the task out loud so they can understand the activities they will follow in order to create the product (dubbing a silent short film).
- Prepare additional material besides those that students will take to class. Get playback devices: VCR players, DVD players, video projectors, et cetera. It is important to make sure that the devices work. If not available, it will be necessary to take photos of short films or make drawings.
- It is a good idea to find out what kinds of movies your students like before the class.
- Make sure the music they bring is in English or without lyrics.
- Use the link recommended in case you do not have enough material for this activity.
- IT box appear frequently along the units with

suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know Internet connection may not be available at all locations.

- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the *Reader's Book* to foster curiosity and improve reading skills.

Activity 4

- Help your students get ready for the activity; make sure they are quiet and settled.
- Watch the short film with your students (if possible on the Internet, although it is included in the **Reader's Book**, pages 25-33.). Watch their reactions carefully in order to gauge their reception and understanding of the short film for further activities.
- Ask your students what their opinion is about the film and why.
- Ask your students to express which option(s) they chose and why.
- Ask your students if they think the cinema is a way of reflecting emotions, experiences and people's culture. If necessary, offer them models to let them express themselves.
- Encourage them to share their opinions about the topic by using the questions seen in Activity 1.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.



session 2

4. Watch your short film or look at *Scarlett* in your *Reader's Book*, pages 25 to 36.

- Read the following words. Choose the word you consider related to the topic of your short film or add one, if needed.

- Empathy
- Love
- Madness
- Emb
- Em
- Good humor
- Loneliness
- Respect
- Suspicion
- Commitment



empathy (n): the ability to understand the feelings of other people
 love (n): a feeling of affection and respect for someone
 madness (n): a state of being mentally ill
 emb (n): a small amount of something
 em (n): a small amount of something

Exchange opinions about the topic of your short film. Listen to the full example on Track 10.



The short film is about sadness caused by being unable to do what others can



No, I think the short film is about the value of putting yourself in someone else's shoes

5. Based on the topic you've chosen, establish the purpose of your short film and explain why it is so.

- Listen to the example on Track 11 and read the transcript.



The purpose of *Scarlett* is to have fun, since it is an animated short film

I think that if the topic has to do with empathy, then the purpose is educational

Activity 5

- Suggest that your students watch the film more than once to complete this activity. This will be useful for furthering comprehension in the later stages of language product development. Remember, expressive skills can only be as good as comprehension skills are.
- Monitor your students in order to help them to make their decisions.

- Look at the following images of possible addressees for your short film and establish the one which best suits your topic. Look at the example



Teenagers



Elderly



Everyone

Example: *Scarlett* is a short film for everyone

Being Through Language

The best way to show interest in other people's problems is to be respectful and sensitive. Courtesy is not enough, respect implies more than good manners; respect needs empathy and sincerity.

- Read the types of situation in the diagram below. Choose the one that best suits your short film and justify your choice. Look at the example.



6. Write the emotion expressed by the following drawings. Look at the example.



happiness



joy



sorrow



love



disappointment



anger

Others.

Activity 5

- Put emphasis on **Being through language**, so that students can approach the social implications (meaning, importance and complexity) of respect and sensitivity. Keep in mind that is very important to work with these values all the time, not just once.
- Help your students understand the differences between comedy, tragedy and drama. Associate this information with what they already know about literary genres.
- In a broad sense: comedy refers to funny events, tragedy to sad ones, while drama is a mix of both (however, some literature specialists may have different points of view on this, since it is a classic issue in literary studies).

session 3

Activity 6

- Monitor each team and answer questions when necessary. Have teams interchange their answers.

Evaluation among peers reinforces recently acquired knowledge.

- Take time to explore other emotions which are not included in the chart, but that may provide a wider repertoire of expressions for talking about emotions (for example, astonishment, angst, thrill, awe). This helps with building confidence and skills for understanding and improving their English beyond the expected level of competence.

Activity 7

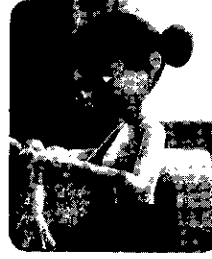
- Play the short film you are working with.
- Ask your students to write down the features and actions as best they can.
- If they are not able to write certain features and actions, suggest that they use a bilingual dictionary or, even better, provide clues to finding the word using a monolingual dictionary.
- Help them to share the actions and emotions expressed in Mexico, since this is useful in understanding the cultural differences in routines. For example, in many areas in Mexico it is usual to say *buen provecho* before a meal, while in some English-speaking countries, it is uncommon to say something before a meal.
- Ask your students to highlight the words they considered to be the most important ones in each statement, since this will be useful in later activities.
- Check orthography in their texts and the accuracy of the described actions for their short film.

- Check the gestures and nonverbal language used by the characters in your short film to establish the emotions expressed.
- Write down the list of emotions displayed by the characters in your short film in your notebook. Look at the example.

Scarlett's mother



Concern



Excitement

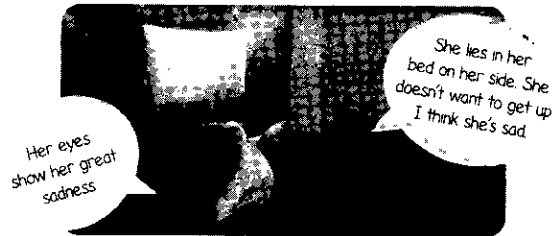


Kindness

7. Create a chart in your notebook with the characters as well as the features and actions carried out by them. Look at the example.

Characters	Characteristics	Actions
Scarlett	Girl with a prosthetic leg	She sleeps She wakes up She sits on the bed and looks at her legs

- Look at the gestures, stances, and body movements in your short film and think about what emotions they convey. Look at the example.



session 4

Characters

- With your teacher's help, comment on which of the characters' gestures, actions and emotions from your short film are similar to those used by Mexicans, which are not, and why. Listen to the full example on Track 12.

TRACK 12

When I broke my leg, I felt like Scarlett did. I was sad seeing other kids playing while I was not able to

When I am sad, my mom makes the same faces as Scarlett's mom does

FOR OUR DUBBING

8. Check the previous activities and complete the following chart.

Short film: *Scarlett*
 Purpose:
 Addressee:
 Topic:
 Characters:

9. With your teacher's help, establish the number of scenes in your short film. Choose one per team and describe in your notebook:

- Places or settings where scenes take place.
- Character's actions.
- Background sound effects or music it may have
- Have a look at the picture on the right and how it's described below.



SCENE

SETTING

CHARACTER'S ACTIONS

BACKGROUND MUSIC OF SOUND EFFECTS

1 Scarlett's room in purple and violet. Lighting and shadows convey sadness and suffering.

Scarlett sleeps in her bed

Soothing music conveying sadness and kindness

session 5

SCENE, PLACE, CHARACTER ACTIONS

Activity 8

- If needed, help your students complete the chart. Guide them through the chart so that they are able to determine the main features of their film: purpose, audience, topic, characters, et cetera.
- Suggest that your students watch the film more than once to complete the chart.
- Have them express the reasons why they chose those answers as the purpose, audience, topic and characters for their short film. Remember, explaining something to others is one way of increasing metacognitive awareness of one's actions, thus leading to improvements in the way learning is achieved.

Activity 9

- Encourage your students to participate actively when working in teams. Supervise their interaction and boost participation among the members of the team; explain

that participation is of vital importance in the learning process.

- Make sure they are participating in English. Monitor that they avoid using their mother tongue.
- Tell your students about the subtle interrelation between music and images in films in order to make them conscious of the importance of choosing the right music for a film.

Activity 10

- Monitor this activity and help students who need it.
- Involve your students in a discussion.
- Help your students to understand general meaning (which equals the message of the film) and the main ideas (which correspond to transitions between scenes).
- Use the models on the tracks to provide ideas of how to talk about general meaning and main ideas.

Activity 11

- It is important to guide your students so they can distinguish between objects that represent ideas and those that do not. For example, the bed or the curtains in the room may not represent ideas, while the dress or the prosthetic leg is important. Beware of over-interpreting.
- As in previous activities, provide clues for your students to widen their repertoire of vocabulary and expressions, rather than giving them the answers directly.

Objects that represent ideas

session 6

Building stage

10. With your teacher's help, comment on the message of the short film you've been working with. Listen to the full example on Track 13.

It seems that the short film tells of Scarlett's dream of becoming a ballerina

I think the first part deals with that, but it also addresses the sadness of being unable to do what others do

- Establish the main ideas of your short film. Ask your teacher for help if necessary. Listen to the full example on Track 14.

The message is to show empathy, so the main idea is Scarlett's dream of becoming a ballerina

Then again, it's the sadness of being unable to do what others can do

11. Watch your short film and identify objects that appear.

- Write in your notebook their name and the ideas you think they represent in a chart. Look at the example.



Objects	Dance costume
Ideas that represent	Mom's support

12. Check the message and main ideas for the short film you worked with in Activity 10.

- With your teacher's help, look at the images from your short film and develop sentences for your dialogue.
- Give reasons to support your proposals. Look at the example

Mom might say
"What's going on,
my little girl?"

Yes, because
she seems worried
and wants to support
Scarlett.

- Write the sentences you developed in your notebook. Look at the example.

Scarlett's mother	Scarlett
Do you like this costume?	I don't know.
Do you like the color?	Maybe
Do you want to try it on?	Ok.



CHECKPOINT →

13. Let's stop to check your progress in this practice. Read the following sentences and tick the box that best describes your performance.

I am able to:	Yes	Sometimes	Not yet
Identify topic, purpose and addressee.			
Recognize character's actions, features and emotions.			
Distinguish relationships between settings, actions and audio resources.			
Think about differences and similarities when expressing emotions			
Predict general meaning and main ideas.			

Activity 12

- Help your students to choose the correct images so they can develop correct sentences.
- Coordinate the exchange of sentences between students and ask them to evaluate the dialogues.

Activity 13

- Coordinate the first personal assessment. Remind students that they have to be honest with themselves when evaluating their progress.
- Make your students aware that this exercise will help them to do better on their final product.

Activity 14

- Guide your students in determining what adverbs there are in the example sentences (i.e., perhaps, maybe). Once they've done so, explain their meaning (they are adverbs that indicate possibility or doubt).
- Explain that there are many different types of adverbs and help them to understand their use in the sentences they are writing for the dialogue of their own short film.
- Make sure each team works on the sentences for at least one scene, and in order to use their time more efficiently, within each team, pairs or groups of three could be in charge of different sentences for each scene.

Activity 15

- Keep in mind that the purpose of this activity is not to recognize the name of the different types of sentences, but to acknowledge their function in different contexts, for instance, in a short film.
- Put emphasis on the functional features of connectors explained in the **Remember** section.
- Encourage students to look for synonyms of the connectives they are checking in this activity.
- Take advantage of your students' use of incorrect connectives to explain that they have specific meanings.

14. Check the objects you established in Activity 11, along with the settings and character's actions you described in Activity 9.

- Think of expressions that would convey characters' feelings and include them in your sentences.
- Include details in your sentences. Look at the example.

Character: <i>Scarlett's mom</i>		
Sentences	Expressions	Details
Do you like this costume?	Look what I got for you!	Dance costume
Do you like the color?	Come on Look at it You'll like it	Blue
Do you want to try it on?	It's your favorite color	Small-sized
	It will look good on you.	

Character: <i>Scarlett</i>		
I don't know	Maybe I'll like it	She is sitting on the floor
Perhaps	Mmmm	Looking at the costume
Ok	Alright, I'll give it a try	The costume fits her
		It is her size

15. Rewrite your sentences with the new information.

- Link your sentences using connectives.
- Use **adverbs** to add details.
- Include **modals** if needed. Look at the example.

Character: <i>Scarlett's mom</i>	
Look what I have here!	Do you like this dress? It's a dance costume
Do you like the color?	Come on, look at it, you will like it very much because it's blue
Do you want to try it on?	It's your favorite color and it will look good on you because it's your size

Character: <i>Scarlett</i>	
I don't know	I may like it
Mmm, perhaps	it will fit me
Ok, it's fine	because it fits me

Remember
Connectives are used to link different sentences for different purposes. Whether to contrast, link different ideas, emphasize or conclude something, connectives are essential for developing complex ideas with different angles.

16. Organize sentences according to each character's turn in the conversation. Look at the example.

Dialogue

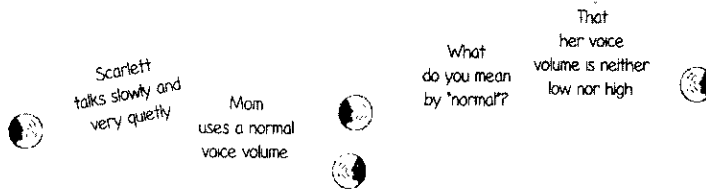
Scarlett: Look what I have here! Do you like this dress? It's a ballet costume.
 Mom: I don't know I may like it.
 Scarlett: Do you like the color? Come on, look at it, you'll like it a lot because it's blue.
 Mom: Mmm, perhaps it fits me.
 Scarlett: Do you want to try it on? It's your favorite color and you'll look really good in it because it's your size.
 Mom: Ok, it's fine because it will fit me.

17. Comment on what kind of music and sound effects best suit the dialogue you wrote.

- Check the music you brought to class and choose the most suitable tracks.
- Comment where you can add sound effects and suggest some you can make with the resources at hand. Look at the example.

Sound effects	How to make them
Wind	Put your hands together and blow lightly through your fingers.
Light rain	Squeeze a thin plastic bag.
Water dripping	Tighten lips and open them forcefully.
Steps	Hit a surface softly using the sole of a shoe.

18. Based on the gestures and nonverbal language you worked with in Activity 6, establish voice speed and volume. Listen to the full example on Track 15.



Activity 16

- Remind the students of the importance of the dialogue sequence for their final product. Have three different students read the example questions.
- Help your students to structure their dialogue's sequence. This activity is the penultimate step in the first draft of the final product.

Activity 17

- There are no incorrect options; students may choose any musical genre and sound effects they wish to. What's important is that they learn to express the emotions produced by a determinate genre, so that when they choose audio for their film, they can clearly convey the appropriate feelings.
- Provide students with other objects that may help them make other sound effects (for example, castanets, cans, et cetera).

Activity 18

- Discuss the social and cultural conventions of nonverbal language with your students.



Activity 18

- Reflect on the complexity of nonverbal codes among different regions and cultures, for instance in their personal context.
- Answer any vocabulary questions if necessary, try to pique their curiosity by asking them about the practice (What is sensitivity? Have you ever been in a dress rehearsal? et cetera).
- Remind the students that fluency is very important. Give them tips such as listening to music in English, or watching interviews in English.

▶

- Listen to Track 16. Taking into account the details mentioned in Track 15, pay attention to the voice volume and speed the interlocutors use and circle the correct option.

TRACK 16

Option one → ~~Option two~~ → Option three

- Comment on what changes (verbal and nonverbal) you could make if your film were for different audiences. Express your decisions and register them in your notebooks. Look at the example:

I think that if the addressee is everyone we can use more informal words and exaggerate the gestures

I agree

Remember
Volume of voice and speed are essential for performance. The right intonation is mandatory to convey a message convincingly.

- Choose a partner from your team, and with your teacher's help, practice the dialogue you wrote above orally. Look at the example

Look what I have here! Do you like this dress? It's a ballet costume



Lola

Paula



I don't know I may like it

Remember
Dialogue in fiction can be defined in two different ways: (1) The speech of characters in any kind of narrative, story or play; (2) A literary genre in which the characters discuss a subject and interchange different points of view.

- Decide which parts of the interchange you can and cannot express fluently and explain why
- Ask your teacher to check your fluency and practice until you can express the dialogue fluently.

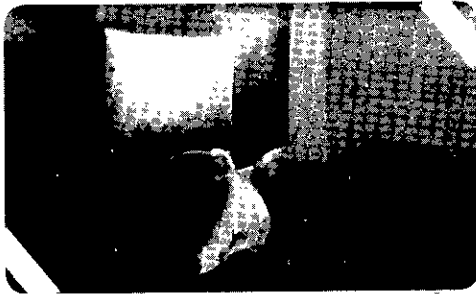
FOR OUR DUBBING

19. Organize a text with dialogues and interventions for the scene.

- Go to Activity 9 to indicate setting and character's actions.
- Go to Activity 7 to indicate tone.
- Go to Activity 16 to indicate the dialogues.
- Go to Activity 18 to indicate voice volume, speed and tone to make the dubbing more realistic. Look at the example.

- 6
- 4
- Scarlett's room in purple and violet. Lighting and shadows convey sadness and suffering.
 - Scarlett
 - Crying, lying in the bed

Dialogue	Volume	Speed	Tone
I don't know. I may like it.	Very low	Slow	Really sad
Mmm, perhaps it fits me.	Low	Normal	Really sad
Ok, it's fine because it will fit me.	Normal	Normal	Sad



20. Go to Activity 9 to check proposals for sound in each scene and to Activity 17 for sound effects.

- Decide who will say the lines and who will be in charge of music and sound effects.
- Rehearse as many times as needed.

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- Observe the teams to make sure all their members collaborate, appreciate and respect the contributions of others and take advantage of the best talent every member has.
- Monitor the teams to check your students are adding suitable music and sound effects according to the audience.

Activity 19

- Help students to relate the subproducts they produced in previous activities with this dialogue sequence.
- Explain the importance of the previous subproducts in order to write the dialogue for their short film successfully. Let them know that if the dialogue sequences are not suitable, the final product will not be effective.
- Promote interaction and dialogue between teams and help them to elaborate proposals that favor the contents of the audio portion of the product.

Activity 20

- Encourage your students to take their time and try different possibilities until they are happy with their decisions.
- Encourage your students to try to do the activity without your help. If it's necessary, intervene promptly to help them.

Activity 21

- Remark on the importance of voice modulation in oral performances (conversations, plays, songs, movies, etc.) in order to be effective. Voice volume and speed will depend on the audience. Writing dialogue requires an advanced understanding of these notions.
- Coordinate the dress rehearsal so that every team has the chance to present its dialogue. At the end of the class, organize a session for comments and constructive criticism.

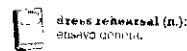
Activity 22

- Check that students write their dialogue with the all the required information for the performance: voice volume, speed and tone of every intervention.
- Make sure that every team has structured its dialogue properly: with complete information (title, scene, setting), dialogues and acoustic indications.
- Encourage your students to use their script to check the dialogues when saying them.
- Offer your help so your students feel supported.

Activity 23

- Provide the ideal environment for the presentation of the final product. Help your students get ready for the activity; make sure they are quiet and settled.
- Help your students recognize their strengths so that they can take advantage of them in different moments. Explain that identifying the difficulties they experienced throughout the practice will allow them to recognize what aspects of their performance they need to work on in order to improve.
- Remind students of the importance of showing respect to others.
- Allow students to share and promote their products beyond the class, for example: with different groups in the school, students from other schools, people from the community, et cetera.

Closure stage-socialization



FOR OUR DUBBING

21. With your teacher's help, organize a **dress rehearsal**.
- Try to use adequate voice volume, speed and tone according to the character and his or her intervention in the short film.

Video to be used for: Scarlett, the Value of Empathy

{ Background music and light birdsong }

- > Scarlett's mother: Look what I have here! Do you like this dress? It is a dance costume (enthusiastic tone, voice speed and normal volume)
- > Scarlett: I don't know I may like it (very sad tone, speaks slowly and very softly)



22. Dub the short film with your teammates. Keep in mind that is very important to match the dialogue and sound effects to the sequence of the images in the short film.
23. All teams must perform their work in front of their classmates.

How did it go?

24. Read each line carefully. Tick the box that best describes your work in this practice.

- Individual assessment**
- I can organize sentences into sequences to form dialogues.
 - I can say dialogues using the proper tone and adjust volume and speed.

Product

25. How do we assess the following aspects of our dubbing?

- Dubbing a short film**
- Did the addressee react the way we expected?
 - Did we respect the sequence of the script?
 - Did we perform the best we could?
 - Did I include the proper music for the short film?

26. What is your partner's global impression about your performance?

- Partner assessment**
- Aspects to improve**
- | | | | |
|-----------------------|-----------------------|-----------------------|----------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

27. What is your teammates' global impression about your performance in this practice?

- Team assessment**
- Aspects to improve**
- | | | | |
|-----------------------|-----------------------|-----------------------|----------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

B We have arrived at the end of this practice.

Student's Book Practice 4 75

Activity 24

- Remind your students that this evaluation is very important because it allows them to identify what needs to be changed in order to improve.
- Help your students to complete the self-evaluation chart. Make sure they fill it in honestly and according to their performance in the practice.
- Have them go back to the outline in Activity 3 to check if they completed it, and if there is something they need to go over again.

Activity 25

- Tell them to focus on aspects they can improve, and not on the mistakes they made.
- Remind your students that the questions in the book are a guideline. They or you may want to add further questions (keeping time limitations in mind).

Activity 26

- Encourage your students to be honest, objective and fair.

- Motivate your students to be open-minded and understanding of the observations they got.

Activity 27

- Foster a respectful environment in the classroom. Verify that students' observations are constructive (not offensive).
- Foster an environment that sparks the need for students to be sincere about their performance, about what they know or they do not about the social practice of language they have been working on.
- Encourage your students to learn from their performance in this practice by recognizing their strengths and limitations in their English language proficiency and competence and how well they worked in a team.

YOUR FUTURE STARTS TODAY

In this practice, you will learn to compose a forecast about your classmates' "future".

Warm-up stage




Activity 1

- Although this practice is to build forecasts and is within the ludic and literary environment, it does not mean that every activity is based on a game. If you need to adapt the activities proposed in the book to suit your students, you can use activities other than games as long as the product keep a ludic line.
- Convey the point that the purpose of this practice is to compose constructive forecasts about oneself and others, thus, offensive, sardonic or otherwise negative forecasts should not be tolerated. One of the main issues is to foster respect and assess others' as well as one's own capabilities and skills and think of them as the foundations for self-growth and to encourage collaboration to reach personal and collective goals.
- It is important to balance between ideas and reality, creativity as well as appropriateness of forecasts. While youngsters may be able to put forward hypothetical situations, reflecting upon them is a more complex task; thus, your regulation is crucial for this practice to be successful.

Whimsical and humorous forecasts

session 1

1. Look at the images of how objects were in the past. Describe how they are now and how they will be. Look at the example.

Objects	Past	Present	Future
Car		Nowadays, cars run on gas, are land-based and require a driver	In the near future, cars will run on electricity. They will also have airborne capabilities and will be driverless
Bike			
Key			

2. Share and compare your descriptions.
 - Are the descriptions of the objects in the present similar?
 - Are the descriptions of the objects in the future similar?
 - Why are they similar or not?
 - What were your reactions when predicting the future of the objects in the chart?

Activity 2

- You may extend the discussion based on the answers. You may also compare expectations and wishes with predictions.
- Share oral (or written) descriptions of how objects or situations were some time ago; with your students. For example, what the first mobile phones, cinema theaters and fashion were like, and allow some time for your students to give their two cents about how they will change. Take into account that the aim of this activity is to recap previous knowledge, so that based on it, they may build new knowledge.

Activity 3

3. Look at the chart below. Read the activities that you will do in this practice in order to write a forecast. Remember to tick each activity as soon as you finish it.

Week	Stage	Activity	Progress
Week 1	WARM-UP STAGE	Explore examples of written forecasts. <ul style="list-style-type: none"> Determine the purpose, topic and addressee. Assess graphic and textual elements. Understand sentences about forecasts. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	Identify ways of expressing future actions. <ul style="list-style-type: none"> Listen to forecasts containing verb forms in future tense. Analyze uses of future tense in forecasts 	<input type="checkbox"/> <input type="checkbox"/>
		Ask and answer questions to understand forecasts. <ul style="list-style-type: none"> Answer questions formulated to create forecasts based on current situations. Show constructive, critical and self-critical attitudes to assess your own and others' strengths. 	<input type="checkbox"/> <input type="checkbox"/>
Week 3	BUILDING STAGE	Write sentences that express future tenses, in order to make a forecast. <ul style="list-style-type: none"> Broaden your repertoire of words that express future tense. Write questions and answers about future situations Exchange predictions in a dialogue. Put sentences together in order to make a forecast about real or fictitious situations. Offer and receive feedback. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 4	CLOSURE STAGE-SOCIALIZATION	Present your forecast to the class. <ul style="list-style-type: none"> Check the spelling and punctuation of your forecast. Decide ways to share your forecast. 	<input type="checkbox"/> <input type="checkbox"/>



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<https://goo.gl/SJgCF5>

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- Make sure students identify the three stages of the planning and that they understand each activity to be done.
- Ask a student to read the task out loud so they can understand the activities they will follow in order to write instructions to write a forecast.
- Don't forget to go back to the chart to tick each activity as soon as you complete it.
- You can also list the products that will lead to your final product in a poster and add a tick to each one of them as soon as you finish it. This list may be displayed or, if possible, each team may have their own list. This is a type of self-assessment and it helps students to monitor their own performance.
- Involve your students at the planning stage. Sharing a certain measure of responsibility creates the perfect scenario for your students to get involved, interested and to compromise with the task.

- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know Internet connection may not be available at all locations.

Activity 4

- This activity should help your students reflect forecasting / predicting is an activity people do on a daily basis, sometimes without realizing it. It is based on planning and this purpose demands a set language (expressions that indicate future, such as verbs, adverbs and others). Remember also to foster the cultural links between their own culture and those of English speaking countries, by allowing them to reflect and express what they do in their culture for predicting.
- Before reading the texts, ask some questions to anticipate topic, based on graphic and text arrangement.
- To support those students with lesser proficiency in pronunciation and reading to overcome their difficulties, foster a respectful and warmth environment; then invite them to read the texts aloud.
- Read little by little so that your students may detect whether or not their anticipations were right.

Activity 5

- Although this activity contains the name of the graphic and text components (bullets, bold letter, images, etc.), as in other activities in other practices that deal with those components, the focus is not their name, but rather how they help to name the text and distinguish it from other texts.

4. Read the following forecasts.

1 WEATHER FORECAST TODAY

Last night it rained and this morning we woke up to fog, however the weather today will be fine. It's going to be partly cloudy in the morning, and then we are going to have a mostly sunny afternoon.

2 Aquarius (January 21-February 19)

These days you've been busy and a little bored. However, you'll soon have things to do, at your school, at home, and with your friends. Your health will receive a blow if you stay up late too often. In your love life, you'll soon meet someone who will drive you crazy. Your lucky number is 13.

4 PHYSICS OF THE FUTURE: HOW SCIENCE WILL SHAPE HUMAN DESTINY AND OUR DAILY LIVES BY THE YEAR 2100

Driverless car
In the near future, you will also be able to safely surf the web via your contact lens while driving a car. Commuting to work won't be such an agonizing chore because cars will drive themselves.

Driverless cars
are already using GPS to locate their position to within a few feet and can drive hundreds of miles.¹

¹Michio Kaku (2011). *Physics of the future: how science will shape human destiny and our daily lives by the year 2100*. Doubleday: New York, p. 21.

computing (n.): **com**put + **put** + **ing**
it is used
to calculate
calculations
(n.): **cal** + **cul** + **ation**
GPS (n.): **global** + **positioning** + **system**
to find the location of
a person or object
position (n.): **pos** + **ition**
type (n.): **typ** + **e**

Remember Function of graphic and textual elements

Title: It is a description of the content for the reader. It summarizes the text.

Subtitle: It completes the title or gives additional information.

Illustrations: They support, depict or give an example of what the text says.

Dates: They show time lapses to guide readers.

Bold letters: They highlight a part of the text.

Uppercase letters: They are used to highlight, after certain punctuation and for certain word types.

3

Saturday, January 17th
Dear Diary,
My aunt is pregnant. We just got the news yesterday. Mom says she will have a baby boy; but they don't know yet. If it's a boy, my aunt and uncle will name him Francisco; if it's a girl, they will name her Samantha. You know? I want her to be born soon, because I will have another cousin to play with. I will teach her to play soccer and to jump rope. I'm so excited!

5. Comment on which text(s) are difficult to understand and why. Use the information below as a hint.

Activity 6

6. Go over the forecasts in Activity 4. Decide, based on the forecasts, which one corresponds to each description below. Look at the example.

WHAT IS THE TEXT TOPIC?	
Text 1	Weather forecast
4	Description of cars in the future
3	Expectations about someone who will be born
2	Predictions for this week
WHO WROTE IT?	
1	A meteorologist
2	An astrologer
4	A physicist
3	A teenager
WHY WAS IT WRITTEN?	
1	To report on upcoming weather
2	To predict the future
3	To inform about a future family event
4	To describe future scientific developments based on evidence
WHO DID THE AUTHOR THINK WOULD READ HIS/ HER TEXT?	
3	Oneself
2/4	A specifically targeted group
1	Everyone

7. Using the model below, tell the class the topic, purpose, and addressee of the texts in Activity 4.

- Use the answers you wrote in the previous activity. Look at the example.

Example:

The topic of text
1 is the weather;
it was written
by...

Model

The topic of text
(topic) is (text number) written by (author) to (addressee).
Its addressee is (addressee).
(purpose)

- Using one text, demonstrate how graphic and text components are essential to identify topic, addressee and purpose. For example, an horoscope has dates (whose purpose is to indicate to whom it is addressed: that is, people whose birthday falls between the dates of each zodiac sign), zodiac symbols (which represent how people used to see these figures in the stars, and how they created narrations to explain the link between star motion and why they felt it had an effect on their lives). You may also ask if there is a link between the title and the text content, and the links between titles and subtitles.
- Based on reflections such as the previous ones, fill the table of the activity.
- Once they have finished, make them exchange the answers on their tables, so that your students get used to receiving and giving feedback.

Activity 7

- The model is intended to be taken as such. Therefore, it is important to make adjustments to the language so that others may understand it, so your students can really participate and understand this activity. This becomes specially important if there are significant disparities in the level of achievement.

Activity 8

- Differences in opinion may be useful to highlight which elements your students are focusing on. When dealing with a complex task (plus the instruction in the book, plus the guidelines you give) it is normal to have a complex set of instructions which may hinder your students' capabilities to follow and focus on everything you ask of them. Thus, it is important to keep instructions to a minimum, which, without losing clarity, they may be precise.
- If you notice the activity is taking too much time, you may want to use a technique that highlights where the differences are and whether there are differences that appear more than once. This way, you may focus on the most important differences which may constitute the biggest hurdle for your students in terms of comprehension. Keep in mind that errors are expected and thus should be considered as a chance for reflecting upon their causes (more than correcting them for the sake of correction).

8. With your teacher's help, compare each team's answers. If there are differences, collaborate to come to a conclusion.

FOR OUR FORECAST

9. It's your turn.

Proposals of situations

The image shows a worksheet for a forecasting activity. At the top, it says 'FOR OUR FORECAST'. Below that, it says '9. It's your turn.' There is a large grid of dots for writing. To the left of the grid, there is a box labeled 'Proposals of situations' with lines pointing to the grid. Above the grid, there is a small icon of a book labeled 'GRAPHS BOOK'. On the left side of the page, there is a vertical label 'session 4' and a vertical label '3-3 possible situations for a forecast'.

80 Student Book - Practice 5

Activity 9

- It is important that each team expresses different situations, so that forecasts deal on diverse topics. In this practice, we model with topics such as future travel, local changes to habits and expectations about technological development, but there are many other options, according to the preferences of your group.
- Remember the aim of this practice is to achieve suitable and constructive forecasts. You may want to insist on this with your students.
- Suitable situations (enumerating, not restricting them) depend on contexts in which your students are involved, such as personal relationships, future trips; future career, etc.
- Topic, purpose and addressee are the key elements to elaborate the language product (forecast), thus; it is important to be mindful of this fact throughout this practice.

Activity 10

10. Write examples of interrogative and declarative (affirmative and negative) sentences in the following table, taking them from texts 1-4 in Activity 4. Look at the example.

Declarative (affirmative)	Declarative (negative)	Interrogative (affirmative)
In the near future, you will also be able to safely surf the web via your contact lens while driving a car	<i>They don't know yet. Commuting to work won't be such an agonizing chore because cars will drive themselves.</i>	<i>Do you know...?</i>

Remember

The most common structure for sentences with future verb forms is: subject (we) + future verb form (will/going to/ shall) + (optionally: not) + verb in the infinitive (have) + rest of the sentence (a mostly sunny afternoon, for example).

11. Look at the sentence division from text 3 Activity 4.

- Comment on which ones give information about past, present, or future actions. Look at the example.

Past

She just told us the good news.

Present

My auntie is pregnant.

Future

I'll have another cousin to play with.



- Make cards in three different colors: one for each tense (past, present, future), like the ones above.
- Write the sentences you composed in the previous activity on the cards you made, according to your classification.

- In this Activity, it is important to distinguish the clues that help to consolidate the knowledge about sentence types (word order, punctuation, etc.), which, expectedly, students may already have, but they may have different ways of understanding them.
- Your students may have unconsolidated knowledge about sentences (or even other contents). However, since they are curious, they may have their own hypothesis about that content. Try to explore a little about their hypothesis, then offer students information that help them to build bridges between what they think about the subject and what they should get to know about this subject (in this case, sentence type).
- This is a good chance to practice pronunciation in a contextualized way.
- As the texts are short, you may stop the reading aloud to

focus on some expressions (mainly time expressions and verbs) that may help your students to get the gist of their content.

- All of the previous tips are strategies that help your visualize how to develop their forecast.

Activity 11

- Help them focus on the different time expressions contained within the sentences as clues to classify activities.
- Provide them with time to discuss their decisions and to distinguish between different tenses (present, past and future).
- Let them take notes on these clues, so they can use them in other practices. Remind them it is important to take their own notes and to share them with their teammates.
- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the Reader's Book to foster curiosity and improve reading skills.

Activity 12

- The aim of this activity is for students to interpret verb tenses in the examples provided. Mistakes should be conceived as a chance to learn that different forms usually correspond to different uses.
- It is important to know that your students recognize that verbs that refer to past (for example, *I was*, vs. *I have been*) or future (*I will* vs *I shall*) are not interchangeable.
- Use the examples provided so that your students may detect how these brief explanations are composed (what they begin with; how are they organized; what are they focused, etc.)

Activity 13

- Since these questions will serve as the basis for the dialogue they will sustain later, it is important to take some time to check grammar aspects about tenses.
- Help your students to make necessary links between tenses and notice how they may change when using them during a dialogue. Remember, sometimes there are divergences between the expected tense and the time they refer to. Thus, it is important that your students get aware of these mismatches, since they are the foundations of a natural-sounding interaction (and not a rigid and artificial one).
- Whether questions are convenient for the forecast.
- Make explicit the structure of the question (interrogation sign and the end, word order, use of question words).
- Consider that going back to a previous activity allows your students to understand that learning is a process. Remember, this educational approach conceives learning as a spiral process: you may go backwards to consolidate or review, and then you may go up a little higher.
- Remember these activities will be used to build an answer later.

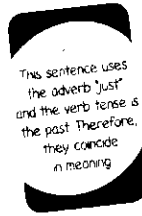


12. Check the verb form you wrote on each card in the previous activity.

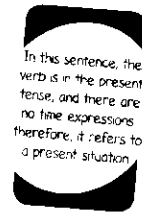
- Define its tense.
- Discuss if the tense corresponds to the meaning. Look at the words that surround the verb.
- With your teacher's help, write the reason for writing the text on the back of each card. Look at the example.

Remember

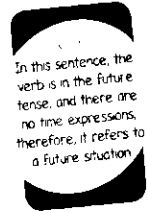
Regular verbs in the past tense add -ed at the end of the verb (rain-ed); verb forms in the present tense add an-s when the subject is in the third person singular.



This sentence uses the adverb "just" and the verb tense is the past. Therefore, they coincide in meaning.



In this sentence, the verb is in the present tense, and there are no time expressions. Therefore, it refers to a present situation.



In this sentence, the verb is in the future tense, and there are no time expressions. Therefore, it refers to a future situation.

Building stage

FOR OUR FORECAST

13. With your teacher's help, write questions in the space provided below and use it as a guide for your forecast. Look at the example.

Topic: Living conditions

QUESTION

What has changed in our home and hometown?

What are the current living conditions where we live?

What will our life be like after secondary school?

What new developments will be achieved?

QUESTIONS



Activity 14

- The purpose of this activity is that students get the gist that although there are two ways to express future (*shall-will/going to*) they are not the same. Help them identify that *going to* is mainly used for events to which we have some kind of evidence and events in the near future; *will* is used for sudden predictions and long term future and *shall* has the same uses of *will*, but only in British English and for first person (*I/we*).
- Foster in your students to get assertiveness to express themselves in English.
- Help your students to distinguish the changes between contracted and full-fledged forms of future tense when listening to them.
- Make your students aware of the fact that contracted forms are more expected when talking; thus, provide opportunities to your students to listen to contracted forms in different contexts. You may use other tracks contained within the CD to focus on these forms.

14. Listen to Track 17 and identify the verb forms which indicate future tense.
- Read the following sentences in future tense from the previous activities.
 - ▲ We **shall** have a mostly sunny afternoon.
 - I'm **going to teach** him or her how to play soccer
 - You'll soon **have** things to do

TRACK 17

15. With your teacher's help, define which sentence from Activity 14 is the most appropriate for each of the following statements.

- Write the corresponding icon in the space provided. Look at the example

1. I'm going to have a sunny afternoon.
 2. I shall have a mostly sunny afternoon.
 3. I'm going to teach him or her how to play soccer.
 4. You'll soon have things to do.
 5. I shall have a mostly sunny afternoon.
 6. I'm going to teach him or her how to play soccer.
 7. You'll soon have things to do.
 8. I shall have a mostly sunny afternoon.
 9. I'm going to teach him or her how to play soccer.
 10. You'll soon have things to do.

-
-
- ▲
- ▲/■
- ▲/●
- ▲
- ▲/■
-

Remember

The apostrophe (') indicates a change in the pronunciation of certain words. In the example above, 'll stands for the verb will, so that, you will becomes you'll. These combined words are called **contractions**.

FOR OUR FORECAST

16. Write sentences to answer the questions you wrote in Activity 13. In order to do so:

1. I'm going to have a sunny afternoon.
 2. I shall have a mostly sunny afternoon.
 3. I'm going to teach him or her how to play soccer.
 4. You'll soon have things to do.
 5. I shall have a mostly sunny afternoon.
 6. I'm going to teach him or her how to play soccer.
 7. You'll soon have things to do.
 8. I shall have a mostly sunny afternoon.
 9. I'm going to teach him or her how to play soccer.
 10. You'll soon have things to do.

QUESTIONS

What new developments will be achieved?

Meaning Prediction

FORECAST

The sports park they're building right now will be finished shortly

Activity 15

- Take your time to contrast what these distinctions entail. Mastering the subtleties behind these distinctions for a non-native speaker is quite complex (and not expected at this level), but if students want to improve, this kind of distinctions are essential to build upon on their knowledge and use of future forms.
- When preparing these activities for their product, consider the following options: going back to check what they did; stop and help them consolidate while making the necessary corrections for their dialogue; and assess whether or not go on.

Activity 16

- Mind the order of presenting this activity. First they want to identify the intention/ meaning of what they want to say; then choose a form and the go back to check whether or not they chose the most adequate form.
- Remind your students the planning, since this activity is the basis for the dialogue, which, in turn, will be useful for their forecast.
- Since learning is done while doing things, it is good to return. because it is done to reflect upon what you are doing (one of the basis of learning to learn).
- Remind your students that it is important to give their best when doing these products, since if something is not well done, the final product will be affected.

Activity 17

- This self-assessment activity may be useful for designing habitual activities that best suit your students' taste. If you read carefully your students' answers you'll know what text types may be more convenient to develop and foster a positive attitude towards English and the ways it's used to communicate.
- Remind your students that assessment is an excellent chance to re-plan or set goals that can be achieved within the practice and to postpone those that need more work to be accomplished. Remember, lowering expectations is not a bad thing, if the ones set at the beginning are unachievable for practical reasons. The aim is to correct and to refocus on achievable collective goals which may bring together the joint effort of the class and the participants in each team.

CHECKPOINT

17. It's time to check your performance up to this point. In order to do so, complete the following log.

The texts I liked the most were

While reading them I thought that

My partner suggests I can improve by

18. Read the scrambled sentences below. These are answers to the question in Activity 16.

Sentences

We will still be living in this town
 In 25 years, we will be going there at least once a week
 Our houses will still be the same
 We'll do some exercise
 The sports park they're building right now will be finished shortly

- Look at the table of connectives below.

Connectives

and	so
however	to

- Decide which ones you will use and when you will use them, according to the link you identified between sentences.
- For your dialogue, write the questions and answers you composed using the proper connectives in a chart similar to the one below. Look at the example

Interlocutor 1	Interlocutor 2
What new developments will be carried out?	We will still be living in this town and (because it links two ideas that refer to the same topic) our houses will still be the same. However , (to establish a contrast with something previously written) the sports park they're building right now will be finished shortly, so (to establish a consequence) in 25 years we will be going there at least once a week to (to introduce a purpose) do some exercise.

Activity 18

- In other practices, the contents are designed to develop how to add details. Your students may refer to those practices so that their forecasts have enough information so they may be more appealing.
- It is common that students use prepositions in the same way they use them in their mother tongue. Show them the use of the prepositions in this activity, as well as in others, demonstrating similarities and differences in their meaning and use. Sometimes, these difficulties are due to the lack of practice about reflecting upon the use of prepositions in their mother tongue. Remind your students they already have knowledge about using the language and they are able to use that knowledge about communication when using another language different to their mother tongue.
- Remind your students the answers aren't still a text so they need to create the links (using connectives) between sentences to compose it. Model them the proper use of connectives and the type of contrasts of meaning when they use different prepositions.
- Prescriptive usage of prepositions is exceedingly complex in any language. Even native speakers may doubt on the correct use of a preposition in some situations. For an English speaker of other languages (ESOL), finer distinctions of prepositions may be common mistakes even at higher levels of proficiency (for example, knowing how to use consistently *in/at/on*) and mistakes should be expected. However, it is desirable to foster activities that help your students to reduce their rate of errors.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them.

Activity 19

19. Choose a partner to have a dialogue with about your forecasts and then compose your first draft.

- Use the questions and answers as a memory aid.
- Establish turns for the conversation.
- Remember to use greetings and farewell expressions. Look at the example

Interlocutor 1	Interlocutor 2
Hi, Vale	Hi, Gaby
What new developments will be achieved in the next 25 years?	By then, technological advances will bring us new devices to explore our universe. New discoveries will probably be made by Mexicans. Also we will be able to visit other countries. We will surely have faster, more efficient and environmentally friendly transportation to go there in ten years. We will still be living in this town and our houses will still be the same. However, the sports park they're building right now will be finished shortly, so in 25 years we will be going there at least once a week to do some exercise.
Have you ever thought about how our life will be after secondary school?	We will celebrate the end of secondary school with our families, we shall go to our chosen high school in three years' time. Once we finish, we'll go to college to study science.
So it will depend on us to decide what we want to do.	Quite right, Vale.
Well, it was nice seeing you, but I should get going. I should run some errands before going home.	Yeah, we'll talk some more later. See ya.

Now, to compose your first draft:

- Decide how to incorporate the answers you gave in the previous activity to the beginning, body and closure of your forecasts.
- Remember that you may follow a different order from the one you used to write your questions.

Example
 Beginning: We will celebrate the end of secondary school with our families, we shall go to our chosen high school in three years' time. Once we finish, we'll go to college to study science.

Remember
 A way to write a text is going from general to specific information.

- Get ready if your students notice that connectives may be used in positions that are not only between sentences, as this may give you chances to think about how connectives also link elements different from sentences.
- Check whether the sequence of the dialogue is understandable. You may use a flow chart as a way to verify the sequence. However, remember that orality is laxer than writing, so try that it sounds as a dialogue and not as disjointed sentences.
- One trick to help in this balance is to help your students to express themselves. If they are assertive, comprehension may be more easily achieved; it is more difficult to foster self-trust than to correct grammar or pronunciation mistakes.
- Make your students notice that forecasts do not have a fixed structure (for example, if

we examine how a weather report is composed, we won't find a strict chronological order in every single report). Thus the structure is more akin to decide what they want to use as a beginning, what they will use to develop, give more details in the middle section and what can constitute an adequate ending.

- Let them explore creatively and freely ways to organize their text and help them to reflect upon the effect it may give when written to their addressee. Remember, text structure is not a straitjacket to which your students should commit their texts, but rather an envelope which may be altered to suit the tastes of their intention and their addressee.
- A diagram could be useful to help your students to determine the changes of order between their dialogue and their first draft.



Activity 20

- Allow your students to listen to the track as many times as necessary (within the allocated time to this activity).
- Confirm whether they have understood the instruction by briefly explaining or demonstrating what are they going to do.
- Invite them to use body language to distinguish the different pitches used in the track.

Activity 21

- Remember that according to the topic predictions, preference may be given to one form of future. Thus, it is important to create conditions so as to reflect in the other future verb forms, according to the topics selected by your students.
- Take care that your students do not simply revert the forecast (that is, if the forecast says something like: "commuting to work won't be such an agonizing chore, because cars will drive" the current situation may not be something like: we don't have a child". Allow and give chances by offering suggestions and support for writing more complex descriptions of the current situation.
- The purpose of this activity is that your students may see the differences between the present situation and the forecast, so that when they compose the second draft of their forecast, they get to write fuller, richer descriptions.

Closure stage-socialization



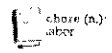
Contrasting present and future situations

session 9

- 20. Listen to the forecasts on Track 18 and think about:
 - What the situation is
 - What the forecast is
- 21. With your teacher's help, write a small text that describes the current situation for each forecast. Look at the example.

Current situation	Forecast
Currently, it is possible to surf the web using devices like mobile phones, tablets, etc. However, there are dangers when surfing	In the near future, you will also be able to safely surf the web via your contact lenses while driving a car

Current situation	Forecast
	Commuting to work won't be such an agonizing chore because cars will drive themselves



Current situation	Forecast
	Driverless cars, using GPS to locate their position to within a few feet, will drive hundreds of miles

FOR OUR FORECAST

22. Check the draft you wrote in Activity 19. Decide where to include current situation descriptions to make the forecast clearer. If you need to, go back to the previous activity.
- Look at the example below, keeping in mind that it contains errors. On the next page, you'll see how to identify and correct those errors.

CURRENT SITUATION DESCRIPTIONS

Example:

We have entered secondary school and we are planning our progress over the next three years and beyond. We will celebrate the end of secondary school with our families we shall go to our chosen high school in three years time.

23. Look at the text on the next page and check that:

1. We have entered secondary school and we are planning our progress over the next three years and beyond. We will celebrate the end of secondary school with our families we shall go to our chosen high school in three years time.

Activity 22

- Model specific examples of how to include current descriptions to their forecast. Allow some time to decide what are the specific problems that your students are having and address those problems. However, remember that most there is a revision phase and perfection should not be an expectation.
- Make sure every team member is participating when writing their forecasts. Consider that participation may mean a whole array of activities: for example, checking information already discussed, dictating, re-reading, proofreading, etc.

Activity 23

- One strategy that may help some of your students is to think about the link between pronunciation and written forms of words and expressions. Thus, you may help your students to enhance their listening skills

by checking the written forms of uncommon or new expressions.

- Remind your students that they may divide work according to their strengths so that revision may be more efficient. This is also an opportunity for others to learn with peers more complex things.

Activity 24

- The decision about format may be made earlier, but sometimes it's better to suit the format once the text has already been done, so that there are no changes in the format due to the extension.
- Your students may also need to go back to Activities 18-19, for using connectives that may work in their forecast. Remember that other practices in this book deal with connectives. Give them a try.
- Tell your students to go back to the previous **For your forecast** activities to check whether their final version comprises every necessary aspect (use of future tenses, details included).
- Make your students exchange their versions and provide feedback and suggestions with other teams to review whether their forecasts are understandable.
- You may help your students to check other aspects reviewed on this practice (for example, if it fulfills the expected purpose).
- This forecast has an image, you may assess whether or not it is convenient to add one.

Look at the example.

school is spelled with double o
beyond is spelled with e, not i
shall is spelled with 's' not with 'c', for the future verb form

We have We've entered secondary school and we are we're planning our progress over the next three years and beyond beyond. We will we'll celebrate the end of secondary school with our families we shall go to our chosen high school in three years' time

we've is the contraction of we have
we're is the contraction of we are
we'll is the contraction of we will
years' We should add an apostrophe after years

We should include the word to link information.

We should include the word to indicate that something happened recently.

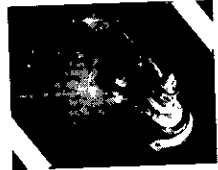
FOR OUR FORECAST

24. In your notebook, compose the final version of your forecast and include:
- Descriptions about the current situation (Activity 22).
 - The corrections you made (Activity 23).
 - The format with the elements you chose in Activity 9. Look at the example below

THE FUTURE OF SCIENCE

By Sad Velazquez and Berence Flores

We've just entered secondary school and we're planning our progress over the next three years and beyond. We'll celebrate the end of secondary school with our families and we shall go to our chosen high school in three years' time. Once we finish, we'll go to college to study science. By then, technological advances will bring us new devices to explore our universe. New discoveries will probably be made by Mexicans. Also, we will be able to visit other countries. We will surely have faster, more efficient and environmentally friendly vehicles to go there in ten years. We will still be living in this town and our houses will still be the same. However, the sports park they're building right now will be finished shortly, so in 25 years we will be going there at least once a week to do some exercise.

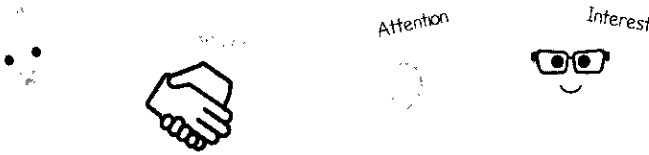


- 25. Practice reading your forecasts aloud.
- 26. Check that your forecasts fulfill the aspects below.

- Aspects**
- 1) Forecast is clear and easy to understand and pronounce
 - 2) Forecast is fun and appealing to students
 - 3) Forecast is suitable to the occasion
 - 4) Forecast is informative and accurate

	X	✓
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 27. Make cards that show attitudes that should be shown while reading your forecasts aloud. Look at the examples.



- 28. Along with your teacher, decide the day you'll be reading your forecasts aloud in front of the class. Remember to use the cards you prepared in the previous activity.
- 29. Share your proposals to widen the appeal of your forecasts. For example, use:
 - School newspaper.
 - Social networks.



Activity 25

- You may refer to other practices where reading aloud is emphasized so as to know which aspects may be focused in this activity.

Activity 26

- It is essential that your students check and double check during the revision phase of this practice that their forecast is satisfactory not only in content, but also in the issues and the way they are dealt with in the forecast.
- In this activity, the focus is on empathy when saying things and to consider time, place and occasion when interacting with others. Also, it's important that forecasts may be sensible and don't raise issues that may hurt others' feelings or susceptibility. This does not mean to censor or refrain from talking about issues such as disease or disaster (that may be a present or future occurrence), but the way of talking about them

should be as objective and non-exaggerated as possible. This activity tries to put limits to acceptable and unacceptable forecasts. However, it's better to give recommendations rather than a long list of don'ts.

Activity 27

- You and your students may include other attitudes that you consider suitable (like Slow!, if the reader is at a fast pace).

Activity 28

- If there are many classes of one grade, you may organize a collective read-aloud, if schedule allows it.
- Remember that, as the product will be displayed in the classroom, your students may want to use a material (if available) that leaves them a chance to display their forecast in a bigger size.

Activity 29

- Help your students to assess the impact of their language product on their addressees. Some questions to reflect upon this are: did they understand the content of the forecast? during the dialogue, the range of expressions were convenient? was the tone convincing?, etc.

Activity 30

- Since this is an individual activity, students may be tempted to skip it. Reassure that inasmuch as they can face their mistakes, they will have tools to overcome them. On the other hand, a story of succeeding at an activity does not guarantee perennial success. Make sure your students do not get in a self-complacency mode; since different challenges may require a different set of skills.

Activity 31

- Remember, the questions on the book are guidelines. If there are other questions more adequate to your text, you may add them while assessing.
- Remember you may add questions about intercultural development, values and attitudes and metacognition.

Assessing the product and the process

session 12

How did it go?

30. Read each line carefully. Tick the circle that best describes your work in this practice.

Individual assessment

- I can compare sentences in the future, past and present tenses.
- I can read a forecast out loud.
- I can understand the forecasts that my classmates read.

Product

31. How do we assess the following aspects of our forecast?

Making Forecasts

- Did we check the spelling thoroughly?
- Did we identify our strong points in communication during this practice?
- Did we identify our weak points in communication during this practice?
- Did we offer feedback after having listened to the forecasts?

32. What is your partner's global impression about your performance in this practice?

Partner assessment

Aspects to improve

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. What is your teammates' global impression about your performance in this unit?

Team assessment

Aspects to improve

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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We have arrived at the end of this practice.

Activity 32

- In the action approach espoused by the Syllabus, seating arrangement has a definite impact on how interaction among students takes place. Traditional seating arrangements in rows is not well-suited to interaction. Little round tables or in horseshoe fashion can foster better arrangements to work in pairs.
- Remember to foster work with different partners. If this is the first practice you work with in the school year, it is important to motivate your students to work with others beyond their usual group of friends or classmates.
- Take your time to check what your students have said about each other. If there has been any difficulty, it is the moment to intervene and allow for a fresh start at the beginning of the upcoming practice.
- The reason for having individual, partner and team assessment at the end of each practice is to have a number of

perspectives about performance, which one point of view may be unable to cover.

Activity 33

- Even with time constrains, try not to skip the assessment phases (intermediate and final) of this practice (or any practice at all). Also, it is important to make the distinction between assessing and grading. Students tend to conflate them, while they are quite distinct process. Grading should not be made an activity to hate, but a moment of reckoning what has been done, and what needs to be done, which favors the development of your students' autonomy.

In this practice, you will write notes to make your own diagram of systems of the human body

HEALTHY MIND IN A HEALTHY BODY

Activity 1

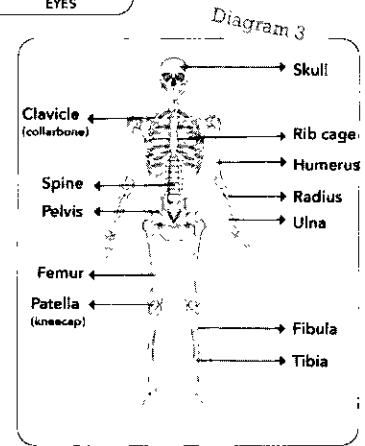
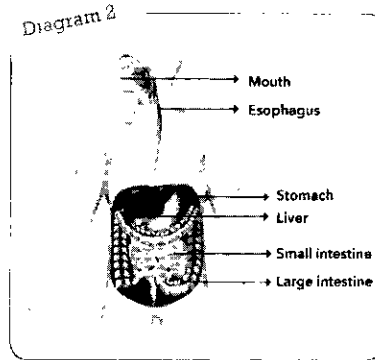
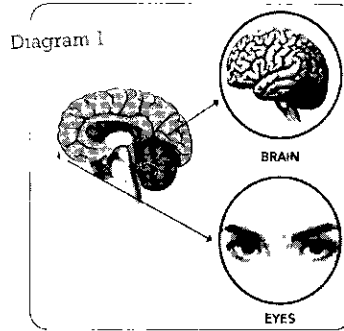
- Ask your students what are the diagrams about. Invite them to describe the diagrams to find patterns and main features.
- Use the illustration of different parts of the body and ask your students to tell you their names.
- Ask your students to mention the parts of the diagrams they see in the book.
- Ask your students what diagram they like the most and why.
- Tell your students to express how they would make their own diagram.

Warm-up stage

1. Look at the following diagrams and analyze their texts and graphic elements.

I know, planning our practice

session 1



2. Formulate questions that match with the answers below. Look at the example.

Question	Answer
What school subjects do the diagrams represent?	Natural sciences (physics, chemistry, biology)
Why is it important to know about systems of the human body?	Knowing about the organs in our body allows us to take care of them and keep them healthy.
Besides books, where else could you find such diagrams?	On the Internet, in a museum, in a classroom, et cetera.
What do they have in common?	They all use images and brief explanations to clarify specific information.

- With your partner, ask the questions and give the answers without reading them. Exchange roles.

3. Look at the chart below. Read the activities you will do in this practice in order to perform a dialogue. Remember to tick each activity as soon as you finish it.

Week	Activity	Progress
Week 1	WARM-UP STAGE	
	Select and explore diagrams of systems of the human body.	<ul style="list-style-type: none"> • Examine distribution of graphic and textual components. • Identify topic, purpose, and addressee of a diagram of systems of the human body. • Identify text distribution and organization and determine the relationship between illustrations and text. • Identify new terms. • Make comprehension strategies very explicit.
Week 2	BUILDING STAGE	
	Read and understand information.	<ul style="list-style-type: none"> • Widen repertoire of vocabulary and expressions. • Formulate and answer questions to describe components. • Use demonstrative determiners, verb forms (passives and participles) and adjectives (comparatives and superlatives) in questions and answers. • Reflect and take actions on one's own physical wellbeing and that of others. • Share points of view.
Week 3	BUILDING STAGE	
	Write notes to describe diagrams.	<ul style="list-style-type: none"> • Write or rewrite sentences to describe components, summarizing information from different sources. • Use the present tense and nouns (with or without determiner, compound nouns, countable and uncountable nouns) while writing notes. • Organize terms and descriptions in charts.

Activity 2

- Read the answers out loud with your students and analyze briefly the structure of the example question.
- Tell your students to make a question for each answer. Clarify any doubt your students have about how to make questions and verify if there are correct.
- Model your students how to use the questions and the answers. Ask your students to rehearse the questions and the answers. Make sure your students mingle the roles.
- Work with the whole class: ask two volunteers, one to formulate different questions from the ones in the book, and the other to answer them. Tell the rest of the class to help if necessary.

Activity 3

- Make sure your students identify the four stages of the planning and that they understand each activity to be done. Ask a student to read the task out loud so they can

understand the activities they will follow in order to produce their notes for a body system diagram.

- Ask your students which steps they find easy, and which ones they think they will work harder.
- Ask your students to say how long they will be working on each step. Invite them to reflect how to organize their time to do the ones they consider the most complicated so that they can achieve all the steps of the unit during the necessary time.

Activity 4

- Organize your students in pairs and coordinate the diagram exploration to identify their content, main sections and features. Provide them with examples.
- Make sure the questions are correct in each case.
- Ask your students what system they wish to work with, explain why and who they will share it with. Take advantage of this activity to help your students to express and check fluency and pronunciation.
- Help your students use a dictionary. Provide them with an example.

Unit 10: The human body
 Session 2: The human body

Session 2

Week 4

Edit diagrams,
with the teacher's
guidance.

- Establish the number of explanations according to the illustrations.
- Put sentences in order to write explanations and link them with images.
- Value one's own work and that of others.

CLOSURE STAGE -SOCIALIZATION

- Promote respect and collaboration on the job.
- Check punctuation and spelling. Identify and clear up any confusion.
- Add or remove information to improve explanations.
- Adjust language in accordance with addressee and purpose.
- Write final versions.
- Assess process and product.

Building stage

4. Use the diagrams in Activity 1 to answer the questions and complete the charts.

	Diagram 1	Diagram 2	Diagram 3
What is it about?	Head organs	Digestive system	Skeleton
What is its purpose?	Shows the parts of the head	Shows the parts of the digestive system	Shows some parts of the skeleton
Who would you say is its intended audience?	Students	Students	Students

- Underline all the words that are new for you and check their meaning in a dictionary.

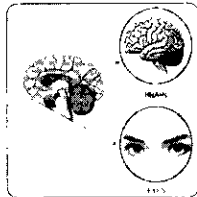
FOR OUR DIAGRAM

5. Choose a body system (digestive, respiratory, reproductive, etc.) to make a diagram according to your purpose and addressee. Look at the example.

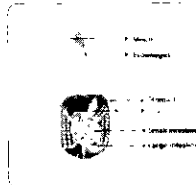
Digestive System
Health Education
Children

6. Look at the diagrams in Activity 1

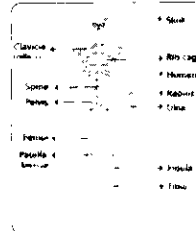
- Complete the chart by describing and comparing the graphic and textual components from the diagrams. Look at the example.



Central nervous system



Digestive system



Skeletal system

Graphic components

There are three pictures. One with the head and brain, another just with the brain and the third one with the eyes. These pictures are smaller than the first one. The brain and the eyes are inside a circle. There are two thin arrows pointing to the brain and eyes.

Answers may vary.

Textual components

The names "brain" and "eyes" are under the pictures. They are written in capital letters.

Activity 5

- Let your students know that to solve the activity in teams, first they have to share opinions and arguments of each proposal. Offer them models to express opinions and arguments, such as: We chose... because... Take advantage of this activity to correct attitude and behavior that complicate the achievement of agreements.
- Have your students discuss about the purpose and the addressee.
- Monitor your students and check that they are using good spelling.

Activity 6

- Ask one student to point a graphic component and a textual one on the diagrams in Activity 1.
- Help your students if they need expressions to make the descriptions and comparisons. It is not necessary to detail them but to think why they are used in

a certain manner in one diagram and how the changes fulfill different purposes.

- Ask your students to solve the activity. Once they have solved it, check it with the whole class and ask them to explain the difference between the textual components, for example, some are name of organs, others are titles, et cetera. Do the same with the graphic components.
- Invite your students to mention other textual and graphic components that appear in the diagrams of Activity 1.

Activity 7

- Monitor that your students actually make their lists; and they define the textual and graphic components of their diagrams. Propose them alternatives to present and arrange information.
- Check your students' list, pay attention to the spelling.
- Tell them not to use a lot of images and few words or vice versa, suggest them to find a balance.
- Help your students to interact in English, in other words, share proposals or express agreements and disagreements with them.
- Take the opportunity to emphasize the importance of active attitude and behavior in the interaction.

Activity 8

- After having given your students some time to do the activity, verify the answers with the entire class. Write the answers on the board to check spelling.
- Ask your students to pay attention in the way the notes are written (structure and organization). Tell them to analyze the spelling and punctuation.
- Remind your students these activities are good for making their own diagram.

FOR OUR DIAGRAM

7. Define the textual and graphic distribution of the previous activity, according to the addressee.
- Write a list of the graphic and textual components you are going to use for your diagram in your notebook. Look at the example.

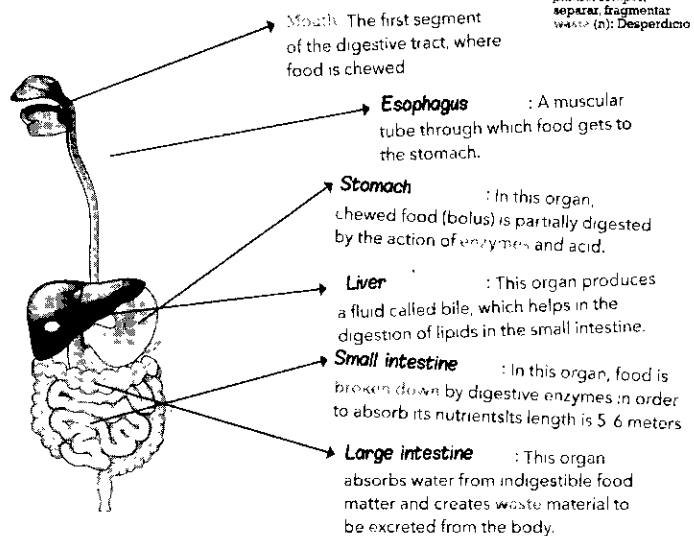
GRAPHIC COMPONENTS

- Illustration of a silhouette of the human body
- Illustrations of mouth, esophagus, stomach, liver, small and large intestine
- Arrows

TEXTUAL COMPONENTS

- Title
- Names of the organs
- Descriptions of the organ's functions

8. Look at the following diagram and write the organ's correct name in the blank. Look at the example.



9. Formulate questions in which you describe the component parts of the body.

Try to use **demonstrative determiners**, **passive voice** and **participles** and make **superlatives** in order to be clearer. Your partner will answer your questions. Exchange roles.

- In case the questions are not clear, work together until you think that they have been improved.
- If necessary, check the previous activity for information, look at the example below.

In this organ, chewed food (bolus) is partially **digested** by the action of enzymes and acid, what am I talking about?

Exactly!

Are you talking about the stomach?

Small Intestine

My **turn!** ... is the **longest** organ. It is even longer than a car. What is it?

Right!



10. What terms in the diagram in Activity 8 are new for you? Circle them, look for their meaning in a dictionary and describe them in your own words. Look at the example and use your notebook if necessary.

are proteins that help to break down food in order for it to be digested

Remember

Adjectives can express qualities to different degrees. Superlatives are used to establish extremes, for example: the smallest, the least active/the most active. Comparatives are used for comparing two things, for example: bigger/smaller, less active/more active.

11. Reflect on the actions that help you maintain your own physical well-being and that of others. Share the actions you take in order to keep the organs of your digestive system healthy with your partner. Look at the example.

I brush my teeth after every meal to keep my mouth clean.

I think that is a very good idea. In my house, we try to avoid too much fat, that way we can keep our livers healthy.

- Share points of view

Activity 9

- Ask your students to check the body system they wrote in Activity 5 and to do the activity.
- Support your students reminding them the names of the parts of that system. Offer them examples to describe them.
- Check that the exercises made by your students have the right information: that terms match with their descriptions in the chart and that they used their own words to define the new terms.

Activity 10

- Have your students show you how they are using your dictionary. Give them any tips you consider useful.
- Tell your students to use two dictionaries and compare them so that they choose the best definition.
- Ask your students to compare what they wrote and what they found in the dictionary and make the changes to improve their descriptions.

Activity 11

- Offer your students examples of how to take care of the health of the system they chose.
- Ask them to compare with the class some of the actions they commented in pairs.
- At the end of the activity, divide the board into two, and write at the top of one division "Good habits" and at the other "Bad habits". Invite your students to come to write one example in the category they wish.
- Check each habit and have the whole class help you correct all the mistakes in the spelling, content, writing, et cetera.

Activity 12

- After having given your students some time to do the activity, verify the answers with the entire class. Take advantage of this opportunity to invite those students who have just a little self-confidence to express the names of the body. As it is only one word, it is probably that they feel motivated, if not, do not push them.
- Write the answers on the board to check spelling.

Activity 13

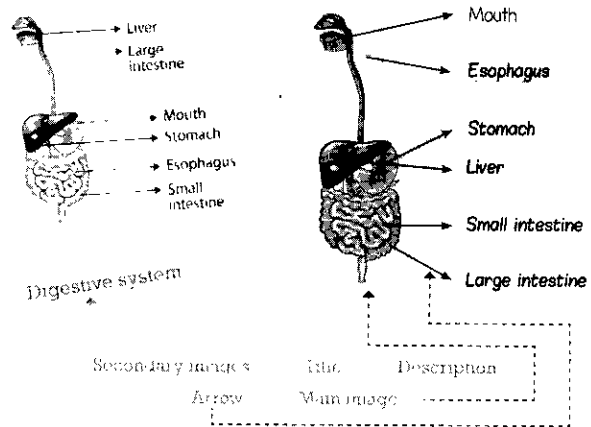
- Ask them to exchange their work with another pair to check each other.
- Make sure the pairs offer and get positive feedback, do not allow them to express negative or irrelevant comments to the work.
- Mention your students they can check Activity 6 to remember the features of the graphic components.
- Generate a confidence environment so that your students feel they can ask you for help at any moment.



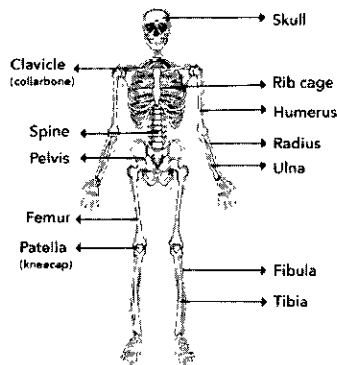
session 4

12. Look at the diagram on the left. As you can see, the names of the organs are misplaced, label the organs correctly.

- Then match the names on the chart below to the correct part of the image. Look at the example with the name Digestive system.



13. What elements in the diagram below indicate the most important information?
Skeletal system



Answers may vary

- The title
- The names of the parts of the skeleton, next to the indicative arrows
- The graphic relation between one element and another / Font type / Font size

FOR OUR DIAGRAM

- Make a list of relevant features of textual components. Look at the example.

Features of textual components:

They can be pointed out with bold letters

Remember
The graphic components must be proportionate to the size of the chart.

14. Go back to Activities 2 and 4 and formulate questions to obtain information (names, characteristics, main functions, etc.) about the organs of the body system you chose, and write them in your notebook. Look at the example.

Questions to obtain information about the organs of the head

- 1 Which system of the human body do they belong to?
- 2 What are the main organs of the head?
- 3 What are their main features?
- 4 What functions do they have?

15. Look for information that will help you to answer the questions. You can consult page 46 in the Reader's Book to get additional information on the digestive systems.



IT

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<https://goo.gl/w2AB9e>

Student Book Practice 6 99

Activity 14

- Organize your students in pairs and ask them to think in the best questions to obtain information. Make sure their questions are grammatically correct and that they are suitable for the activity.
- Tell your students to take advantage of this activity to practice in oral way how to formulate and answer questions.
- Clarify any doubt your students have about how to make questions.

Activity 15

- Check with your students the systems of the body that appear in the Reader's Book. Encourage them to read the information aloud and to make questions to help them to comprehend. Make them know that they can go to Reader's Book as many times as necessary or as they wish.
- In case there is not Internet availability, use the Reader's or get them other type of

source of information about the human body.

- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.
- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know Internet connection may not be available at all locations.
- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the Reader's Book to foster curiosity and improve reading skills.

Activity 16

- Take advantage of this activity to show your students how to distribute responsibilities among them so that every member of the team makes actions to obtain the best result. It is about really learning how to work in teams.
- Verify all the questions are complete.
- Verify the answers correspond to the correct information.
- Check your students' charts are complete and brief. Have them correct any mistake.

Activity 17

- Help your students get ready for the activity: make sure they are quiet and settled.
- Ask a student to read out loud the **Remember** section that elaborates on demonstratives.

Activity 18

- Organize your students in pairs to work with determiners. Ask them to look into the Reader's Book and to read **Remember** section in the Student's Book) that presents determiners.
- Invite your students to make sentences orally like in the example, but with information with the body system they chose. If necessary, provide them with examples.

Nouns and Determiners

session 5

FOR OUR DIAGRAM

16. Organize the questions in Activity 14 and the information that answers them. Look at the example.

To which system of the human body do the organs of the head belong to?	What are the main organs of the nervous system?	What are the main characteristics of the brain?	What is the main function of the brain?
To the nervous system	Brain and spinal cord	It is very soft, jelly-like, and it weighs on average 15 kg	To control the central nervous system

- Organize the terms and their descriptions in a table in order to get the information easily. Look at the example.

Term	Description
Brain	It is very soft. It weighs on average 15 kg and controls the nervous system

17. Identify the correct forms of plural and singular demonstratives.

18. Look at the diagram of the respiratory system in the Reader's Book on page 48. Complete the following sentences with the appropriate determiner. Look at the example.



The larynx is **the** organ where air passes through to go down to the trachea.

a. **These** are the lungs that are located in the chest.

b. The exchange of gases between the body and the atmosphere is **what** happens.

c. **This** is the windpipe made of tracheal cartilage located in the trachea.

d. The bronchi are the parts of the trachea that go to the lungs. **a** part of it is the bronchus and the other part is the bronchus.

Remember
This and These are used to talk about things that are close to the speaker. That and Those are used to talk about things that are farther from the speaker.

farther (adj.): más lejano

FOR OUR DIAGRAM

19. With your teacher's help, write sentences that describe the organs of the body system you chose. Look at the example.

- The mouth is first segment of the digestive tract.
- Food is chewed before going down through trachea
- Check that the sentences are written with clarity and precision. Look at the example.

EXAMPLE

I think something is missing before trachea.

I think we should use "the".

Yes, food is chewed before going down through the trachea.

- Make sure you are using the present tense in your sentences.

20. Read the countable and uncountable nouns below.

bacteria food - kidneys
waste - organs - water

- Complete the sentences and questions with the correct nouns. Look at the example.

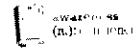
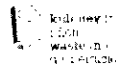
How many _____ did he break?

_____ water
_____ food _____ waste

_____ bacteria _____

_____ awareness
_____ organs _____

_____ kidneys _____



Activity 19

- Motivate your students to express themselves with security and confidence.
- Ask them to practice the descriptions with other pairs so that they give and get positive feedback.
- Take advantage of the mistakes in the answers to help your students detect them and to think how to correct them. Remember that if your students are aware of their mistakes, they will be able to build strategies to correct them, in other words, to develop the competence of learning to learn.

Activity 20

- Reproduce the table with countable and uncountable nouns in the blackboard and coordinate a collective activity to complete it.
- If necessary, explain them the difference between countable and uncountable nouns.
- Provide your students with some examples and ask them to share others. Use images.

- Ask your students to mention how they can use these activities to make their diagrams and why it is important to recognize the difference between countable and uncountable nouns.

Activity 21

- Organize your students to work collectively. Make sure they are in the best attitude to work, because this is a key activity to accomplish the final product. You have to really accompany your students in the note composition process. Make visible for them the subtle changes to form a single unit in the first draft. Then help them to compose a final note that includes the most important information from the sentences in Activity 20.
- Promote interaction and dialogue into the teams and help them to elaborate proposals that favor the contents of the language product.
- Encourage your students to take time and try different possibilities until they are happy with their decisions.
- Remind your students the importance of justifying their decisions.

Activity 22

- Organize your students in teams and monitor their job.
- Ask them to try not to make new mistakes.
- Promote interaction and dialogue into the teams and help them to elaborate proposals that favor the contents of the language product.
- Encourage your students to try to do the activity without your help, in case it is necessary, punctually intervene to help them.
- Monitor the teams to make sure all the members collaborate, appreciate and respect their contributions and take advantage of the best talent every member has.

session 6

- Put the nouns in the previous exercise in the correct place to complete the table

Countable	Uncountable
• fingers	• water
• organs	• food
• kidneys	• waste
	• bacteria

21. With your teacher's help, compose a brief explanation describing the respiratory system in your notebook.

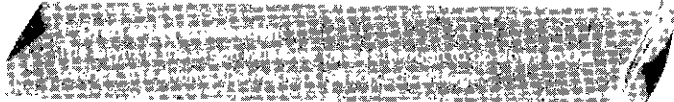
- Copy the sentences you worked on in Activity 18. Look at the example.



- Add, substitute or remove the necessary segments to compose your explanation. Look at the example.



- Write the first draft down. Look at the example.



- Draw your own picture to illustrate the description.

FOR OUR DIAGRAM

22. Write a final version of the explanation with more information from the sentences in your notebook. You do not have to use all of them, but the explanation has to be clear, accurate and precise. Look at the example.

The mouth is the first segment of the digestive tract. It is where food is chewed before going down through the trachea to be partially digested in the stomach, thanks to the action of enzymes and acid

Remember

Keep in mind that explanations have to be brief and precise in order to be suitable for a diagram.

CHECKPOINT

23. Read each question carefully and comment on each one with your teammates.
24. Look again at the diagram of the digestive system in Activity 8 and complete the descriptions of the main organs. Look at the example.

mouth is the **entry point** of the digestive system.

liver is **the largest** organ in the digestive system.

stomach is **the largest** organ in the digestive system.

small intestine is **the longest** organ in the digestive system.

Session 7

Adjectives: Comparative and Superlative

Remember
 Adjectives can express qualities to different degrees. Superlatives are used to establish extremes, for example: the biggest/the smallest, the least active/the most active. Comparatives are used for comparing two things, for example: bigger/smaller, less active/more active.

Activity 23

- Encourage your students to solve the activity with honesty. Remind them that detecting the strengths is as important as detecting the areas they need to work in, because in this way, they will need less help little by little, and they will become autonomous.
- Ask each team to exchange their notes with another team to detect and correct mistakes before making the final version.
- With the whole class, ask the teams to share their draft with the class and make sure they do not have any mistake.

Activity 24

- Check the answers with the whole class.
- Have them help you to correct any mistake.
- Make sure the students comprehend the information about the adjectives presented in the **Remember**. If not, explain to your students with examples where the use is modelled.

Activity 25

- Ask your students to check the addressee they chose in Activity 5.
- Make sure the language in their diagrams is coherent with their addressee. If not, ask them to adjust it.
- Ask your students to do an attractive drawing for the addressee. Help them formulating questions such as: what size is our drawing going to be? It is better to do it by ourselves or to get an image? Is it convenient to use colors? et cetera.
- Encourage your students to try to do the activity without your help, in case it is necessary, punctually intervene to help them.
- Monitor the teams to make sure all the members collaborate, appreciate and respect their contributions and take advantage of the best talent every member has.

Activity 26

- Monitor your students and make sure they are correcting all the necessary things.
- Monitor your students and make sure everybody is working.
- Remind your students the importance of justifying their decisions.
- Ask your students how to take advantage of what everybody can do best in their jobs.
- Help them be aware about the value of the compromise and the responsibility in the job with all the members of the team.

Activity 27

- Help your students to polish and amend their diagrams. Offer examples of how to do it.

FOR OUR DIAGRAM

25. Write brief notes that explain the components of the systems of the human body and include them in your diagram. Look at the example.
- Decide how many descriptions you are going to have according to the number of illustrations you have.
 - If you need clarification, go back to Activity 9.

DIGESTIVE SYSTEM

EXAMPLE

The stomach digests part of the chewed Food It is connected to the mouth by the esophagus

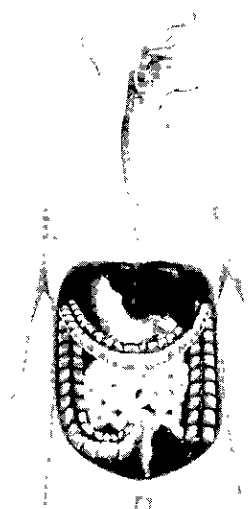


- 28. Check the punctuation and spelling on your diagram with your teammates.
- 29. With your teacher's help, identify and clarify any confusion you may have.
 - Use a bilingual dictionary if necessary. Pay special attention to plural and singular forms: concordance of numbers and orthography. If you have any questions, go back to Activities 15 and 16.

Closure stage-socialization

FOR OUR DIAGRAM

- 30. Write the final version of your diagram on the next page. Use your notebook if needed.
 - Display diagrams in a visible spot to exhibit them in the classroom. Look at the example.



Mouth: The first segment of the digestive tract, where food is chewed

Trachea: A muscular tube through which food gets to the stomach.

Stomach: Digests part of the chewed food. It is connected to the mouth by the esophagus

Liver: This organ produces a fluid called bile, which helps in the digestion of lipids in the small intestine.

Small intestine: In this organ, food is broken down by digestive enzymes in order to absorb its nutrients

Large intestine: This organ absorbs water from indigestible food matter and creates waste material to be excreted from the body.

session 10-11

Activity 28

- Encourage your students to try to do the activity without your help, in case it is necessary, punctually intervene to help them.
- Show your students examples about what happens when the punctuation is not correct.
- Take advantage of this activity to practice spelling with some words that you consider helpful to recognize the structure of each one.

Activity 29

- Show the students different strategies from using the dictionary to find the meaning of words, for example: the context where they appear, the use of images, et cetera.

Activity 30

- Allow students to share and promote their products beyond the classes, for example: with different classes of the school, or students from other schools, people from the community, et cetera.

Activity 30

- The space provided in the student's book might be small. Foster between your students to create different drafts on their notebooks.
- Propose different text types to share their diagrams, such as leaflets, school newspaper or digital media, if available. You can register at ILCE Red Escolar on <https://goo.gl/a1eD2f> order to create a digital project with your students' products.
- It is important not to leave aside the promotion of your product, since it enables to fulfill the social purposes of the social practice of language. In this case, the social purpose is sharing information and knowledge with others
- If you do not have access to the Web, remember you may use the Reader' Book in order to get diagrams models.



FOR OUR DIAGRAM

FINAL DRAFT

IT

<https://goo.gl/1a2mNX>

<https://goo.gl/FpxYTH>

How did it go?

Being Through Language

Looking up information about your body can make you more conscious of your health and the health of others. It can show you how to stay healthy.

31. Read each line carefully. Tick the circle that best describes your work in this practice.

Individual assessment

- I can write brief and precise explanations for diagrams.
- I can organize information hierarchically in a diagram.

Product

32. What is your partner's global impression about your performance in this practice?

Partner's opinion

- How do we assess the following aspects of our diagram?
- Was there a clear link with images and text?
- Was our diagram attractive for its addressee?

33. What is your partner's global impression about your performance in this practice?

Partner assessment

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Aspects to improve

34. What are your teammates' global impressions about your performance in this practice?

Team assessment

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Aspects to improve

We have arrived at the end of this practice.

Activity 31

- Help your students to complete with honesty the self-evaluation chart.
- Make sure they understand what it is said in each sentence.
- Ask your students to reflect about what they need to know and try to improve their development.
- Go back to the chronogram to check if you completed it, and if there is something you need to go through again.

Activity 32

- Let your students know that the purpose of the formative evaluation is that the students get aware of not only what they know but of how they know, it too.
- Encourage your students objective and fairly.
- Remind them that the feedback is positive only when people are sincere and positive.

Activity 33

- Promote an environment that sparks students the need

to be sincere about their performance, about what they know or they do not about the social practice of language they have been working in.

- Encourage your students to appreciate their performance along this practice by recognizing their strengths and limitations about their English language proficiency and competence in social life.

GETTING TO KNOW US BETTER

Activity 1

- Discuss what an interview is with students and whether or not they have participated in or listened to one.
- Ask them about the context in which interviews occur and what they are for.
- Elicit what likes and dislikes are, in what context people exchange that kind of information and what some common topics are. Their answers will vary, but they might include food, subjects at school, sports, hobbies, etc.
- Play the track and ask general questions about it, such as what is the dialogue about, what the names of the interlocutors are, if they are face to face or not, how they are related, the result of the conversation, what implicit information they can infer, etc.

Activity 2

- Scan the script and pay attention to the comments in the margin.
- Ask students to continue the discussion and to mention other details they can obtain by reading between the lines, like why Monica says that Vicente is so thoughtful.
- Emphasize the importance of asking questions to find out more about each other and the fact that the interlocutors are negotiating to reach an agreement. The focus is on the possibilities and the purpose of deciding on something they both like, not on Italian food in particular.

Activity 3

- Link this activity to the previous one and help students to conclude what dialogues are for.
- Tell them to use the given options as a guide.
- Encourage them to think about other situations in which they had to negotiate with someone and reach an agreement, or when they were focusing on one aspect and their interlocutor showed them a different perspective.
- Encourage them to reach a common conclusion that includes all the aspects discussed.

GETTING TO KNOW US BETTER

Family and community environment

SOCIAL LANGUAGE PRACTICE: Exchanges compliments, likes and dislikes in an interview.

In this practice, you will interview other people to learn more about their likes and dislikes.

Warm-up stage

1. Listen to the dialogue.
2. Discuss what is going on in the dialogue.

How many people participate in the dialogue?
Why are they asking each other questions?
Do they compliment each other?

session 1
Using I can say... Planning sub-projects... Practice 7

TRACK 19

She is expressing her desires
She wants to know more about him
She asks another question because she needs to see if they have something in common
She pays him a compliment

Monica: Hello?
Vicente: Hi Monica, how are you? This is Vicente.
Monica: Oh, hi! I'm fine. How are you doing?
Vicente: Ok, a bit bored. Do you want to do something? You always have good ideas.
Monica: I'm hungry. I would like to get something to eat.
Vicente: Where do you want to go?
Monica: I would like to go to an Italian restaurant.
Vicente: What kind of Italian food do you like?
Monica: I like spaghetti. Do you like spaghetti?
Vicente: Yes I do, but it isn't my favorite food.
Monica: What is your favorite food?
Vicente: My favorite food is pizza. Do you like pizza?
Monica: Yes, I do, but without pepperoni. I don't like meat.
Vicente: I am a vegetarian.
Monica: Oh, ok. We can share one with mushrooms.
Vicente: That is so thoughtful of you! Let's go.

He praises her interesting suggestions
He likes the idea of getting something to eat
They disagree on something
They find something in common
They reach an agreement

3. Determine the purpose of the dialogue you just listened to.

- Read the following examples and use them to reach a conclusion.

To exchange experiences and points of view.

To reach agreements acceptable to all interlocutors.

To become familiar with other lifestyles.

To see a bigger picture of a particular situation.

4. Look at the chart below. Read the activities you will complete in this practice in order to interview someone about likes and dislikes. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE	<ul style="list-style-type: none"> • Identify topic, purpose and addressee. • Identify speech register. • Exchange points of view. • Recognize the structure of dialogues (opening, body and closure). 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	<ul style="list-style-type: none"> • Recognize the types of sentences used to express likes and dislikes. • Compare ways of expressing compliments, likes and dislikes • Identify connectors. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	<ul style="list-style-type: none"> • Put sentences in a sequence using connectors. • Include details in main ideas. • Formulate and answer questions to clear up uncertainty. • Alternate roles as interviewer and interviewee, with and without a script. • Use expressions to gain time when formulating spontaneous answers. • Compose sentences that include like (i.e. I like...) to express likes or preferences. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 3	CLOSURE STAGE-SOCIALIZATION	<ul style="list-style-type: none"> • Express points of view both in favor and against a given topic. • Use nonverbal language to emphasize what is being said. • Recognize appropriate moments to interrupt interlocutors. • Practice and follow rhythm, speed and pronunciation. • Adjust questions and answers depending on the interlocutors' reactions. • Assess the process and product. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Gather dialogues about likes and dislikes, and bring them to class to work with them throughout the practice. You can also use the ones in your *Reader's Book* pages 49 to 54.



IT

<https://goo.gl/8H8XbK>

Student Book Practice 7 109

Activity 4

- Make sure students identify the three stages of the plan, that they understand each activity and that they are a part of the process.
- Ask a student to read each task out loud so they become familiar with the activities they will follow in order to participate in an interview.
- Encourage them to decide if there is a step missing and where they can include it.
- Don't forget to go back to the chart to tick each activity as soon as you complete it.
- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know

Internet connection may not be available at all locations.

- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the *Reader's Book* to foster curiosity and improve reading skills.

Activity 5

- Before playing the tracks, ask students to observe the images and elicit what they are about.
- Encourage students to identify the contextual clues of each setting and what might be on the tracks.
- Play the tracks twice for students to complete the activity and check their answers.
- Ask students to confirm their predictions.
- Ask students to listen to the dialogue they brought or to read it.
- Explain the activity and the fact that they must draw the setting where the conversation takes place and to include the sound effects.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.

5. Listen to the tracks and match them to the following photos.



Track 20

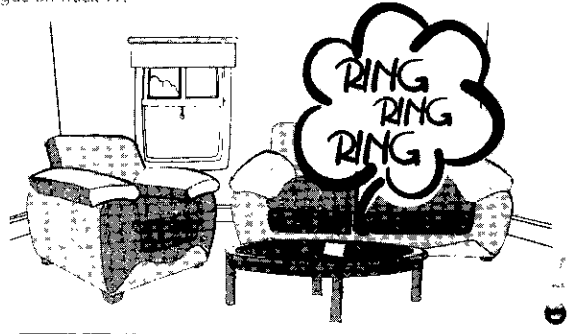


Track 21



Track 22

- Select one of the dialogues you brought. Listen to it.
- Draw the setting where it takes place.
- Include the sound effects. Look at the example below which illustrates the dialogue on Track 19.



6. Listen to Track 19 again and tick the photo of Vicente's addressee. Who is he talking to?



- Look at the modified extract (on the next page) from the dialogue in Track 19 and pretend Vicente is talking to an old lady.
- Choose the words and write them in the correct blank.
- Look at the example.

Remember
Speech register is how you address someone. If you are talking to an older person who you do not know very well, you should use a formal register. On the other hand when you are among friends you can use an informal register. It should be appropriate for the situation you are in.

Activity 6

- Read the first instruction and ask students why there are three different people in the pictures, what they have in common and what their differences are.
- Play the track and let them complete the activity.
- Discuss how they were able to identify the correct addressee, what clues they took into account and if there is someone who does not agree.
- Encourage them to use the script in Activity 2 to defend their answers, as the evidence is within the text.
- Link the discussion to the next part of the activity and the fact that they must adapt an extract of the dialogue to a different addressee: an old lady.

You are very nice

Very well

Thank you

Hello

Your neighbor

Goodbye

- ... Hello?
- ... Good evening, Mrs. Sanchez. This is Vicente, your neighbor.
- ... Oh, **hello**, dear! How are you doing?
- ... I am **very well**. Would like to have dinner with me?
Oh, that would be wonderful.
- ... Where would you like to go?
- ... I love the pizzeria across the street.
- ... That sounds good to me. I will see you there at 8:00 pm.
- ... **Goodbye**, Vicente. **Thank you** for calling me. **You are very nice**.

- Compare the dialogue between Mrs. Sanchez and Vicente and the one between him and Monica.
- Discuss which phrases changed.

7. Listen to Track 23 and follow the instructions.

- Role-play the dialogue you just listened to.
- Decide who is going to be each character.
- Use the scrambled sentences below as a guide and determine the sequence of the conversation.

I hate reading!
I rather work with numbers than books

No, I don't like it, do you?

Well, what is your favorite subject?

I love literature, because I love to read about exciting adventures

ANA

Yes, I like it. Math is really fun. Why don't you like it?

Do you like math, Ana?

It is a hard subject for me. I'm bad at math but you are very good.

Activity 6

- Remind students to read the dialogue first, and then to write their answers.
- Ask two students to perform the dialogue and check if the rest of the class agrees with their interpretation.
- Ask students why Mrs. Sanchez says that Vicente is very nice, and if it's common for a young man to ask his older neighbor to have dinner.
- Go through the differences between both dialogues and use the words and phrases in the box as clues.

Activity 7

- Play the track and elicit what it is about, if the interlocutors are men or women, how old they are and how they were able to infer that information.
- Ask them to role-play the dialogue and give them some time to put the sequence of the conversation in order.
- After the students have role-played the dialogue, allow them to listen to the track one more time and check their answers.

SESSION 3

Track 23

Activity 8

- Elicit the topic of the dialogue listened before.
- Ask three students to role-play the conversation given as an example in the activity and after performing it, start a discussion with the rest of the class to see if they agree with the interpretation.
- After discussing what the topic of Dialogue 1 is, tell them to do the same with the dialogue they are working with.
- Remind them to use the text to find proof of what they are saying and defend their arguments.
- Provide help when needed.



8. Listen to the dialogue you brought to class and discuss what the topic is.

- Use the conversation below as an example of students talking about the dialogue on Track 19.

Arturo: I am sure we can all agree that the topic is Italian food. That was very easy!

Anna: Well, I don't think so. I believe they were deciding on what to eat on their date.

Arturo: Exactly! So it is about Italian dishes.

Anna: Let's go back to Activity 1 and check what we discussed.

Arturo: See? They were asking each other questions until they found something they both liked.

Anna: Oh, you're right! The topic is not Italian food, but reaching an agreement about what they were going to have for dinner.

Arturo: Yes! What do you think, Arturo?

Anna: I agree with both of you.

9. Listen to Track 24 and put a ✓ when the interlocutors are expressing something they like and a ✗ when they talk about something they dislike.

- Leave the sentences that do not express likes or dislikes blank. Look at the example.

A: Whoa, look at all those ice cream choices!

B: Yes, that is a lot of choices. What is your favorite?

A: I love anything with chocolate the most.

B: I like chocolate myself.

A: Is there any kind of ice cream you don't like?

B: I really don't like any ice cream with nuts in it.

A: I've never cared for that myself.

B: Have you ever had garlic ice cream?

A: That sounds absolutely disgusting!

B: It was. Let's stick with the regular choices today, though.

.....
.....
..... ✓
..... ✓
.....
..... ✗
..... ✗
.....
..... ✗
..... ✗



TRACK 24

- Change the points of view from the dialogue above to the opposite opinion.



- Identify the points of view the interlocutors exchange in the dialogue you selected.

Activity 9

- Tell students to scan the script and ask general questions about it, such as the ones from previous dialogues.
- Go through the instructions and remind them that not all the sentences express a point of view.
- Play the track.
- Allow some time for students to complete the activity.
- Elicit how they were able to identify the expressions about likes (positive) and dislikes (negative).
- Check the answers and see if everybody agrees.
- Once they have identified the points of view, help students change the sentences about likes to dislikes and vice versa.
- Go through the example with them and let them do the rest. This will help you determine if they are familiar with the repertoire of words and expressions regarding this topic.
- Encourage them to use a dictionary to look for other words or provide them with a list of helpful expressions for this activity.
- Tell students to identify the points of view expressed in the dialogue they selected.

Building stage

10. Fill in the chart with the information from each dialogue. Look at the example.

TRACKS
19, 23, 24

Session 4

Chapter 11: Morning's Vertigo, A Structure

	General meaning	Main ideas
Track 19	To decide what to eat at an Italian restaurant	<ul style="list-style-type: none"> - She likes spaghetti, but it is not his favorite meal - He loves pizza, but she doesn't like meat - They are going to order a pizza with mushrooms
Track 23	To find each other's favorite subject.	<ul style="list-style-type: none"> - Karla loves math, but Ana is not good at it - Ana enjoys literature, but Karla hates reading
Track 24	To find out more about their favorite ice cream flavors	<ul style="list-style-type: none"> - They both like chocolate ice cream. - They both dislike nuts and garlic ice cream

- Complete the last row with the general meaning of the dialogue you selected and a couple of main ideas.

11. Analyze the structure of the dialogue and write the name of each part in the correct space.

- Look at the key words to identify the opening, the body and the closure.

1. Hello?	2. Oh, ok. We can share one with mushrooms.
3. Hi, Monica, how are you? This is Vicente	4. That is so thoughtful of you! Let's go.
5. Oh, hi! I'm fine. How are you doing?	
6. I'm hungry. I would like to get something to eat.	
7. Where do you want to go?	
8. I would like to go to an Italian restaurant.	
9. What kind of Italian food do you like?	
10. I like spaghetti. Do you like spaghetti?	
11. Yes I do, but it isn't my favorite food.	
12. What is your favorite food?	
13. My favorite food is pizza. Do you like pizza?	
14. Yes, I do, but without pepperoni. I don't like meat. I am a vegetarian.	

Blue Beginning
Closure
Opening Body

- Do the same as above with the dialogue you selected.

Small 1580 x Practice 7 113

Activity 10

- Ask students what the first track in the practice is about. Play it if they do not remember the details.
- Explain the activity and go through the example with students.
- Play the activity's corresponding tracks and give students some time to fill in the chart.
- Check the answers with the class and elicit the difference between the general sense and the main ideas.
- Tell students to listen to or read the dialogue they selected and complete the last row of the chart.

Activity 11

- Elicit the different parts of a dialogue.
- Ask them to circle the key words in the dialogue to identify the structure. Their answers will vary, but they might include "Hello", "How are you?", "Let's go", among others.
- Give them some time to complete the activity.

- Once everybody is finished, check their answers and encourage them to defend their arguments with evidence from the text.
- Tell them to do the same with the dialogue they selected.

Activity 12

- Remind students they are going to prepare an interview about likes and dislikes.
- Ask them to choose a partner and tell them they are going to work together for the rest of the practice.
- Explain the activity and elicit a couple of examples of likes and dislikes from them. Tell them they should all include different topics, they will narrow it down to one later.
- Allow some time so they can complete the chart in their notebook.

FOR OUR INTERVIEW

12. Write a list of things you like and dislike in your notebook. Look at the example.

- | | |
|---------------------------------|---------------|
| • seafood | • milk |
| • literature | • chemistry |
| • chocolate ice cream | • chewing gum |
| • yoga | • ice cream |
| • classic rock | • running |
| • skateboarding and watching TV | • reggaeton |
| | • camping |

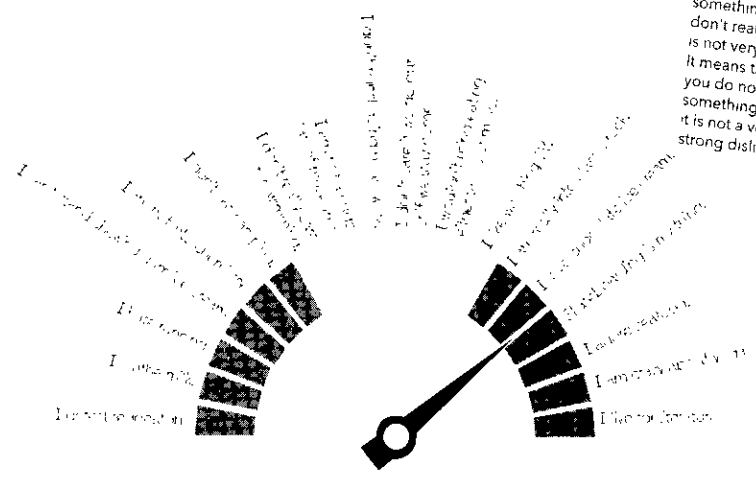
Remember

The adverb *really* is very useful in making what you say stronger. However, when talking about things you don't like it can have a different meaning, depending on where you put it in the sentence. For example: "I really don't like it!" means you have a strong dislike of something, but "I don't really like it" is not very strong. It means that you do not like something, but it is not a very strong dislike.

Activity 13

- Tell students to read the sentences and ask them about the image. What is it about?, What do the colors mean?, etc.
- Say a sentence about something you like and encourage students to identify if you are expressing a like or a dislike. Then say a sentence about something you dislike and ask them to do the same thing.
- Encourage students to express a couple of likes and dislikes orally, using the sentences in the image as an example. but expressing their own opinions.
- Allow some time for students to write the sentences in their notebook.
- Gather some magazines that portray leisure activities, sports and food to bring to the next class.

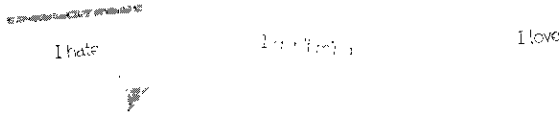
13. Read the sentences below and compare the different ways of expressing likes and dislikes.



- Go back to Activity 12, use the list of likes and dislikes to compose sentences in your notebook depending on how you feel about the items listed.

Activity 14

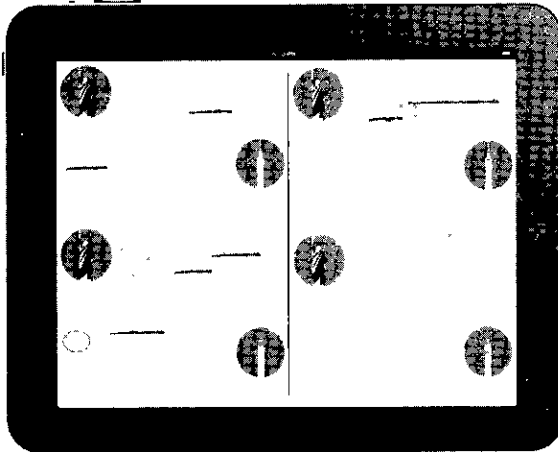
14. Make three flashcards to participate in the game described in the following steps. Look at the example.



- Gather some images that portray leisure activities, food or things in general. You can draw them or use some pictures from magazines.
- Collect all the images and stack them up.
- Pick a person and give him or her the stack. He or she will stand in a place in the classroom where everyone can see him or her.
- The rest of the class will have the three flashcards they made in advance on their desks.
- The designated person will pick an image from the stack and show it to the rest of the class.
- Everyone will pick a flashcard depending on how much they like or dislike that thing and they will say a sentence expressing their taste: for example, 'I love chocolate ice cream!'
- If someone takes too long to compose a sentence, they are out of the game.
- The designated person will continue with the rest of the images.
- The winner will be the person who says the most sentences describing how much he or she likes the images that were displayed.

15. Listen to the track.

- Underline the differences in the expressions each interlocutor uses. Look at the example.



Remember:
In American English people say "My favorite team is..." because they focus on one team. In British English people prefer to focus on the several players on a team, so that is why they say "My favourite team are..."

Activity 15

- Ask students to scan the script before playing the track and ask some general questions, including where the interlocutors are from.
- Play the track.
- Allow some time for students to complete the activity.

- Check their answers and read the **Remember**.
- Elicit other differences between American and British English.



Activity 16

- Elicit the difference between a dialogue and a monologue.
- Go through the instructions with them and play the track to use as an example.
- Read the **Remember** with students and encourage them to provide some examples of connectors.
- Allow plenty of time so each student can prepare their monologue.
- Ask students to present it once they are finished.

Activity 17

- Elicit the elements of a dialogue that do not appear in a monologue.
- Encourage them to check the scripts in the practice and to defend their answers with evidence from the texts.
- Go through the instructions with students and answer any questions that might arise.
- Read the example with them and formulate the question together.
- Allow some time to complete the activity and provide help when needed.
- Check their answers.



16. Listen to Track 26. It is a monologue about likes and dislikes.

- Pick a topic for your monologue. It can be food, leisure activities, sports, or something else.
- Prepare your monologue. You can use the sentences you wrote in Activity 13.
- Use words to connect the sentences. Look at the transcript of the track, which highlights some connectors.

I live for literature because I love reading about exciting adventures. It is my favorite subject at school. What I like the most is reading novels, especially series like *Harry Potter* or *The Hunger Games*. However, my favorite book is *The Lion, the Witch and the Wardrobe* from *The Chronicles of Narnia*, written by C. S. Lewis.

- Present your monologue.



17. Convert the statements from the monologue above into questions.

- Fill in the blanks on the right page of the book below.
- Pay attention to the words in **bold**, they will guide you to formulate the questions.
- Now, have a look at the monologue you presented in the previous activity.
- Convert the statements into questions, like the ones you just wrote.

STATEMENTS	QUESTIONS
I live for literature.	Example: Do you have any hobbies?
Because I love reading about exciting adventures.	Why do you like literature?
It is my favorite subject at school.	Is it your favorite subject at school?
What I like the most is reading novels.	What kind of books do you like the most ?
Especially series like <i>Harry Potter</i> or <i>The Hunger Games</i> .	Can you give me some examples?
My favorite book is <i>The Lion, the Witch and the Wardrobe</i> from <i>The Chronicles of Narnia</i> .	What is your favorite book?
The author is C. S. Lewis.	Who is the author?

Remember

Connectives are used to link large groups of words, phrases and sentences. You can also use them to connect paragraphs to give them coherence. "I like skateboarding and I also like to watch TV". "I love doing extreme sports, for example, rock climbing and surfing".





Activity 18

18. Listen to the track and follow the dialogue in the transcript below.



- Use the questions from the previous activity and the statements from Activity 16 to write a dialogue like the one you just listened to.
- Add some details to anticipate what he or she is going to say, to confirm information or to summarize what you discussed.

anticipating

You: Do you have any hobbies?
 Me: I do. I love for literature. It is my favorite subject at school.
 You: Really? Why is that?
 Me: Because I love reading about exciting adventures.
 You: Oh, especially the fantasy books. Am I right?
 Me: Yes, especially series like Harry Potter or The Hunger Games.
 You: I once saw the movie *Catching Fire*, the first story of *The Hunger Games*. I loved it!
 Me: You don't say. I actually I hated it. They left out some parts of the book.
 You: What? I didn't know that.
 Me: Then you can read the other two. And when you finish that, you can read *The Lion, the Witch and the Wardrobe*. It is my favorite book.
 You: Is it from *The Chronicles of Narnia*?
 Me: Yes, but *with a different name*. I think is by C. S. Lewis. There is also a movie, but the book is much better, as always.
 You: Ok.

interrupting

questioning

summarizing

self-questioning

- Perform the dialogue and try to say it without the script.

CHECKPOINT

19. Read each line carefully. Tick the box that best describes your work up to this point.

- I can listen to and explore likes and dislikes in dialogues.
- I can identify topic, purpose and addressee.
- I can identify speech register.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Link this activity with the previous one and tell students to turn the monologue they presented in the previous activity into a dialogue, so both students can perform it.
- Go through the example with students and start a conversation to see if they agree with what is going on in the dialogue.
- Go back to Activity 1 if you need another example before students compose their dialogues.
- Remind students dialogues are oral text and, therefore, they have different elements than written texts.
- Tell them to enrich the questions and answers with details to anticipate what the interlocutor is going to say, confirm information, and summarize the discussion at the end.
- Provide help when needed, especially when adding more details to make the dialogue appear more natural when said orally.

- Encourage them to present their dialogue to the class without the script.

Activity 19

- Emphasize the importance of self-assessment.
- Remind students to check the activities and their notebooks to carefully reflect on their work up to this point.
- Ask them if they would like to revisit an activity to clear up any confusion.
- Encourage them to provide some tips or extra steps to continue working on the interview.

Activity 20

- Elicit different topics to talk about likes and dislikes in their interview.
- Remind them to use the subproducts as evidence of the process of composing a text. Tell them that every subproduct is a step to building the final product and must always be taken into account.
- Ask them to check the dialogues in this unit to come up with some topics, and to scan the images you used in Activity 14 to come up with new ones.
- Check their answers, they do not have to work on the same topic as a class. It would be more enriching to vary the topics.

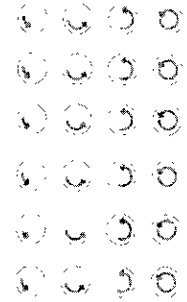
Activity 21

- Go through the instructions with students and scan the example together.
- Pick one of the topics they chose in the previous activity and model the activity with it.
- Explain that there are different levels within the mind map, as in the center we have the topic, then some categories, and in the end some example of those categories. They can make it as large as they need to. It will help them to cover all the elements of the topic in the interview.
- Allow some time for them to design their mind map and provide help when necessary. They might find it difficult to identify the levels of each category.

Objetivos, temas y expresiones Objetivos

session 7

- I can exchange points of view.
- I can recognize the structure of dialogues.
- I can understand general meaning and main ideas in dialogues.
- I can recognize types of sentences to express likes and dislikes.
- I can compare ways of expressing compliments, likes and dislikes.
- I can identify connectives.



20. Decide on the topic for your interview. Here are some options, but you can pick something else.

- Go back to Activity 12 and scan the list you made to see if you want to talk about some of the things you included.
- Tick the one you chose or write it in the space below if it is not on the chart

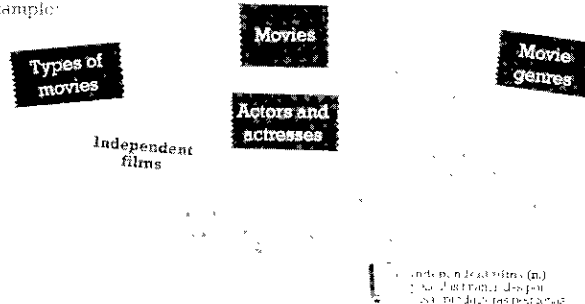
places to visit sports food animals art hobbies
 movies music websites school subjects

In our interview, we are going to talk about

21. Develop a mind map in your notebook with the repertoire of words and expressions that you are going to use in the interview.

- Write the topic you selected in Activity 20.
- Include the words that relate to the topic and might be used in the dialogue.

Example:



FOR OUR INTERVIEW

22. Formulate some questions to ask during the interview.

- Consider the chart with the repertoire of words and expression, you made in Activity 21.
- Adapt some of the questions from the dialogues you have explored in this practice.

EXAMPLE :

- Do you like movies?
- What is your favorite type of movie?
- Which genre you prefer, horror, romance or comedy?
- Who is your favorite actor or actress?
- Do you like movies from other countries as well?
- Is there an old movie that you are really into?
- What movie do you consider to be a must-see?
- Do you like independent movies or do you prefer Hollywood blockbusters?
- What kinds of movies don't you like?
- Is there an actor or actress who you can't stand?
- Do you know a fun fact about a movie?
- Is there a movie that you detest?

23. Compose several sentences to express likes or preferences.

- Use the questions in Activity 22 as a guide and look at the example.

- | | |
|--|--|
| • I like movies | • I don't like comedy movies |
| • I really like action movies | • I can't stand Adam Sandler |
| • I prefer horror movies | • I detest <i>Click</i> |
| • My favorite actress is Jennifer Lawrence | • The spider used in the 2002 movie <i>Spider-Man</i> was a <i>Steatoda</i> spider, not a black widow. The spider was given anesthesia, and was then painted blue and red. |
| • I like movies from other countries | |
| • I am really into <i>RoboCop</i> | |
| • <i>V for Vendetta</i> is a must-see | |
| • I prefer Hollywood blockbusters | |

Activity 22

- Remind students of the questions they formulated in Activity 17 and tell them to write some more based on the topic they selected in Activity 20.
- Model the activity with a couple of examples of different topics. Students might need a little help to start.
- Check each pair's progress and provide help when necessary.

Activity 23

- Link this activity with the previous one and tell students to answer the questions they just wrote. The result should be full sentences, without details. They will work on those later.
- Allow some time for students to complete their answers and provide help when needed.

Activity 24

- Ask students to include the questions and answers they wrote before in the format of an interview. They must include the name of the person who will be the interviewer before each question and do the same with the answers of the interviewee.
- Encourage two students to perform the dialogue in front of the class and to try to respond as naturally as possible. They should practice oral expression as much as possible, since the interview will be presented orally.
- Tell them to simplify the answers in order to appear more natural. For example, instead of answering "I like movies," to the question "Do you like movies?" the common response would be "Yes, I do."

Activity 25

- Once students have their first draft, tell them to include more details. Most of them will enhance the answers, but remind them to work on the questions as well, since they should adapt them to the answers.
- Encourage two students to perform their dialogue in front of the class and to try to respond as naturally as possible. They should practice oral expression as much as possible, since the interview will be presented orally.
- Model the activity with a couple of drafts from the students and elicit the changes they' made or changes they should make from a couple of teams.
- Encourage them to provide some personal anecdotes to enrich the sentences. Help them when necessary.

FOR OUR INTERVIEW

24. Put together the first draft of the interview.
- Copy the questions in Activity 22 and the sentences in Activity 23.
 - Adjust the answers to suit the questions. Do not repeat the questions in the answers
 - Include the roles of "interviewer" and "interviewee". Look at the example of the first part of the interview about movies.

Example.

INTERVIEWER: Do you like movies?
INTERVIEWEE: Yes, I do
INTERVIEWER: What is your favorite type of movie?
INTERVIEWEE: I really like action movies
INTERVIEWER: Which genre you prefer, horror, romance or comedy?
INTERVIEWEE: I prefer horror movies
INTERVIEWER: Who is your favorite actor or actress?
INTERVIEWEE: My favorite actress is Jennifer Lawrence

FOR OUR INTERVIEW

25. Include some details in the questions and the answers.
- Look at the example of the second part of the interview about movies.

INTERVIEWER: Do you like movies from other countries as well?
INTERVIEWEE: Yes, I do I am really into Japanese movies, but I cant stand Mexican films. They always use the same actress.
INTERVIEWER: Is there an old movie that you are really into?
INTERVIEWEE: Robocop I have seen all the movies. They are great!
INTERVIEWER: What movie do you consider to be a must-see?
INTERVIEWEE: V for Vendetta
INTERVIEWER: Do you like independent movies or do you prefer Hollywood blockbusters?
INTERVIEWEE: I prefer Hollywood blockbusters I love superhero movies but they need lots of money to be produced.

FOR OUR INTERVIEW

26. Check the sentences one more time and put them in order.
- Use connectors to link two or three sentences. Go back to Activity 16 to review some examples.
 - Add some compliments to praise your interlocutor
 - Delete anything unnecessary or redundant, and adjust questions and answers depending on the interlocutors' reactions.
 - Look at the example of the last part of the interview about movies.

INTERVIEWER:
INTERVIEWEE:

What kinds of movies do you not like?

I don't like comedy movies, especially Adam Sandler's. Actually, I believe *Click* is the worst movie ever!

INTERVIEWER:
INTERVIEWEE:

Is there an actor or actress who you can't stand?

I can't stand Adam Sandler.

INTERVIEWER:
INTERVIEWEE:

Is there a movie that you detest?

I detest *Click*.

INTERVIEWER:
INTERVIEWEE:

Ok, then. Tell me more about superhero movies. You are an expert. Do you know any fun facts about a movie?

INTERVIEWER:
INTERVIEWEE:

Yes, I do. The spider used in the 2002 movie *Spider-Man* was a *Steatoda* spider, not a black widow, as was told in the story. The spider was given anesthesia, and was then painted blue and red.

Being Through Language

Empathy is an important attitude to take into account while doing an interview. The interviewer must take it into consideration adjusting the questions and answers depending on the interlocutor's reactions. For example, in the previous activity the interviewee manifests a strong dislike regarding comedy movies and provides a couple of details. Therefore, the interviewer should change the course of the questions because there is no point in asking more about that genre. Since he noticed that she enjoyed talking about superhero movies, he disregards the planned questions and jumps to the last one linking it to action films.

27. Practice reading the dialogue a couple of times.

- Decide who is going to be the interviewer and the interviewee. Then switch roles.

the referee (adv.):
the referee (n.):
disregard (v.):
disregard (n.):

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Activity 26

- Ask students what connectors are for and tell them to go back to Activity 16 if they do not remember.
- Encourage two students to perform their dialogue in front of the class and to try to respond as naturally as possible. They should practice oral expression, since the interview will be presented orally.
- Model the activity with a couple of drafts from the students and elicit the changes from a couple of teams.
- Remind them to include some compliments, depending on the interlocutor's questions or answers.
- Tell them they should have short paragraphs in each answer, instead of a couple of sentences.
- Read the "Being Through the Language" with them and model some examples of taking this value into consideration while speaking.

Activity 27

- Tell students to practice saying their dialogue in pairs.
- Remind them of the importance of not using the script much, since the interview will be presented without any written notes.
- Check on each team and provide some feedback regarding rhythm, speed and pronunciation. You might want to take part in the dialogue to model the most natural way of participating in an interview. Use nonverbal language and the right intonation, so students can learn from you.
- Set a respectful environment, where everybody feels at ease, since most students will feel too embarrassed to speak in English. Tell jokes or mention some personal anecdotes to make them feel comfortable, but let them practice.

Activity 28

- Ask students to scan the sentences in the activity and elicit what they are for, when they can be useful and if they can appear in most dialogues.
- Go through the instructions with them and answer any questions that might arise.
- Play the track and model the first dialogue.
- Replay the track again, but this time let students answer.
- Pause the track if you see they make mistakes. If some students disagree, encourage them to defend their answers.
- Encourage students to come up with some other questions and statements that could be included on the list and that might become useful when doing an interview.
- Ask students to check their interview and to decide if some of these expressions can be included.
- Provide help when necessary.

Activity 29

- Ask two students to perform their dialogue for the rest of the class.
- Elicit what is going on, what the interlocutors are doing, if they agree on everything they both say and what they conclude.
- Ask students to find the points that the interlocutors do not agree on in the dialogue.
- Tell them to discuss the interview they are working on and see if they have different points of view.
- Check with each team and ask them about what they are discussing. If they agree on everything, tell them to find a topic on which they disagree and provide some examples.

28. Listen to the entire track. Identify the six pauses.

- Go over the expressions listed below.
- Decide which expression completes the dialogue in each pause.
- Keep listening to decide if your answer was appropriate.

Pause 1

A: I can't say I don't like anything. B: Wh... ..?

Pause 2

A: Can you do it with any words? B: Can you do it with...

Pause 3

A: I like to fight. B: I like... ..

Pause 4

A: I can't answer your question. B:

Pause 5

A: I'd like to go to the top of the world. B:

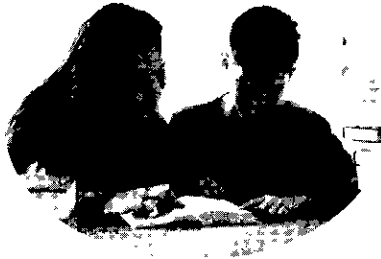
Pause 6

A: I like... .. B: I like... ..

- Listen to the track again and say the answers outloud during the pauses.

29. Reread the dialogue and decide if there is a part where you disagree with your interlocutor.

- Look at the example of two students talking about movies.



Do you agree with everything I say?
 Let's check. I agree with the examples you gave about superheroes, but I am not sure that *V for Vendetta* is a movie.
 Oh, we can look that up. What else?
 Oh, right, the part where you talk about Adam Sandler.
 We can include your opinion then.
 Well, I actually like him.
 Oh, ok, we can elaborate on that and discuss a bit his work.
 Good, I think that's it.



Activity 29

- Once they have identified their disagreements, tell them to make a chart like the one given as an example.
- Read the chart with them and model the activity with a couple of examples from the students.
- Allow some time for them to complete the activity. They might have to leave the column about facts blank, and research them at home.
- Ask them to include the different points of view and the facts they researched in the dialogue.
- Play the track to show them how it is done in the interview about movies.

- Make a chart like the one on the previous page with the parts you need to discuss.
- Write down the statements you disagree
- Include the points of view in favor and against. Look at the example.

Statements	Points of view		Facts
	Against	In favor	
V for Vendetta is a movie	It is a comic book.	It is a comic book and a movie	It is based on a British comic book, but they made a movie adaptation in 2005.
Adam Sandler is a bad actor.	He is very funny	He makes silly jokes.	Click, one of his films, was rated the worst movie in the last 20 years.

- Incorporate the points of view into the interview. Listen to the example on Track 29.



Closure stage-socialization

30. Listen to Track 30 and pay attention to the following expressions in bold.

- Describe why they are in the dialogue. Look at the example.



session 10

Expression	Description
"Let me think. <i>V for Vendetta</i> "	She is thinking about her answer and stalling for time. He thinks <i>V for Vendetta</i> is a comic book but she disagrees and makes her argument stronger by explaining to him that there is also a movie.
" Actually , it is based on a British comic book, but they made a movie adaptation in 2005"	She reaches out to him as she is speaking to keep his attention. He probably nods in agreement.
"I love superhero movies but they need lots of money to be produced, you know?"	She is trying to make her statement less harsh because the interviewer likes Adam Sandler and she doesn't.
"Well, umm , he could use less silly jokes"	She uses the expression to conclude the discussion about Adam Sandler and to reach middle ground with that final argument.
" At the end of the day , <i>Click</i> was rated his worst movie."	

Activity 30

- Play the track and ask students some general questions regarding what is going on.
- Read the expressions in the chart and elicit what they mean.
- Play the track again and model the activity with the example.

- Allow some time for students to fill in the chart.
- Check their answers and guide the class to reach an agreement that describes what each expression is for.
- Remember to go back to the text as needed to find the clues and answers to what these expressions are being used for.

Activity 30

- Go through the **Remember** and see if students reached the same conclusion.
- Encourage students to practice their interview without the script and to use some fillers when necessary.

Activity 31

- Read the **Remember** with students and provide some examples.
- Explain the activity and model it with the example.
- Allow some time for students to complete the sentences.
- Check their answers.
- Go through the dialogue and tell students to find the question tags.
- Elicit why they are there and what information they provide. Their answers will vary, but they might include that question tags are used to confirm information.
- Tell students to include some question tags in their interview.

- Practice the interview without the script.
- Use some fillers when needed.

Remember

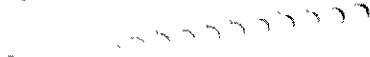
Question tags are used to confirm information or to get a positive reaction from the person you are talking to. Follow this formula to write question tags:

<p>→ + → + → + → + → +</p> <p>"If you like action films you love superhero movies, don't you?"</p>	<p>→ - → - → - → - → -</p> <p>"If you don't like comedy movies, you don't like Adam Sandler, do you?"</p>
--	---

Remember

Fillers are words and phrases that are used to fill silence when you are speaking. They are words that do not add any real value to the sentence. They simply keep us going while we think of the rest of the sentence while speaking out loud.

31. Write the question tags for the following clauses. Look at the example.



- Clause**
- 1 You have seen Batman with Heath Ledger as the Joker.
 - 2 X-Men is published by Marvel Comics.
 - 3 Mike Mignola created Hellboy.
 - 4 You don't believe everything that happens in movies.
 - 5 In the Power Rangers movie there is no wicked witch.

- Question tag**
- 1 haven't you?
 - 2 isn't it?
 - 3 didn't he?
 - 4 do you?
 - 5 is there?

- Check your interview and incorporate some question tags. Look at the example that highlights them in bold.

Example:

He	Do you like movies?	He	Wow! So, you are an expert, aren't you? What movie do you consider to be a must-see?
She	Yes, I do. Very much. I want to major in cinema studies in college.	She	Umm... Let me think... <i>V for Vendetta</i> .
He	Cinema studies? I am sorry, I don't understand.	He	That's an interesting choice, but I believe it's a comic book, isn't it?
She	Cinema studies examines movies as both an art form and as a form of mass culture.	She	Actually, it is based on a British comic book, but they made a movie adaptation in 2005.

wicked witch (adj.), brujá mágica
college (n.), institución de enseñanza superior
major (v.) especializarse en un área determinada en la universidad

32. Look for stranded prepositions in the final version of the interview about movies, located in Activity 33.

Remember

In the example, "This is the movie I told you about," you have two actions: *This is the movie* and *I told you about the movie*, linked into a single sentence. Both actions talk about a movie. In the second action, you have a preposition (*about*) before the object you are talking about, so when you link it with another action, you leave the preposition at the end of the sentence, as shown in the example. We called that *stranded preposition*.

- Write the sentences you found in the following chart.
- Think about two more sentences with stranded prepositions and include them in the chart.

1. *Is there an old movie that you are really into?*
2. *What are you talking about?*
3. *Nobody knows where Wonder Woman comes from.*
4. *Peter Parker told Mary Jane there was nothing to be afraid of.*

- Check your interview and include some sentences with stranded prepositions to provide more details.

FOR OUR INTERVIEW

33. Write the final version of the interview.

- Offer some compliments to your interlocutor.
- Do not include fillers, as you will incorporate them while speaking.

Example:

HE: Do you like movies?
 SHE: Yes, I do. Very much. I want to major in cinema studies at college.
 HE: Cinema studies? I am sorry, I don't understand what you're talking about.
 SHE: Cinema studies examines movies as both an art form and as a form of mass culture.
 HE: So, you are an expert, aren't you? What is your favorite type of movie?
 SHE: Action movies are what I'm really into.
 HE: What type in particular? Can you elaborate?
 SHE: Sure. I am into all kinds of action films but my favorites are the ones about superheroes.

Activity 32

- Read the **Remember** with students and answer any questions that might arise.
- Tell students to scan the final version and look for sentences with stranded prepositions, there are only two.
- Help students to write two more sentences they could use in their interview.
- Encourage students to include the sentences in their interview.

Activity 33

- Have students write the final version of their interview.
- Encourage two of them to perform the dialogue given as an example and to adapt it to sound more natural. They can include fillers, or ask questions when they need more information.
- After listening to the example, allow some time for students to write their final version in their notebook.
- Let them practice their interview.

Activity 34

- Once they have the final version of their interview, allow plenty of time for students to practice as much as possible to perform the interview.
- Encourage them to include nonverbal language to emphasize what they are saying. Model if necessary.
- Go through the "Remember" with them and give a couple of examples of how nonverbal language can be used in a conversation.
- Tell them to focus on rhythm, speed and pronunciation.
- Check on each team and provide help when necessary.
- Remind them to be respectful and to pay attention to what the interlocutor is saying.

Activity 35

- Play the track so students can listen to the final version of the interview about movies.
- Decide how they are going to perform their interviews for the class. Let them choose the way that best suits them, so they feel comfortable with the method used.
- Set a friendly and respectful environment, where everybody feels at ease speaking in English.
- Remind students to be respectful and to pay attention to each team's turn.

session 12

HE: I see. Why is that?
SHE: Because there are many ways to qualify as a superhero, so perhaps it's fitting to say that the superhero movie is one of the most inclusive genres of all.
HE: Can you give me an example?
SHE: Wonder Woman has superpowers gifted to her by the Greek gods and Spiderman is special because a radioactive spider bit him. They have different backgrounds but they both rise as champions in troubled times. Do you see what I'm talking about?
HE: Yes, I know what you mean. Is there an old movie that you are really into?
SHE: Robocop. I have seen all the movies. They are great!
HE: What movie do you consider to be a must-see?
SHE: V for Vendetta.
HE: That's an interesting choice, but I believe it's a comic book, isn't it?
SHE: Actually, it is based on a British comic book, but they made a movie adaptation in 2005.
HE: I didn't know that. Do you like independent movies or do you prefer Hollywood blockbusters?
SHE: I prefer Hollywood blockbusters. I love superhero movies but they need lots of money to be produced, you know?
HE: Yes, you're right. Are there movies you wouldn't go to?
SHE: I don't like comedy movies, especially Adam Sandler's.
HE: What are you talking about? I think he is very funny.
SHE: Well, umm, he could use less silly jokes. At the end of the day, Click was rated his worst movie.
HE: Yes, I agree. Tell me more about superhero movies.
SHE: Do you know any fun facts that you could tell me about?
HE: I do. The spider used in the 2002 movie Spider-Man was a Steatoda spider, not a black widow, as was told in the story. The spider was given anesthesia, and was then painted blue and red.

Remember

Nonverbal language includes facial expressions, the tone and pitch of the voice, gestures displayed through body language and the physical distance between the interlocutors. These nonverbal signals provide clues and additional information and meaning over and above spoken (verbal) communication. Nonverbal communication helps people to:

- Reinforce or modify what is said in words
- Convey information about their emotional state.
- Define or reinforce the relationship between people.
- Provide feedback to the other person.
- Regulate the flow of communication

34. Practice the interview one more time.

- Use non-verbal language to emphasize what you are saying.
- Recognize relevant moments to interrupt your interlocutor.
- Pay attention to rhythm, speed and pronunciation.

35. Play Track 30 to listen to the interview about movies.

- Carry out your interview.

TRACK 30

How did it go?

36. Read each line carefully. Tick the box that best describes your work in this practice.

Individual assessment

- I can put sentences in a sequence using connectives.
- I can include details in main ideas.
- I can formulate and answer questions to clear up confusion.
- I can use expressions to gain time when formulating spontaneous answers.
- I can compose sentences that include *like* to express likes or preferences.

Product

37. How do we assess the following aspects of our interview?

Doing an interview

- Did we offer compliments, likes and dislikes in a dialogue?
- Did we alternate roles as interviewer and interviewee, with and without a script?
- Did we express points of view in favor and against?
- Did we adjust questions and answers depending on the interlocutors' reactions?
- Did we use nonverbal language to emphasize what is being said?
- Did we recognize appropriate moments to interrupt interlocutors?
- Did we practice and follow rhythm, speed and pronunciation?

38. What is your team's global impression about their performance in this practice?

Peer assessment

- Did we respect our agreements?
- Did we divide the tasks so both of us had something to do?
- Did we pay attention during others' turn to speak?
- Did we pay attention to other interviews?

1-3
We have arrived at the end of this practice.

Source: Book Practice 127

Activity 36

- Help your students to complete the self-evaluation chart.
- Make sure your students complete the evaluation chart honestly.
- Remind them to focus on aspects they can improve, not on the mistakes they made.
- Go back to the chart in Activity 2 to check if you completed it, and if there is something you need to go through again.

Activity 37

- Encourage students to reflect on their performance.
- Tell them to focus on the good aspects and think about the ones they could improve.
- Reflect on whether you need to make any changes or reinforce any content in this practice.

Activity 38

- Remind students of the importance of assessing peers.

In this practice, you will explore different comics to discuss cultural expressions.

WORDS IN MOTION

Warm-up stage

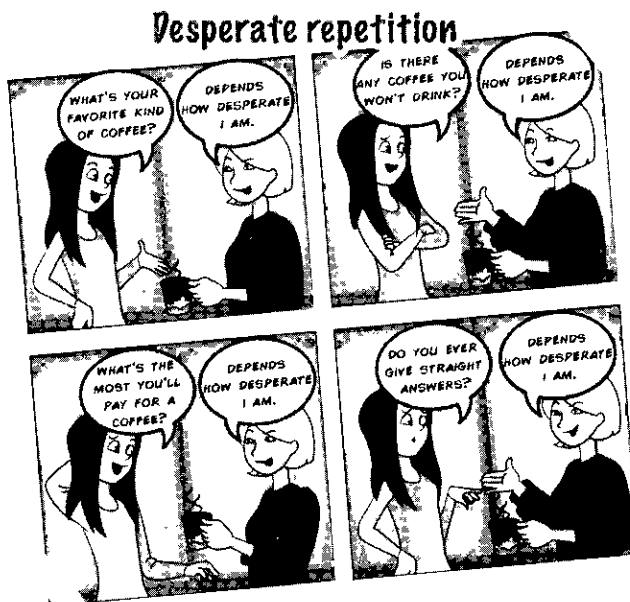
Activity 1

- Discuss what comics are with students, if they have ever read any, what types of comics they have heard of, where we can find comics, etc.
- Read the comic strip with them and answer any questions regarding vocabulary.
- Elicit what the comic is about, how many characters appear, and what they are talking about.
- Ask students if they find it funny and why the situation is hilarious.

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session 1

1. Read the following comic strip.



2. Discuss what you liked and disliked about the comic. Use the following questions as a guide.

- Do the characters in the comic strip know each other?
 - Are the characters men or women? How can you tell?
 - Why does the character with brown hair ask the other one so many questions?
 - Why do you think the character with black hair gives the same answer every time?
- Tell students to work in pairs and explore the comic thoroughly.
 - Remind them to use the questions in the book and to analyze the situation based on the comments they made in the previous activity.
 - Monitor the conversations and if a pair of students does not understand what is going on, ask another pair to join them and participate in their discussion.
 - Encourage them to speak in English and ask questions to guide the interpretation.

3. From the following list of topics, decide which one describes the comic *Desperate Repetition*.

- Reread the comic strip if necessary.

Strategies to establish a conversation with a stranger.

How to speak to someone suffering from depression.

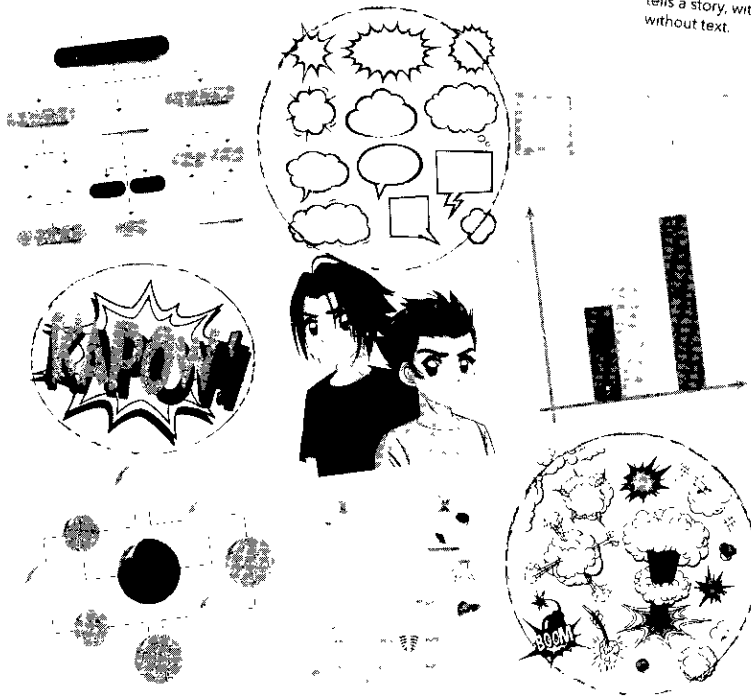
Contrasting two very different personalities: an introvert and an extrovert.

How to respond to any question

- Discuss other topics that might appear in comics and write them in your notebook

4. Observe the following components and circle the ones that appear in comics. Look at the example.

Remember
A comic strip is a sequence of illustrations that tells a story, with or without text.



STORIES IN COMICS 129

Activity 3

- Read the instructions and go through the options with students.
- Discuss and analyze each option with students to determine which purpose best suits the comic strip.
- Focus the conversation on the fact that both characters are opposites: one likes to chat with everybody and the other does not. Ask students how the title of the comic reflects on the character's answer and projects how the character feels regarding the situation.
- Talk to students about other topics that might appear regularly in comics.
- Tell them to reflect on what they talked about at the beginning of the unit and check the **Remember** section.

Activity 4

- Ask students about graphic components and where they can find each one of the options.

- Focus on the graphic components that appear in comics and elicit what they are for. Their answers may vary, but they should include statements such as "Panels or boxes chronologically organize the story", "Illustrations convey most of the story, as comics do not have a lot of text", "Sound effects enrich the story", "Speech bubbles include the dialogues of what characters are saying or thinking".

Activity 5

- Go through the **Remember** with students and ask them if there is any information missing regarding speech bubbles.
- Allow some time for them to scan the options and decide which best suits the comic in Activity 1.
- Ask what comics could use the rest of the sound effects. Encourage them to explain the different situations and motivate them to act them out if they do not feel confident enough to speak.

Activity 6

- Ask students to scan the activity and to tell you what they are supposed to do.
- Read the **Remember** with them and help them determine the differences between speech bubbles or thought bubbles.
- Allow some time for them to fill the speech bubbles in with the scrambled dialogues.
- Check their answers and encourage a pair of students to perform the dialogue in front of the class.

5. Check the following sound effects and discuss which one(s) you could add to the comic *Desperate Repetition*.



6. Read the following dialogues that are part of a comic strip.

- | | |
|--|---|
| ▷ It's certainly harder than having already written a book | ▷ Is having already written a book awesome? |
| ▷ I'll let you know as soon as I write one | ▷ Is writing a book hard? |

- Write the dialogue in the speech bubbles in the correct order.

Is writing a book hard?

It's certainly harder than having already written a book.

Is having already written a book awesome?

I'll let you know as soon as I write one.

- Share your answers to the previous activities with the rest of the class.

Remember

Sound effects or onomatopoeia are words that mimic sounds. They are non-vocal sound images that go from subtle to strong.

Remember

A speech bubble is a speech indicator, containing the characters' dialogue. The indicator from the balloon that points to the speaker is called a pointer or tail. A thought balloon contains copy expressing a character's thoughts, usually shaped like a cloud, with bubbles as a pointer.



Activity 7

- Play the track and elicit what the interlocutors are talking about and what the general meaning and main ideas are.
- Tell students to list the points of view expressed in the dialogue and ask them if they agree with one of them and why.
- Continue the conversation with students and link this activity to the one that follows.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.

7. Listen to the track and follow along with the transcript below.

TRACK 31

SESSION 2

My grandmother says comic strips are a waste of time

So do I. It's like reading short stories, but the images tell most of the story. Comics convey a powerful message in a few panels.

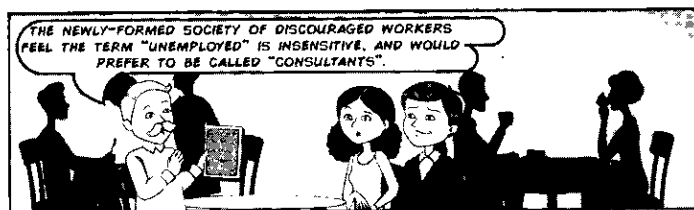
I don't think so! I find them very funny and have a good time reading them.

I agree. For example, I find *Desperate repetition* very funny because extroverts annoy me. They are so intense!

8. Discuss the following list of the purposes of comics and add some others.

- Purposes of comics
- Laugh about oneself
 - Reflect on ideas or behaviors
 - Critique something
 - Use them as entertainment

- Reread the comic *Desperate Repetition* and observe the one below. Think about their purpose



9. Determine the criteria to select several comics to use in this practice. Look at the example.

- Criteria to select some comics to use throughout this practice
- They should reflect on ideas and behaviors
 - They should be short, we cannot work with comic books
 - They should have images and text, not just illustrations

Activity 8

- Read the different options regarding the purposes of comics and encourage students to say what they think about them.
- Remind them that the purposes do not exclude each other, and that there are comics that can serve different purposes.

- Allow some time for students to read the comic strip and answer any questions regarding vocabulary. Ask them to look unknown words up in a dictionary.
- Discuss the purpose of this comic strip in particular. Their answers may vary, but you should guide the conclusion towards the fact that the author is critiquing the lack of job opportunities.

Activity 9

- Tell students that in this practice, they will read several comics to discuss cultural expressions. Therefore, they should bring a couple of them to class to use in this practice.
- Since there are plenty of options online, ask them to decide on criteria to filter the options.
- Use the criteria given in the Student's Book, but feel free to add some other options.

Activity 10

- Make sure students identify the three stages of the plan, that they understand each activity and that they are a part of the process.
- Ask a student to read each task out loud so that they understand the activities they will complete in order to engage in a discussion about cultural expressions in comics.
- Encourage them to decide if there is a step missing and where they can include it.
- Don't forget to go back to the chart to tick each activity as soon as you complete it.
- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the Reader's Book to foster curiosity and improve reading skills.

Activity 11

- Read the instructions for the activity with students.
- Go through the **Remember** with them, check comprehension and answer any questions that might arise regarding vocabulary.

Reading Comprehension: Building up Comprehension Skills by using the Reader's Book

session 3

10. Look at the chart below and read the activities you will do in this practice in order to have a debate. Remember to tick each activity as soon as you finish it.

Week	Activity	Stages	Tasks
Week 1	Select and explore comic strips.	WARM-UP STAGE	<ul style="list-style-type: none"> • Activate previous knowledge. • Identify author, topic, purpose and addressee. • Recognize graphic and textual components • Identify textual organization. • Define selection criteria.
Week 2	Interpret comic strips.	BUILDING STAGE	<ul style="list-style-type: none"> • Analyze the function of panels in comic strips. • Use various comprehension strategies. • Recognize behaviors and values in text and panels. • Share and compare ideas and beliefs.
Week 3	Exchange opinions about cultural expressions in a discussion.	BUILDING STAGE	<ul style="list-style-type: none"> • Recognize ideas and take a stand • Defend one's ideas with arguments supported by evidence. • Question stands based on common-sense opinions. • Provide examples. • Express points of view, respond to interlocutors and make explicit references. • Use examples to clarify information • Formulate questions, based on the interlocutors' answers.
Week 4	Evaluate the result.	CLOSURE STAGE-SOCIALIZATION	<ul style="list-style-type: none"> • Share appreciation for points of view. • Assess the process and the product.

Use the comics in the Reader's Book page 55 and gather others to work on throughout this unit.

<https://goo.gl/XJG1Wh>

Building stage

11. Read the first panels of the following comic.

132 Student's Book Practice 8

Remember
Comics always start with an idea that inspires the story to tell.

Remember

A panel is a frame or box that contains a segment of action. A page may have one or many panels, and are frequently surrounded by a border, whose shape can be altered to indicate emotion. The size, shape and style of a panel affect the timing or pacing of a story.



Activity 11

- Allow plenty of time for students to read the first half of the comic *My Trip to India*.
- After they've read it individually, ask some questions about the general meaning and main ideas expressed in the comic. Remind them that illustrations play an important role in comics. Therefore, there is a lot to interpret about them. Some questions might be the following: *What is the name of the main character? , Where is he from? , Does he live in a city or the countryside? , How can they tell? , What does Luis do for a living? , Is Luis happy in India? , Does he like Indian culture? What are some of its cultures elements?*
- Remind them to go back to the comic as much as possible, since the answers to the questions are in the text. They should look for clues and key words to answer them.
- Elicit what students predict will happen in the second

part of the comic. Have them write their predictions in their notebook so they can revisit them after reading the second half.

Activity 12

- Tell students to continue the discussion in pairs.
- Encourage them to ask each other questions about the comic and to answer them.
- Play the track so they know how to carry on with the conversation.
- Ask them to write down the questions they weren't able to respond to and to get together with another pair of students to discuss them.

Activity 13

- Encourage students to continue interpreting the comic and to read between the lines.
- Model the activity by asking some more questions, like who Karla is.
- Play the track again and ask students to follow along with the transcript.
- Ask them to work in teams and continue the conversation.
- Check the teams' work and provide help when necessary, giving students some clues on how to interpret what is going on in the comic.

Activity 14

- Before this activity, cut a few short comic strips into individual panels and give one to each team, as if it were a puzzle.
- Students should put the comic in the correct order and decide on the best way to present it for others to read it. The layouts may vary, but all of them must start from top to bottom and left to right.
- Tell students to complete the activity in the book and allow some time for them to do it.
- Start a conversation with the whole class to decide why this is the best layout and what it has in common with other texts.
- Guide the discussion so students can conclude that in English we read from left to right and from top to bottom, no matter the text. Ask them if they've heard about other languages that use a different layout. For example, Arabic is written from right to left, and Chinese is usually written vertically, instead of horizontally.

12. Discuss what you liked and disliked in the panels you explored.

- Formulate questions about them.
- Listen to the example on the track and read the transcript below.

I like the illustrations because they are very simple. But I don't like that it highlights the fact that everybody wants to wear jeans. The same thing happens in Mexico! By the way, do you know where New Delhi is?

Yes, I like the illustrations, too. I also like the fact that the character discusses real stuff. New Delhi is in India, but I don't know where exactly.

- Exchange your questions with another pair of students and try to respond to theirs.

13. Go back to the comic *My Trip to India* and determine implicit information. Look at the example.

Karla doesn't appear in the comic and there is no mention of her as Luis's wife but I believe she is.



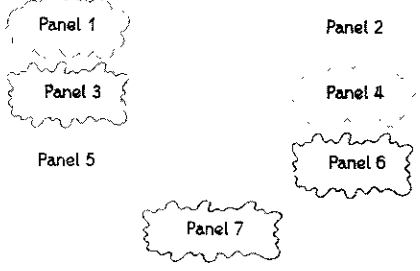
Because here it says that Luis will be home for their anniversary.

And why do you think she is his wife?

Right, if she weren't his wife, he wouldn't talk about it.

14. Describe how you read the comic strip with a graphic scheme. Which panel did you read first? Which was second? Which was last? Look at the example.

We read the comic from left to right, and top to bottom. We do the same thing when reading a short story.



Activity 15

15. Read the following information.

Comics tell a story in a succession of boxes called panels that display illustrations and text. Panels are the main part of comics, since they organize the action in a sequence. Inside a panel we can find:

- » Illustrations: portray the characters and the setting where the comic takes place
- » Speech bubbles: include what the characters are saying, the dialogues
- » Sound effects: represent the sounds to enrich the story. They are also called onomatopoeias

16. Discuss what you thought about the information you just read.

- Listen to the example on the track and read the transcript.

I don't agree because I've seen comics without text, they only have illustrations

Yes it wouldn't be a comic without illustrations, but the text helps the addressee understand the story.

If there is no text, how are we going to understand what the characters are thinking or saying?

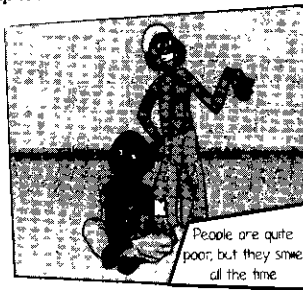
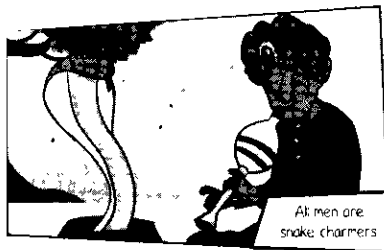
With the gestures, the postures, and the hand movements in the illustrations

Exactly, the sound effects help, as well. Like this one



Then, we can say that the information is accurate because the text supports what is portrayed in the illustrations. However, there are comics without text

17. Read the second part of the comic *My Trip to India*.



Student Book Practice 135

- Read the information in the box and complement it with other details regarding the different parts of comics.
- Check comprehension and answer any questions that might arise with some examples from comics.
- Ask students to find the different elements in the comics they are using in this practice. Do they all appear?

Activity 16

- Link this activity to the previous one.
- Play the track to model the conversation and ask students to find some examples of what the interlocutors are saying.
- Encourage students to identify other elements in comics. Can they find some others that are not described in the information box? Can they explain what they are for?

Activity 17

- Go through the students' predictions about the comic before reading the second part of *My Trip to India*.
- Allow some time for them to read the comic and to think about some statements to evaluate their predictions.
- Check comprehension and ask questions regarding general meaning and main ideas.
- Ask students if their predictions were accurate or not. Where they right? Or did something completely different happen?



18. Complete the following list with the situations portrayed in the panels. Look at the example.

Situations

- There are snake charmers
- There are lots of poor and happy people.
- There are old buses that pollute the air.
- There are families who travel on motorcycles.
- There are women who do yoga.
- There is nobody who speaks English.
- There are lazy men and hardworking women.
- There are women who wear lots of accessories and makeup.
- There are teenagers who are always on their cellphones.
- There are cows that wear beautiful attires.

19. Compare the list of situations you wrote in the previous activity with another team.

- If you disagree with something, go back to the comic, check the panel and exchange your points of view. Look at the example.

The panel shows a man charming a snake.



Yes, just like in the movies!

He is doing it on the street and begging for money, while using a real cobra.

Yes, but maybe he treats it well



session 5

Activity 19

- Tell students to work with another pair and to compare their lists.
- Play the track so students have an example of how to discuss their lists with others.
- Encourage them to listen to each pair of students and to provide evidence of each of the behaviors they identified in the comic.
- Ask them to support their arguments by referencing the comic.
- Remind them to go back to the comic and analyze both



Track 34

20. Exchange points of view regarding the situations you described. Listen to the example on the track.



I don't believe charming snakes on the street is OK.
 What about at the circus?!

Well, I still do not agree because we are talking about wild animals. They should live in their natural habitat, not in someone's house.

Well, I think that as long as you treat it well, there is no problem in doing the show. A cobra can be an exotic pet.

That's my point exactly! It is exotic: it doesn't belong in the city.

But the snake is already tamed. It behaves like a friendly pet.

It doesn't matter. It is still dangerous because we are talking about real cobras!

text and illustrations to reach an agreement.

- Remind them to be respectful and to pay attention to everybody's intervention.

Activity 20

- Once they agree on the behaviors portrayed in the comic, tell students to express if they agree with them, like the author of *My Trip to India*, or disagree and find these attitudes strange.
- Play the track to model the activity.
- Help students identify the points of view expressed in the dialogue and to find the clues about what the interlocutors are saying in the comic.
- Ask students if they agree with the conversation on the track and why they feel that way.
- Tell them to continue the discussion in pairs.
- Approach the different teams and listen to their comments.
- Ask follow-up questions and encourage them to speak.
- Do not interrupt them to correct pronunciation or grammar. This activity is about thinking, supporting and expressing their ideas.



Track 35



Activity 21

- Go through the instructions for the activity with students.
- Play the track to model the conversation, check comprehension and answer any questions that might arise.
- Start the discussion with the whole class. Ask students which behaviors in the comic are similar to those in Mexico. After a couple of questions, tell them to continue the conversation in teams.
- Encourage them to elaborate with examples of what they have seen on the street or at home.
- Guide the discussion to talk about the differences in attitudes and behaviors portrayed in comics from other countries or cultures.

Activity 22

- Remind students that all the activities in the practice are part of the process of the discussion of cultural expressions in comics.
- Tell them to reread the comic they selected and to write some notes about the behaviors they identified before and what they think about them.
- Model the activity and check on each team to provide help when necessary.

21. Discuss which situations are similar to Mexicans' and which are different.

- Support your answers with evidence. Listen to the example on the track and read the transcript below.



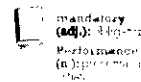
FOR OUR DISCUSSION

- 22. Check the list of situations you wrote in Activity 18.
 - Write some notes in your notebook talking about the ideas and beliefs portrayed in the comics you selected. Look at the example.

Notes about cultural expressions in Panel 1:

People are allowed to charm snakes on the street and it is OK if they respect the following points


- There is no risk of hurting others
- It doesn't bother anybody
- There is no mandatory fee to watch the performance



CHECKPOINT 

23. Read each line carefully. Tick the box that best describes your work up to this point.

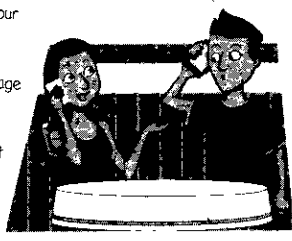
- I can analyze the function of panels in comic strips.
- I can use various comprehension strategies.
- I can recognize behaviors and values in text and panels.
- I can share and compare ideas and beliefs.

 Cultural expressions are those that result from the creativity of individuals, groups, and societies which have cultural content.

24. Check the notes you wrote in Activity 22 and identify the ideas you expressed.

- In your notebook fill in a chart like the one below, putting forth a stand in favor of and against what is expressed in the comic.

Example

<p><input checked="" type="checkbox"/> In favor</p> <ul style="list-style-type: none"> » People are allowed to do whatever they want in their free time. The Internet is part of our lives, we can't do much to prohibit it. » They should take advantage of the fact that there is free WiFi in the restaurant. In Mexico, not every food establishment has free WiFi. 		<p><input checked="" type="checkbox"/> Against</p> <ul style="list-style-type: none"> » People should do something else. They are always staring at a screen. » People are becoming more and more isolated. They should try to start a conversation when there are other people around, like the person sitting at the next table. » They should take advantage of the time they spend during lunch to learn something interesting that might be useful. Videogames are useless.
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Session 7

Cultural Expressions

Activity 23

- Emphasize the importance of self-assessment.
- Remind students to check the activities and their notebooks to reflect carefully on their work up until this point.
- Ask them if they would like to revisit an activity to clear up any confusion they may have.
- Encourage them to provide some tips or extra steps to continue working on the discussion.

Activity 24

- Go through the instructions with students.
- Tell them to read the chart that describes some points of view in favor of people using their cellphones while eating.
- Start a brief discussion with them and ask them to explain if they agree with the behavior or not, like the author of the comic.
- Ask students to review their notes and to identify the main points of view regarding the behaviors in the comic they selected.

- Encourage them to make a chart similar to the one in the example and monitor their performance.

Activity 25

- Motivate students to take a stand regarding the discussion. Do they agree with the behaviors portrayed or not?
- Remind them to consider the points of view in the chart, since they will use them during the discussion.
- Model the activity if necessary and provide some examples.

Activity 26

- Tell students to divide their team according to each member of the team's stand. The people in favor should work together, and the people against will do the same. They will reunite later.
- Encourage students to enrich their points of view with some examples, data or evidence to support them.
- Go through the example with them and elicit what was added.

Activity 27

- Tell students to re-form their original teams to practice the discussion.
- Play the track to model the activity and focus on common-sense opinions.
- Ask them why the interlocutors on the track believe that behavior is not worth discussing.
- Give a couple of examples and elicit a description of common sense and how to respond to these types of interventions.
- Encourage them to think about other ways of responding and to check the options in their book.
- Ask them to present the points of view in favor and against and to support them with the evidence they found in the previous activity.

25. Reread the points of view and take a stand. Some members of your team might be in favor, and some against. That is good, so you will be able to have an enriching discussion.
26. Divide your team in two: those against and those in favor.
- Once you have taken a stand, think about how to support your points of view and convince the interlocutors.
 - Consider looking for clues in the comic strip and reflecting on the implications the situations, and attitudes have.
 - Look at the example below.

Commonsense: Common Sense, Reasonable Views


session 8

140 Student's Book Practice 8

In favor

- » People are allowed to do whatever they want in their free time
- » The Internet is part of our lives, we can't do much to prohibit it
- » They should take advantage of the fact that there is free WiFi in the restaurant. In Mexico, not every food establishment has free WiFi
- » There are so many stimuli in the city that when we're in public we always isolate ourselves. Nobody speaks to strangers in a restaurant. They didn't do it before smartphones, either.
- » We always pay attention to what we are interested in: our thoughts, a newspaper, or our cellphones. We have always been self-centered
- » As more and more of our world takes place online, the idea of being disconnected becomes harder to bear. Everything is happening on social media, we don't want to be left out.
- » The promise of constant connectivity encourages more people to go to food establishments with free WiFi.

isolate (v):
aislar
self-centered
(adj.):
egoísta
to bear (v):
soportar
left out (adj.):
excluido
encourage (v):
animar



Being Through Language

• Show interest in other peoples and cultures.

27. Engage in a discussion with your original team.
- Use the points of view you wrote in Activity 25 and support them with the reasons you provided in Activity 26.
 - Identify any common-sense opinions that might arise and question them.



Activity 27 (continues)

- Listen to the example on the track and read the transcript below.



EXAMPLE

I find it weird that there are snake charmers on the street.

Why do you say that?

Because it's a dangerous thing to do.

I agree. Charming snakes must be part of a controlled show.

Really? I don't think so. I find it really fun.

It doesn't matter if it's fun or not.

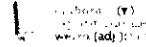
I don't believe we can argue about what people find fun to watch on the street.

True. You are right.

Oh, OK.

Well, let's focus on some other behaviors, then.

- Use some of the following expressions to question any common-sense opinions your interlocutors might have.
- Think about another one and write it in the blank space in the chart.

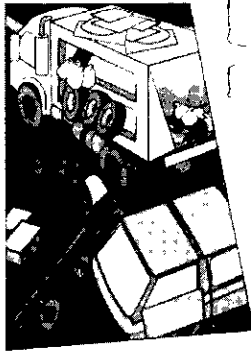


Why do you say that?	Really?	Don't you think that...?
What do you mean?	I don't think so.	I don't believe you're focusing on the fact that...
Consider this, instead ...	Can you explain that?	

28. Check the points of view and decide where you can include more details.



- Listen to the example on the track.



I think we should add more information about our points of view regarding the panel.

Which one? Oh, right, the one about pollution.

Yes, you're right. We can include something about air pollution and its dangers to our health.

Sure, but we all know the same thing happens in Mexico.

True, but it's a behavior that affects us all. Indians and Mexicans.

OK, can you think of some examples of where we have seen this?

Activity 28

- Play the track and elicit what is going on in the dialogue, if all interlocutors agree on something and what they decide to do.
- Ask them to do the same with their points of view.
- Encourage them to review their work and to decide what needs to be explained thoroughly.
- Go through the example with them and elicit if they agree on the chart, the points of view and if the examples help the interlocutors understand the arguments.
- Tell them to make a similar chart with examples and to include them when they write their points of view.
- Provide help when necessary.

Activity 29

- Tell students to contrast their points of view and to make a chart comparing them. For each point of view in favor, there should be another one against.
- Ask students to organize them according to the order they want to present them in the discussion.
- Go through the example with them and answer any questions that might arise.

- Provide examples so the interlocutors can fully understand your point of view.
- Think about which opinions were common sense and elaborate or adjust them

<p>In India and in Mexico, there are vehicles that pollute the air.</p>	<ul style="list-style-type: none"> • Buses are quite old and contribute to air pollution. • People prefer driving a car to using public transportation. 	<p>Most people would think this only happens in big cities; but I have seen several old trucks in my hometown that emit too much carbon monoxide.</p> <p>I have read a couple of articles about this topic. They all agree on the fact that air pollution directly affects people's well being, as it stresses them out, they suffer from irritated eyes and it gives them headaches, among other illnesses.</p>
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- Look at the example below.
- Include the examples you wrote in previous activities.



session 9

FOR OUR DISCUSSION

29. Make a chart comparing the points of view in favor and against.

- Remember to include what you think about all the behaviors portrayed in the comic you selected.
- Look at the example below regarding the discussion of Panel 4 of My Trip to India.

stick (adj.):
beating
well being
(n):

<p><i>In Favor</i></p> <p>Public transportation is necessary, without it lots of people could not commute from home to work. Besides not all of it pollutes the air.</p> <p>We all know that public transportation serves a very specific purpose to transport people from one place to another on a daily basis without charging much. If more people used it, there wouldn't be so many cars on the street and air pollution would decrease.</p> <p>Not everyone can afford to buy a car and they rely on public transportation.</p>	<p>Vs.</p> <p>Vs.</p> <p>Vs.</p>	<p><i>Against</i></p> <p>Most buses are too old and emit carbon monoxide. This happens everywhere in big cities and small towns.</p> <p>Everybody wants to buy a car, as public transportation is not comfortable. People prefer to be stuck in traffic and polluting the environment rather than commuting with other people.</p> <p>Public transportation contributes to air pollution. Studies show that air pollution directly affects people's well being, as it stresses them out, they suffer from irritated eyes and it gives them headaches, among other illnesses.</p>
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Activity 30

30. Engage in a discussion and express your points of view. Use the chart you made to follow the correct sequence in which to present them. Don't read the chart, use it as a guide.

- Involve interlocutors in what you are saying, using phrases to let them know their participation is important.
- Use the examples from the previous activity to clear up any confusion
- Listen to the example on the track

A: Public transportation isn't too bad. I like it because they transport us daily from one place to another. I believe cars are the vehicles that pollute the most. **That's what I think. What about you?**

B: I'm afraid I have to disagree. Buses are quite old and emit too much carbon monoxide. It is unbearable! Most people would think this only happens in big cities but it also happens in small towns that have trucks.

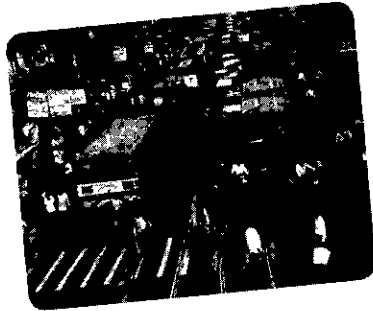
A: Yes, but we all know that public transportation serves a very specific purpose: to transport people from one place to another on a daily basis without charging much. If more people used it, there wouldn't be so many cars on the street and air pollution would decrease.

B: Nobody cares about how old buses are. Besides, everybody wants to buy a car, so air pollution is still a problem because people don't do anything to decrease it.

A: **What do you think? You haven't spoken and we'd love to hear your opinion.**

B: Well, I hate the old, loud, pollution-spewing vehicles used for public transportation. So I guess I agree with the author of the comic *My Trip to India*. I have to cover my nose because of the fumes and they irritate my eyes. Public transportation contributes to air pollution. I have read a couple of articles on this topic. They all conclude that air pollution directly affects people's well-being, as it stresses them out, they suffer from irritated eyes and it gives them headaches, among other illnesses.

A: Oh, really? Come on! Not everyone can afford to buy a car and they rely on public transportation. We need it.



- Play the track so students can understand what is expected of them.
- Focus their attention on identifying which points of view are presented as they were in the chart, and which changed but kept the essence of the argument.
- Remind students that we speak differently than how we write.
- Ask students to do the same and to pay attention to others' responses. If there is someone who has not participated in the discussion, they should ask him or her directly what he or she thinks about something in particular.
- Set a pleasant environment, so students can feel at ease when speaking English and expressing their points of view.

Activity 31

- Ask students to practice the discussion one more time and to pay attention to any misunderstandings that might arise.
- Encourage them to be patient and to make explicit references and thorough descriptions of their arguments and the evidence they want to show to others.
- Play the track to model the activity and clear up any confusion regarding comprehension.

Activity 32

- Help the class decide how they are going to present the discussion. Let them choose the way that best suits them, so they feel comfortable with the method used.
- Set a friendly and respectful environment, where everybody feels at ease speaking in English.
- Remind students to be respectful and to pay attention to each team's turn.

Classroom Discussion

session 10-11

Closure stage-socialization

31. Check your points of view and the comic strip to see if your arguments are clear and there is no room for misunderstanding.

- Make explicit references and point out specific details in the comic.
- Listen to the example on the track and read along.

I agree with the author about the scene in Panel 9. People should do something else, instead of staring at a screen all the time.

People are allowed to do whatever they want in their free time. They are eating and they can enjoy some free time. Besides, they should take advantage of the fact that there is free WiFi in the restaurant. In Mexico, not all food establishments have free WiFi.

But people are becoming more and more isolated. They should try to start a conversation when there are other people around, like the person sitting at the table with them or maybe the people at the next table over.

When have people done that? Let me show you a photo from the 1930s. Look.

This is a great scene with so many details and it shows the same environment as in Panel 9.

Yes. The only difference is the devices. Before, people used to read the newspaper and now they have cellphones. But it is the same activity; they are alone in a space full of people. Nobody speaks to strangers in a restaurant. They didn't do it before smartphones, either. This is the proof.

You're right, but reading the newspaper is different from playing videogames. People should take advantage of the time they spend at lunch to learn something interesting that might be useful. Videogames are useless.

I believe there are lots of useful and interesting videogames.

32. Engage in a discussion.

- Share appreciation and use the points of view you prepared in previous activities
- Formulate questions, based on the interlocutors' answers.
- Be respectful of others' opinions and present evidence for your arguments.

Activity 33

- Help your students to complete the self-evaluation chart.
- Make sure your students complete the evaluation chart honestly.
- Remind them to focus on aspects they can improve, and not on the mistakes they made.
- Go back to the chart in Activity 10 to check if you completed it, and if there is something you need to go through again.

Activity 34

- Encourage students to reflect on their performance.
- Tell them to focus on the good aspects and think about the ones they could improve.
- Reflect on whether you need to make any changes or reinforce any content in this practice.

Activity 35

- Remind students of the importance of assessing peers.

How did it go?

33. Read each line carefully. Tick the box that best describes your work in this practice.

Individual assessment

- I can exchange opinions about cultural expressions in a discussion.
- I can recognize ideas and take a stand.
- I can defend my ideas with arguments supported by evidence.
- I can question stands based on common-sense opinions.
- I can provide examples.

Product

34. How do we assess the following aspects of our discussion?

Participating in a discussion

- Did we express points of view, respond to interlocutors and make explicit references?
- Did we use examples to clarify information?
- Did we formulate questions, based on the interlocutors' answers?
- Did we share appreciation for others' point of view?

35. What is your pair's global impression about their performance in this practice?

Team assessment

- Did we respect our agreements?
- Did we divide the tasks so that we both had something to do?
- Did we pay attention during others' turn to speak?
- Did we pay attention to others' points of view?

We have arrived at the end of this practice.

session 12

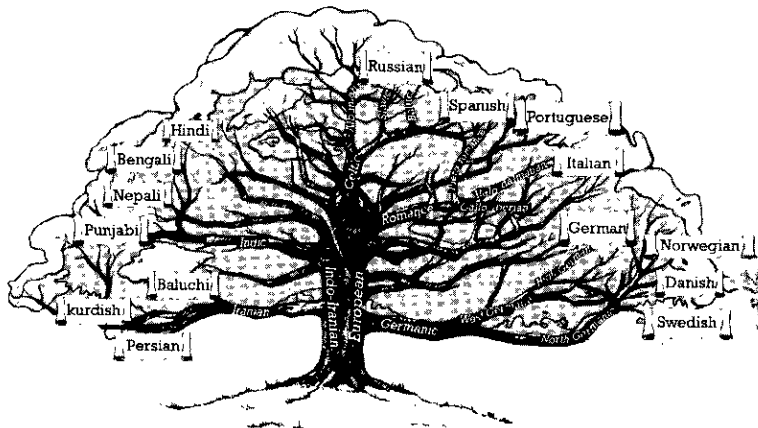
Assessing the quality of the discussion

In this practice, you will learn to prepare and give an oral presentation about linguistic diversity.

SPEAKING WELL MAKES THE WORLD GO'ROUND

Warm-up stage

1. Look at the following infographic. Pay attention to the names of the languages in it.



- Write in your notebook the names of the languages you've heard of and the ones you haven't. Look at the example.

NAMES OF THE LANGUAGES I'VE HEARD OF	NAMES OF THE LANGUAGES I HAVEN'T HEARD OF
German	Punjabi

2. Share your answers to the previous activity and answer the questions on the next page in your notebook. Look at the example.

I think some languages are more important than others, for example, those that have more people who speak them.

Do you consider every language as important as your mother tongue? Why?

I don't know how many other languages there are, but I imagine people speaking and performing their daily activities using their language, so I think they are as important as mine.

Remember
The names of languages in English begin with capital letters.

Activity 1

- Ask your students if they have seen any infographics before and what they were about.
- Help them make connections between the infographic and the information presented by asking questions such as: Why do you think the relationships between languages can be represented as trees?
- Guide the activity to establish graphic and textual components. Focus on the meaning of the branches, as well as the size of the foliage.
- If necessary, explain that spoken languages are divided into families (linguistic family). This means some languages resemble each other more than others.

Activity 2

- Ask your students to reflect on the questions in the activity. Encourage them to share their experience with other languages besides English, Spanish and their mother tongue, if different from these. Coordinate the discussion of experiences by directing the dialogue toward the principal aim of the unit: to prepare and give an oral presentation about linguistic diversity.
- It is important to convey the idea that understanding linguistic diversity is essential for properly developing intercultural competence. It is equally important to assess every language impartially, without taking into account the economic importance of the countries in which it is spoken, its number of speakers, whether it has written texts or not, and whether it is spoken in Mexico or in other countries.
- The example is included because your students may lack the range of expressions to talk about languages. Encourage them to give their best even if their answers are not long. However, you should come to have high expectations. Thus, it is important to take some time to give input and feedback that allow your students to lengthen their answers.
- If possible, take some time for them to share their answers. It is important that if some of your students know languages besides the expected ones (i.e., German, French, Portuguese), to comment on that, since it can provide a good link to the questions in this activity.

Activity 3

3. Look at the chart below. Read the activities you will do in this practice in order to prepare and give an oral presentation about linguistic diversity. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE	<ul style="list-style-type: none"> • Activate previous knowledge and choose topics or issues related to linguistic diversity. <input type="checkbox"/> • Ask questions to guide the gathering of information. <input type="checkbox"/> • Establish criteria to choose written sources. <input type="checkbox"/> • Reflect upon the function of textual components. <input type="checkbox"/>
	Choose information about linguistic diversity.	
Week 2	BUILDING STAGE	<ul style="list-style-type: none"> • Define reading purposes. <input type="checkbox"/> • Identify common words to anticipate what texts are about. <input type="checkbox"/> • Compose notes to answer questions. <input type="checkbox"/>
	Read information and compose notes.	
Week 3	BUILDING STAGE	<ul style="list-style-type: none"> • Define the order for presenting questions and their answers. <input type="checkbox"/> • Compose a summary in note form, based on a previously defined order. <input type="checkbox"/> • Establish graphic resources to support a presentation. <input type="checkbox"/> • Use the summary in note form to rehearse an oral presentation. <input type="checkbox"/>
	Rehearse oral presentation.	
Week 4	CLOSURE STAGE-SOCIALIZATION	<ul style="list-style-type: none"> • Link graphic resources, notes and speech. <input type="checkbox"/> • Invite audience to ask questions or make comments. <input type="checkbox"/> • Look for confirmation about what has been expressed. <input type="checkbox"/> • Assess process and product. <input type="checkbox"/>
	Give an oral presentation about linguistic diversity.	

- Make sure your students identify the three stages of the plan and that they understand each activity to be done. Ask a student to read the tasks out loud so that they understand the activities they will complete in order to prepare and give an oral presentation about linguistic diversity.
- Note how important the use of the planner is for registering their advances; it gives a feeling of accomplishment if at some points in the practice they recognize what they have already done.
- Remember that the distribution of sessions in the book is a suggestion. One of the purposes of reading the activities in this practice is to decide how they will be distributed based on the strengths of your group as well as what they perceive to be areas for improvement.
- You may want to help your students get a sense of what they will be able to achieve. This is also a way of motivating them and encouraging them to give their best.

Activity 4

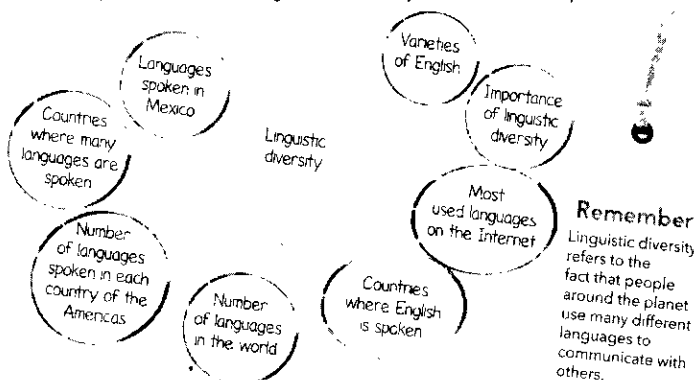
- With your students, emphasize the commitment and responsibility of teamwork, and let each student, little by little, get closer to autonomy and responsibility for their own learning. Remember the activities need to be guided by you with different levels participation.
- Give a couple of ideas as an example in case students have difficulty proposing their own.
- In order for brain storming to work, it should: a) accept every proposal, without judgements, but rather guiding students towards more appropriate ideas; b) have a great number of proposals. In this way, there will be enough options for your students to choose from in order to prepare their presentation.
- Link the definition in the Remember section to what your students discussed in Activity 2.

Session 2

Session 2

4. With your teacher's help, brainstorm ideas that may help to define what aspect(s) of linguistic diversity are of interest to you.

- If you need some ideas, go back to Activity 2. Look at the example.



5. Discuss which topics from Activity 4 are appropriate for an oral presentation and which are not. Look at the example.



I think it would be interesting to find out which countries speak the most languages, because we can draw a map to show that.

I agree with you. On the other hand, I don't think we have any sources of information we can use to look for the number of languages spoken in each country of the Americas.

FOR OUR PRESENTATION

6. Choose a suitable topic to work with for the oral presentation.

- Discuss what you would like to know about the topic you've chosen with your teammates.
- Ask questions based on what you want to know. Look at the example.

Countries where many languages are spoken.

What are the countries in which many languages are spoken?

How many languages are spoken in each of those countries?

What is the name of each language?

Importance of linguistic diversity

Is the percentage of the population that speaks each language the same?

Why is it important to keep languages alive?

Activity 5

- The challenge of this social practice is that your students should build not only the content of their presentation in English, but also the discussions leading to it. This requires some work with specific content, with which your students may have previous experience in their mother tongue, but not in English. Provide enough support so that your students don't get frustrated by their lack of expressions.
- Build on what they already know about making presentations and choosing topics to develop.
- At this stage, when speakers try to express new words, they will tend to Anglicize what they know in their mother tongue. These attempts should not be discouraged. As long as they develop enough self-confidence, they will begin the transition to using the "proper" English expressions.

Activity 6

- The strategy modelled in this activity is one that highlights any uncertainty, thus leading naturally to students' questions. However, you may want to also use some issues that your students may already be familiar with. In that way, their questions will be directed at deepening their previous knowledge or to compare and contrast, for they may have unsupported beliefs about languages.
- Take time into account when checking on each team and their questions so they don't end up trying to "bite off more than they can chew", that is, trying to cover more questions than may be possible in the time allotted. However, if for some reason they end up with many questions, don't worry, since they may want to discard some once they have read their sources.



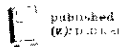
Building stage

7. Read the following features of sources of information.

- It was published recently
- It has headings, a title and a lots of pictures
- It has an index
- It has legends about the origin of language
- Its target audience is university students
- It is a book written by a specialist in languages



- Comment on why these features may or may not be useful.
- Use the example on Track 41 as a model.



FOR OUR PRESENTATION

8. With your teacher's help, comment on and establish your own criteria for selecting sources for your presentation. Look at the example.

- If you need to, go back to Activity 7 to give reasons for selecting a source.

- | | |
|---|---|
| List of criteria for selecting sources of information to research the topic selected about linguistic diversity | <ul style="list-style-type: none"> • We should use recent publications • We should consider different types of materials • It should be addressed to secondary school students • It should have factual information. • It should have an index, headings and subtitles |
|---|---|

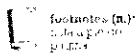
- With your teacher's help, look for sources that satisfy the criteria you just established.



While agreeing on everything rarely happens, in order to prepare a good presentation, it is important to give reasons that help each other reach agreements about the sources of information you will need.

9. Explore your sources and check which components from the list below they have.

- | | |
|---------------|------------------|
| • Index | • Footnotes (n.) |
| • Title | • Bibliography |
| • Subheadings | • Glossary |
| • Images | |



Activity 7

- Remind your students that the features of their sources depend on the purpose and topic of their presentation. Therefore, some of these features may be useful in other contexts, while in this situation they may not.
- It was published recently refers to the fact that sources should be up to date. This is important because linguistics and languages studies advance, making it important to read recent information.
- If texts have a title and headings, they can be useful indices of topics and help to discard or include a source faster.
- If a text has lots of pictures, it can help students design visual aids for an oral presentation (see Activity 23).
- If it is written by a specialist, the content is generally confirmed, so that reliability of a text can be considered as a given (usually books written by specialists undergo

a process called peer-review, which means that other experts, in the same field as the author, check, verify and question the claims made by the author and the book is published only if it was approved by these reviewers and the corrections suggested are included).

Activity 8

- Be mindful that not every source will fulfill all the requirements established by your students. Help your students to be flexible about this fact.
- However, two aspects should not be overlooked: sources should be valid (it should be about what you are trying to look up) and reliable (it should provide accurate information about what you are looking up).

Activity 9

- You should make sure your students get to know the function of every component they found in their sources. Here we provide a brief explanation of those components not included in any example.
- A bibliography can be an excellent starting point for expanding a research project.
- A glossary is useful when reading more technical texts (related to academic and educational environments) and looking for concepts whose meaning is particular to a discipline.
- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the Reader's Book to foster curiosity and improve reading skills.

Activity 10

- Have your students compare the function of the different components and how they are displayed within the sources. For example, indices on websites may have a direct link to the content, while in a book you should use the page number; some websites do not include footnotes; nevertheless, they may have animations or videos embedded.
- Make sure your students correctly identify the components the track refers to. Answer students' questions to clear up any confusion.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.
- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know Internet connection may not be available at all locations.

10. With your teacher's help, explain how these elements can be useful when finding information. Look at the images below and listen to the example on Track 42.

IT

<https://goo.gl/2K4axi>

FOR OUR PRESENTATION

11. Look at the following reasons to read information in order to prepare an oral presentation.

- Write why these reasons are applicable or not below. Look at the examples.

Read to know more about a topic	Read to find the exact answer to the questions	Read to find info related to the questions asked	Read to recognize the topic
<p><i>Example:</i></p> <p>This reason is applicable because when we read we will learn more about linguistic diversity</p>	<p><i>Example:</i></p> <p>This reason is not applicable, because we won't find the answers exactly as we expect them to be</p>	<p><i>Example:</i></p> <p>This reason is not applicable, because we won't find the answers exactly as we expect them to be.</p>	<p><i>Example:</i></p> <p>Not applicable, since recognizing the topic is too basic.</p>

- With your teacher's help, establish and list the reasons to read the sources of information in which you are looking for data for your presentation.

<p><i>Example:</i></p> <p>Reasons for reading the information</p>	<ul style="list-style-type: none"> To find out more about linguistic diversity To find information related to the questions we asked in Activity 6
---	--

- Take these reasons into account when reading the material in the following activities.

12. Look at the words that appear repeatedly in the texts you are about to read.

- Highlight those words.
- Link the words with what you already know about the topic you chose. If necessary, go back to Activity 4.
- Based on those words and what you already know, try to predict what the text you are about to read will be about. Look at the example in the next page.

Remember

You should not underline or scribble on material you've borrowed from others, such as library books.

Activity 11

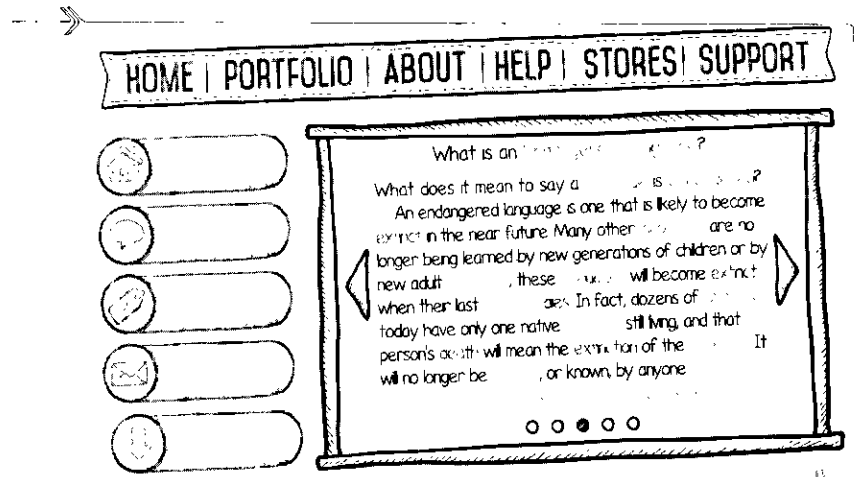
- Often, people read without being aware of the reasons they should. This activity helps your students understand their reasons for reading. They will read more effectively, since it allows them to focus on their goal beforehand and not get distracted or discouraged from carrying out a reading task.
- Remember that reasons for reading are suggestions. It is important to provide other options so your students can focus on their goals when reading.
- Make sure to keep the purposes established visible while your students are reading, so that they can carry out the task more easily.

Activity 12

- Take time to read the Remember section before starting this activity.

Activity 12

- If they cannot mark the texts they read, suggest using other strategies such as skimming the text and listing the words.
- Provide other models besides the ones in the book to help your students create their own links.

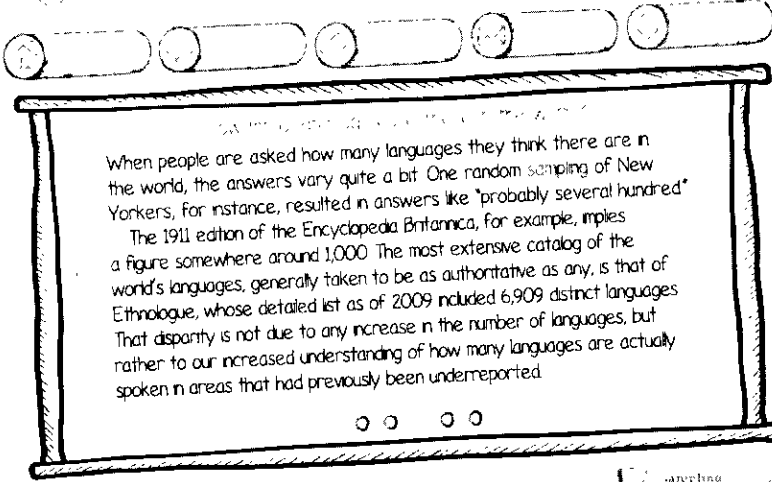


Look, language, speakers, extinction and death are words that appear many times. I think the text might be about when people stop speaking a language and then the language dies.



When I look at the word endangered, I remember that I once read about endangered plants and the article mentioned that some plants were disappearing, so I agree with you. The text is probably about languages that may stop being spoken.

Remember
Similar words may not be exactly the same, but they may have a related meaning (for example, die and extinct) and have beginnings that look alike (**speaker/spoken; die/death, extinct/extinction**).

13. Read the following information.

- Listen to Track 43 to hear how three students retell the text you just read.

14. Read your texts.

- Get together with another team.
- With the supervision of your teacher, summarize the other team's passage. If necessary, use the techniques employed in Activity 13, Track 43.

CHECKPOINT**15. It is time to check your performance up to this point. In order to do so:**

- Read each description carefully.
- Put a tick next to the description that best illustrates your performance in this practice.

	I am able to interpret the purpose of many textual components with a high degree of precision
level 4	I am able to use a wide range of reading strategies for a wide array of texts
	I am able to interpret the purpose of various textual components with a relative degree of precision
level 3	I am able to use a wide range of reading strategies for some texts

Activity 13

- Ask your students to read the title to anticipate the content of the text.
- Answer questions about unknown expressions. It is not, however, necessary to explain every word. Help your students to develop their ability to infer meaning from context instead of worrying about not understanding each individual word.
- Help your students to determine how the characters in the track have summarized its content. That is, what kind of information is kept and what is discarded in their summaries.

Activity 14

- Supervise your students while they read their texts. Help students with comprehension if needed.
- Remind your students to use the indices in their sources to facilitate their search for information. They will then have the chance to read more articles without wasting time

session 5**AN ACTIVITY TRACK FOR TRACK 43****Activity 15**

- Make sure your students understand what each description implies.
- Remind your students that they can be on different levels for each task mentioned in the descriptions.
- Foster a pleasant environment (respectful, collaborative, cooperative) to evaluate each student's performance so far within this practice.
- Help your students to detect the reasons why they were successful or not in the activities carried out. Take into account that recognizing one's strengths is as important as knowing one's limitations.
- Remind your students that feedback should be offered in an assertive but constructive way. This means they should not lie to their partner, but their comments should be just and based on evidence.

Activity 16

- Use the example for Text 1 to explain what was taken from the original text. Ask your students in what measure the same techniques are used again for Texts 2 and 3.
- It is important that you resist the temptation to provide the answer if the activity becomes difficult. In order to avoid doing so, help your students to get the answer by asking direct questions, such as: Do you think this fragment was deleted? Do you think this expression here was changed to...?, etc.

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session 6

- Level 2 I am able to interpret the purpose of some textual components with a high degree of precision.
- Level 1 I am able to use some reading strategies for different texts.
- Level 2 I am able to interpret the purpose of some textual components with relative precision.
- Level 1 I am able to use some reading strategies for some texts.

- Compare your opinions with those of your partner. Comment on why you agree or disagree with her/his assessment.

16. Read each piece of information and its summary.

Information

Text 1

A language is much more than a means of communication; it is the vector of a way of thinking, a culture, the depository of a people's history, its mythology, its creation myths, its music.

Text 2

An endangered language is one that is likely to become extinct in the near future. Many other languages are no longer being learned by new generations of children or by new adult speakers. These languages will become extinct when their last speaker dies.

Text 3

The most extensive catalog of the world's languages, generally taken to be as authoritative as any, is that of Ethnologue, whose detailed list as of 2009 included 6,909 distinct languages.

Summary

Text 1

Language is a way of thinking, and includes people's culture, history, myths and music.

Text 2

Endangered languages are those that will become extinct because children don't learn them anymore.

Text 3

Ethnologue is a catalog of the world's languages. It lists 6,909 distinct languages.

- With your teacher's help, write a description of how the summaries above were achieved in your notebook. Look at the example.

In Text 1, we kept in mind that the key words are in bold, we deleted information that we didn't think was important, and used the information that was helpful to us.

FOR OUR PRESENTATION

17. Compose notes to answer the questions you came up with in Activity 6. You should:

- Keep in mind the summaries that your team and the other team produced in Activity 14.
- Condense the information from the summaries for your explanation. If you are unsure of how to do it, look at the notes you took in the previous activity and in the **Take a note** section. Look at the example:

Remember
Two ways of summarizing are to use synonyms and to paraphrase (say something in your own words).

QUESTION	INFORMATION	EXPLANATION
Why is it important to keep languages alive?	A language is much more than a means of communication. It is the vector of a way of thinking, a culture, the depository of a people's history, its mythology, its creation myths, its music.	Language is a way of thinking, and includes people's culture, history, myths and music.

18. Read the following components of a presentation and write the name of the section (opening, development, closure and questions from the audiences) in the spaces. Look at the example.

<p>Opening</p> <p>Good afternoon, everyone! We are team number 3, composed of Paula, Diego and Elena and we are here today to share some data about linguistic diversity with you</p>	<p>Development</p> <p>We had a question: Were all the languages spoken in a country spoken by the same percentage of the population? Well, we did some research and we found out that languages were spoken by different percentages of the population. But we found out about something called endangered languages.</p>
<p>Closure</p> <p>In short, when you have many languages, you have many different ways of seeing the world.</p>	<p>Questions from the audience</p> <p>Well, this is the end of our presentation. Are there any questions? What do you mean when you say that "when a language is alive, the culture and traditions of that language are alive as well?"</p>

SESSION 7

Activity 17

- Remind your students to keep their information in order. Model how to use flags, notes or other methods that will help your students distinguish which information belongs to which questions.
- This is another step that may help to cut unnecessary information out of the presentation. Remember, an effective presentation should be trimmed and streamlined so it can get the point across convincingly.

Activity 18

- As in the activity related to describing the summarizing process, it is important here to provide clues rather than the answer.
- Have your students provide suggestions about the headings. It does not matter if they don't match exactly with the names provided in the answers. You may use those names as a basis to approach and understand the "conventional" names.

- Play the track so your students can understand the general meaning. Then play it as many times as you think is necessary.



Activity 19

- Help your students to decide which parts of their information are more general and which are more specific. This is a good strategy for deciding how the pieces of information should be organized.
- Remind your students that the only section that is independent of this arrangement is the development. For obvious reasons, they cannot move the opening or the closure (which implies taking questions from the audience).



- Listen to the descriptions on the track and write the part of the presentation they refer to in the spaces below.



- Example:
- Description 1 *Closure*
 - Description 2 *Questions from the audience*
 - Description 3 *Opening*
 - Description 4 *Development*

FOR OUR PRESENTATION

- 19. Look at your notes and decide in which order they will be introduced in the presentation. Look at the example.

In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish.

We should add this comment after the general information about the number of languages in existence.

Endangered languages are those that will become extinct because children don't learn them.

This is a different topic, so we should put it in third place in the presentation.

Ethnologue is a catalog of the world's languages. It lists 6909 distinct languages.

I think we should begin the general information component of the presentation with this statement.

Language is a way of thinking, and includes people's culture, history, myths and music.

Alright, so this idea can come after we have talked about endangered languages.

When there are many languages, you have many different ways of seeing the world.

I like this idea to end our presentation. It is catchy.

- Do not forget to keep the notes you did not use, because they are useful for answering questions that may arise.

20. Read the following presentation outlines.

- With your teacher's help, comment on which outlines are effective and which are not, and why you believe that to be so.

Opening

Presentation (Paula)

Development

Number of languages (Diego)

Table of countries (Diego)

• Display map (Diego)

Endangered languages + map (Elena)

Importance of linguistic diversity (Paula)

Closure:

• Slide (Paula)

Paula will be making a presentation

Diego will present the first images

Then Elena will use a map

Finally, Paula will talk about the importance of linguistic diversity and close the presentation

Opening

Paula

Presentation

Development

Diego

Number of languages + slide

Countries + table

Specific countries + map

Closure

• Paula

Ending+ slide

Elena

Endangered languages + map

• Paula

Importance of linguistic diversity + slide



Remember

In order to have a good outline, write a word or a short expression with an action and a person or concept for each of the questions you will address in your presentation.

21. Based on the order of the development established in Activity 19, compose your presentation outline.

- If you need to, have a look at Activity 20 and the **Remember** section to check the features of effective presentation outlines.

Activity 20

- Read the different outlines with your students. Ask them to compare the differences they perceive by looking at how the text is arranged on the page.
- Make sure your students recognize why two of these examples (far right and far left column) are good examples of outlines; whereas the one in the center is a bad example.
- The outlines in both the far right and far left columns are the ones that have good structure. They follow the strategy of using just a word or short expression as a memory aid and they have the names of the participants and the sections. The option on the far right is much better because it also includes the visual aids they will be using.
- The center column represents a bad example of an outline, since it narrates what will happen, but it does not remind people what comes next and when visual aids should be used.

Activity 21

- Make sure your students include every question they want to answer in their presentation so their outline will be useful when presenting.
- Help your students to reproduce the features of the good models they saw in Activity 20.
- Once they have finished, ask your students to compare their outlines with the good models in the previous activity.

Activity 22

- Help your students to recognize the fact that having options for designing their own visual aids is important. They should keep the purpose and addressee in mind because the kinds of aids they choose should address those factors of their presentation.
- In this case, both options are appropriate. Thus, make sure your students' discussion focuses on the aspects previously commented on (purpose/addressee).
- If you have time, you may propose another option to further the discussion and link it to the following activity.

Activity 23

- If the equipment and time are available, this is an excellent chance to foster your students' digital skills when using resources other than static images. There are resources on the web for creating easy animations which can boost the impact of a presentation.
- Remind your students that each note may provide the opportunity to use more than one visual aid.
- Make sure your students understand all the options provided as ideas in the book.



session 8

22. Read the following note and two opinions on options for designing visual aids.

- With your teacher's help, comment on which opinion you agree with and your reasons for doing so.

Note:

In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish

Opinion 1

We could design a small table with the data. One column would have the name of the country and the other would have the number of languages spoken

Opinion 2

I think we should use a map. We could use different colors to indicate Papua New Guinea and Mexico, and then we could add circles with the number of languages spoken

FOR OUR PRESENTATION

23. Look at your notes and design or research visual aids for your presentation.

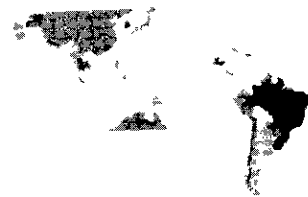
- Comment on the most suitable visual aid. If you are unsure of how to do this, go back to the previous activity.
- Have a look at the following diagram for some ideas you could use for your presentation. Add other ideas you may come up with. Look at the example.

Flowchart Table with data Images Text slide Map Animation Graphics Mind map Other ideas

NOTES

Most endangered languages are spoken in the Americas and South East Asia

VISUAL AID: MAP



24. Look at the following images which depict the possible body language of the presenters and the audience.

- Write yes or no, depending on whether or not they are appropriate behavior.
- Give a short explanation of your answers. Look at the example.

	Audience	Presenter
Yes/No	No	No
Reason	The audience is distracted, doing other things rather than paying attention to the presenter	He's not reacting to his audience

session 9

Closure stage-socialization

25. Have the first rehearsal of your presentation. In order to do so:

- Check your notes from Activity 17 again. Practice the presentation as many times as you need to in order to memorize the notes.
- Use the graphic resources you designed in Activities 22 and 23.
- Use the body language you considered to be appropriate with regard to your role as presenter or member of the audience. If you are unsure, go back to Activity 24.
- As a member of the audience, write your questions and suggestions for the content of your classmates' presentation.

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Activity 25

- This rehearsal is intended to make your students aware of what is missing in their presentation. However, the body/development of the presentation, which consists of conveying notes with speech, is enhanced here.
- Cultivate a cooperative environment in which your

students can practice how to say and not read their notes. Allow them to refer to their notes at first, but gradually ask them to refrain from reading.

- One critical issue is how to recover the pace of the presentation and get back on track if they get nervous or interrupted.
- Remind the audience to write down any questions they may have. Go over how to form questions if students seem unclear as to how to do so (although they shouldn't have any difficulty by this point).



Track 45

Activity 26

- Listen to the track.
- Once they have finished, ask your students to compare the expressions. If necessary, write them on the board to make the comparison easier.
- Allow your students to share their thoughts about the situations in which those unsuitable expressions may be suitable.



Track 46

Activity 27

- Since they should have read factual sources, the adjustments to register should be minimal. However, you should not take that for granted, since paraphrasing and summarizing may have had an impact on register.
- Do not worry if you don't get a perfect result (although your students should strive for the best result possible within their skill level). Register is a complex issue which is streamlined as you practice using English in different situations.

session 10

26. Listen to Track 45, which has some expressions used in presentations.

- Classify the expressions you listened to according to their suitability for a presentation. Look at the example.

Track 45

Suitable expressions for a presentation
 The countries in which most languages are spoken are the ones you see in the table.
 Endangered languages are those that will become extinct because children don't learn them.

Unsuitable expressions for a presentation
 And now, the countries that have the most languages.
 Endangered languages are languages that will be totally snuffed out.

27. With your teacher's help, verify which parts of your presentation need register adjustments and correct them.

- If you are unsure, go back to Activity 26 to see examples of the type of expressions well-suited to a presentation

Remember

According to the situation and addressee, we change the expressions we use, that is, we adapt or change our register. For a presentation, we use a formal register.

28. Listen to Track 46 and pay attention to the different versions of an **excerpt** of a presentation.

- Write what the features of the voices you hear are.

Track 46

Volume		<i>normal</i>	<i>soft</i>
Pace	<i>slow</i>	<i>fast</i>	<i>normal</i>
Clarity	<i>good</i>	<i>bad</i>	<i>good</i>

Activity 28

- Tell your students they are about to hear an excerpt from a presentation and they should focus on volume, pace and clarity. Ask if they are unsure of the meaning of any of these concepts.
- You could play the track and ask your students to focus on just one aspect instead of trying to tackle all three at the same time.
- Tell your students that some features that may seem "incorrect" may be used for emphasis or if surrounding conditions change. For example, they should raise the volume of their voices a little bit if they are in a big hall or in an open space, whereas they may want to lower it if they are in a small space.

FOR OUR PRESENTATION

29. Check the presentation outline you developed in Activity 21.
- Add notes about the verbal features needed.
 - Compose the final version of your presentation outline. Look at the example.

OPENING

• Paula
Presentation

DEVELOPMENT (NORMAL PAGE)

• Diego
Number of languages + slide
Countries + table
Specific countries + map
• Elena
Endangered languages + map
• Paula
Importance of linguistic diversity + slide

CLOSURE

• Paula
Ending+ slide (volume high)

30. Read the excerpt of a presentation below.

But we found out about something called endangered languages (pause due to an interruption) endangered languages are those that will become extinct because children don't learn them

- Listen to the expressions on Track 47.
- Put a tick next to those that can be used to continue the presentation after an interruption. Look at the example.

Track 47

Expression a) ✓	Expression d) ✓	Expression g) ✓
Expression b) ✓	Expression e) ✓	Expression h) ✓
Expression c) ✓	Expression f) ✓	Expression i) ✓

31. Listen to Track 48 and complete the excerpt on the next page to invite the audience to ask questions once a presentation has finished as well as to ask if something was well understood.

Track 48

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- Help your students understand why some of the expressions, although well-composed, are not well-suited for the purpose of resuming a presentation.

Activity 31

- Ask your students what they remember about asking questions once a presentation has finished as well as asking if something was well understood.
- Ask them to read the excerpt and have them make predictions about what kind of expressions may be suitable, before listening to the track.
- Go through the **Remember** section with your students and rehearse how to insert those expressions in their presentation.

Activity 29

- Remind your students that when they compose the final version of their outline they should also verify that their presentation already has everything it needs.
- Tell your students that they may add all the voice prompts (volume, pace, clarity) they need to be confident when presenting. The example in the book shows a case in which not every single intervention has a prompt, this should not be considered a strict rule.

Activity 30

- Play the track once. Ask your students if they have heard any of the expressions before and/or what they recognize from the expressions. Then, play it as many times as possible/necessary for them to get the answers.
- Ask students to compare their own answers before providing the correct answers, so they can recognize and express what their first perceptions were about these expressions.



Track 47



Track 48



Activity 32

- Play the track and verify that the register for the opening is appropriate with your students.
- Offer feedback on the composition their openings.

Activity 33

- Help your students detect the following expressions with references to the topic on the track:
 - We are here today to share some data about linguistic diversity with you.
- Help your students detect the following expressions referring to guiding questions:
 - We had a question: Were all languages spoken by the same number of people?
 - Why is it important to keep every language alive?
- Share other expressions that refer to the topic with your students (We did research on..., This is presentation will take on the issue of...), Provide them with some guiding questions (We asked..., One of our issues was...).

Activity 34

- Help your students to understand the questions asked by other teams. If necessary, put teams together so they can help each other understand what is being asked.
- Help your students detect the following expressions on the track:
 - What do you mean when you say that, "When a language is alive, the culture and traditions of that language are alive as well"?
 - Well, for example, some songs only exist in the language in which they were originally created. If nobody speaks that language, there is also no one that sings that song anymore.

Activity 35

- Before allocating time, take into account the length of the presentations.
- Make sure the length of the presentations (including visual aids) remains in an appropriate range.

Activity 36

- Make sure your students go back to the activities before starting the presentations so they can make sure they are including everything needed for their presentation.
- Remember to allow some time for answering questions from the audience. If necessary, allow the use of written notes.



session 11

Well, we have arrived at the end of our presentation. **Any questions?**

what do you mean when you say that 'when a language is alive, the culture and traditions of that language are alive as well'?

32. Compose an opening for your presentation.
 - Check the organization of your presentation (Activities 18 y 21) and listen to the example at the beginning of Track 49.
33. Listen to the presentation on Track 49 again.
 - With your teacher's help, decide where the expressions referencing the topic and the guiding questions are.
 - Use them as a model and decide how and where to include them in your presentation.
34. Ask other teams to provide the questions they wrote in Activity 25.
 - Check the notes you did not include in your presentation (Activity 19) and prepare an answer for them. Listen to the example at the end of Track 49.
35. Decide the time allocated for each team to make their presentation and in what order they will appear.
36. Based on the order and time decided, give your presentation.
 - If you are unsure of how to proceed, check the example of a complete presentation on Track 49.
 - Use the following checklist to give and receive feedback.

TRACK 49

TRACK 49

- Introduced themselves (Activity 32)
- Provided the topic of their presentation at the beginning (Activity 33)
- Referred to the questions they established (Activity 33)
- Used their presentation outline (Activity 29)
- Used the visual aids when necessary (Activity 23)
- Used an appropriate register (Activity 27)
- Used adequate voice features (volume, pace, clarity) (Activities 28/29)
- Used expressions to get back on track, if needed (Activity 30)
- Invited the audience to ask questions (Activity 31)
- Were able to clarify their ideas (Activity 34)

Yes No

Remember

Some useful expressions to invite the audience to ask questions are:

Any questions?
Now, have your say. Questions or comments?
Those used to ask for clarification of what someone understood are: I don't quite get... When you say... Do you mean... Could you please explain, etc.

How did it go?

37. Read each line carefully. Tick the box that best describes your work in this practice.

Individual assessment

- I can reflect upon the function of textual components.
- I can compose notes to answer questions.
- I can link graphic resources, notes and speech.
- I can ask for confirmation about what has been expressed in a presentation.

38. What is your partner's global impression of your performance?

Partner assessment

Aspects to improve

Product

39. How do we assess the following aspects of our presentation?

Making an oral presentation

- Can I use strategies to clarify what I have said?
- Can I understand and answer questions from the audience?
- Can I get back on track when presenting?
- Did our presentation have the information necessary to be understood by others?

40. What is your teammates' global impression of your performance in this practice?

Team assessment

Aspects to improve

13
We have arrived at the end of this practice.

Activity 37

- Keep in mind this is about evaluating the language product produced. The students' use of social practices (solidarity, commitment, responsibility, etcetera) that are implicit in the process that led to the result are also evaluated.

Activities 38-40

- Remind students of the benefits of receiving observations from their classmates about their performance and take advantage of this chance to help students to recognize the types of attitude and behavior that strengthened their performance.

MAKE YOUR WAY BY GOING FARTHER

Family and community environment

SOCIAL LANGUAGE PRACTICE: Agree on a trip schedule with others.

In this practice, you will learn to discuss proposals to arrange the schedule for a trip

MAKE YOUR WAY BY GOING FARTHER

Warm-up stage

Activity 1

- Ask your students to reflect on the questions in the activity. Encourage them to share their experiences with traveling. Coordinate the discussion of experiences by directing the dialogue to the principal aim of the unit: agreeing on a trip schedule with others.
- One way to expand this activity is to ask whether or not their trips involved planning, and if by planning the trip things went more smoothly or not.
- Remember that, at this stage, hesitations and pauses are normal, so plan your session accordingly, so that your students don't feel rushed or pressured to provide a flawless answer on their first attempt. Be mindful that speaking skills develop gradually and that self-confidence is the most important formative aspect for your students to increase their speaking competency. A common temptation for teachers is to correct everything, but that may be counter-productive.
- "Certainly travel is more than the seeing of sights; it is a change that goes on, deep and permanent in the ideas of living" (Miriam Beard, 1876-1958, an American historian and archivist). You could use this quotation to prompt students to start thinking about what is involved in travel. Point out that travelling is an opportunity to learn about new cultures, to get acquainted with people, to experience new things, etc. Ask your students what kind of experiences one might have while traveling.

session 1

1. Reflect on the answers to the following questions:
 - How many trips or excursions have you taken in your life? Which one was your favorite? What activities did you enjoy the most?
2. Share your answers to the previous questions and do the following activity.



What activities do you know of or have you tried?

What activities would you like to do?

Which ones would be suitable to do while on a trip?

Activity 2

- It is important not to try to be exhaustive with this activity; i.e., using a lot of time to list every single activity students can think of. Use only the amount of time necessary to complete it successfully.
- Make sure your students understand what is represented by every single image. Answer any questions they may have.
- There are two approaches to this activity: to enhance previous knowledge about words and expressions related to leisure activities or to introduce your students to new words and expressions. You may adopt either of these approaches as long as it contributes to the development of the social practice and the product.

List of leisure activities
 1 Trekking
 2 Sightseeing
 3 Playing marbles

3. Look at the chart below. Read the activities you will do in this practice in order to discuss proposals to arrange the schedule for a trip. Remember to tick each activity as soon as you finish it.

Week	Stage	Activities	Progress
Week 1	WARM-UP STAGE	<ul style="list-style-type: none"> • Activate previous knowledge. • Draw up a list with proposals for trip destinations. • Establish sources and read information about trip destinations. • Write down proposals based on read information. • Take note of information supporting workable proposals. 	○ ○ ○ ○ ○
Week 2	BUILDING STAGE	<ul style="list-style-type: none"> • Compare pros and cons using a diagram. • Add data to workable proposals. • Assess one's own and others' ideas and proposals. 	○ ○ ○
Week 3	BUILDING STAGE	<ul style="list-style-type: none"> • Analyze the grounds for a proposal. • Use connectives for linking reasons and data. • Analyze persuasion strategies and expressions. • Think about ways to negotiate proposals. 	○ ○ ○ ○
Week 4	CLOSURE STAGE-SOCIALIZATION	<ul style="list-style-type: none"> • Use strategies for changing voice and body language to influence others. • Reach agreements. • Organize the agreements obtained. • Assess process and product. 	○ ○ ○ ○

- Look for information on the places you would like to visit. Bring the information to class to work with it during the practice.

- Involve previous knowledge about other subjects in the development of this activity. For example, geography to point out where sea-related activities would be available; history to suggest places that could be visited.
- Help your students to use their answers to the questions to predict what will be done in this activity. You may want to revisit these specific questions once you have checked Activity 3.
- Give your students clues or form groups in order to make the list. Think of working on this part of the activity in bigger groups instead of working in pairs.
- Take some time to verify spelling and orthographic conventions once they have finished the list.

Activity 3

- Make sure your students identify the three stages of the plan and that they understand each activity to be done. Ask a student to read the tasks out loud so that they can

understand the activities they will complete in order to write their itinerary and the activity schedule.

- Note how important the use of the planner is for registering their advances: it gives a feeling of accomplishment if at some points in the practice they recognize what they have already done.
- Take into account that it is important to gradually promote more autonomy to your students. One way to achieve this is by progressively sharing more responsibilities with them, such as letting them create rough drafts of their language product. If, in your opinion, they are still not ready to do so, you could provide a model and then ask for something built upon that model. The point is that products should be attractive and interesting for your students. That will be an incentive to get them involved so they can learn to do, to know and to be with the language, thus becoming successful participants in this social practice of the language.
- It is important to have information about the places they want to visit. If some sources are not well-suited for this purpose, you may want to help your students discard them, once they have done Activity 7. But at this stage, the point is to have enough sources of information to work with.
- Listen to Track 50 before the next class.



Activity 4

- Having listened to the track before class, be prepared to help students with any difficulties they may have with this activity. Play the track.
- Help your students by mentioning that they will hear about the experience of four people who went to Ajijic. Ask them if they know something about that town.
- Provide some clues (words or expressions) that will help students find the answer. It is important that your students reflect on what kinds of clues are most useful in understanding an oral text by giving them a range of strategies.
- Allow your students to listen, to the whole dialogue. Then, play it again just to listen to the sections where the answers can be found about the places visited or the activities carried out.
- Explain that it's better to identify the general meaning of the dialogue, not to attempt to translate it word by word.



session 2

4. With your teacher's help, listen to Track 50 and answer the questions.
- What was the purpose of the trip? *To visit Ajijic.*
 - Which places did they visit? *Lake charrería Ajijic.*
 - What did they do during the trip? *Walked through the streets, saw a charrería, demonstration and a football match, also strolled by the lake.*
 - What did they like most about the trip? *They enjoyed the charrería the most.*

5. Listen to Track 51 to get the general idea of the dialogue.



FOR OUR TRIP SCHEDULE

6. Give your proposals for the places you would like to visit.
- Use the expressions in Activity 5 as a reference.
 - Listen attentively to every proposal and list them in your notebook. Look at the example.
 - Visit an amusement park
 - Go to Chapultepec Forest
 - Camp on a beach

Activity 5

- Help your students get ready for the following listening activity: make sure they are quiet and settled. Coordinate the group discussion on the different places and destinations for the trip mentioned on the track. Be sure one student or group doesn't take over the discussion.
- Play the track once to listen to the whole text. Then play it again and identify the expressions.
- Help them to put forward their proposals about the meaning and use of each expression.
- Help your students by modeling what kind of impact each expression has on each addressee.

Activity 6

- Provide feedback so that your students can use some (or all) of the expressions worked on in Activity 5. However, it's fine if they feel more comfortable with other expressions, as long as they are understood. However, be clear that one strategy that may help to build confidence is having a range of expressions to deal with a situation, instead of always using the same expression for everything.
- In Mexico, the range of possibilities for establishing a destination is really broad: museums, archaeological sites, amusement parks, aquariums, forests, historical landmarks, ecological reserves. Provide your students with other plausible options, taking into account their resources and where you are.



Activity 7

- Have a look at the Reader's Book with the students to see some examples of articles on traveling and tourist destinations.
- Remind your students that they can use some of the expressions in the book as models for the kinds of expressions they may want to use when discussing their own sources.
- Give feedback on whether the rationale for using a source is or isn't appropriate.
- Help your students to see why the task won't advance if they want to use a source just because they already have it.

Activity 8

- Remind your students they have already worked with this track in Activity 4, but in this case, the activity asks for a category written in their own words, based on short and paraphrased content taken from the track.
- Go through the activity with your students before listening to the track, so that your



7. Choose the proposal you are interested in.

- Discuss where you can and where you can't find information about the proposals you wrote in the previous activity. Look at the example.

Well, if we were to write an article, that would be nice, but I don't think you'd be able to find information to help you organize a trip in it.

Look at this webpage from the Ministry of Tourism. It has plenty of information about different places and it has sections tailored to the purpose of your visit, for example, whether you want an archaeological spot or to spend some leisure time.

I think a brochure for tourists might be useful.

Well, if we were to write an article, that would be nice, but I don't think you'd be able to find information to help you organize a trip in it.

What about looking for information in an encyclopedia?

Remember

There are web pages where you can find comments and read about others' experiences in tourist spots, about prices, distances, services, friendliness of the staff, etc. You could also look for blogs and vblogs with reviews about different destinations.

L blog (n) is a website where people publish their own posts. A person who publishes posts on a blog is called a blogger. **v**blog (n) is a video blog or a video recording of a person's experiences.

8. Listen to Track 50 again and complete the information about the trip described.



INFORMATION ABOUT AN EXCURSION

Place we were and places we visited	Guadalajara - Chapala	
Mode of transportation used to get there	Bus	
Time spent getting from Guadalajara to chapala	2 and a half hours	
Where we stayed	Not necessary. It is an excursion, not a trip	
Places we visited in our destination	Lake, Charrería, Ajijic	
Things we did	Walked through the streets of Ajijic, saw a demonstration of traditional dancing, Charrería and a football match, strolled by the lake	
What we ate	Tortas	

students know what it is being asked.

- A type of activity similar to this one is used in many certifications and higher-level examinations. While the purposes and time constraints of a certification are different from those of developing a social practice of language, there is common ground in both actions, i.e., the degree of detail of the answer expected at this level. This means that a short, written answer is expected.
- Remember to foster autonomy: this means that each activity will need a different level of support, according to your students' abilities. If they are already able to do what is being asked, you may want to consult other tips for higher strategies. You may also want to adapt some of these tips to work with the students that require more support.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.

Activity 9

- Monitor that the teams focus on the planning of the trip or excursion and that their interactions and discussions are respectful.
- Remember that the model is not exhaustive. You may want to provide other details that may be important (for example, ways of asking for parental permission, time required, etc.).
- Provide students with guidance on how to present their arguments, if they are unclear about how to express them. Take into account that while Spanish and English are similar at a certain level, which can help with word order, for students whose mother tongue is not Spanish this may not hold true.
- It would be helpful for your students to organize their information into three common categories: one about general information (location, local weather, etc.), another about logistical details (such as modes of transportation, admission costs, meals), and another about tourist attractions (such as landmarks, what kind of accommodation is available, what specialties of local cuisine the place is famous for, etc.). Demonstrate how to categorize this information.

- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know Internet connection may not be available at all locations.

- Share your answers to the previous activity with other teams. Answer any questions they may have.
- With your teacher's help, go over your answers.

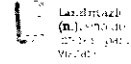
FOR OUR TRIP SCHEDULE

9. Establish the most important information needed in order to plan a trip or excursion with your teammates.

- Use the details you wrote in Activity 8 as a reference.
- Respect everyone's opinion and turn to speak. Look at the example.

General details to plan a trip or excursion

- | | |
|---|------------------------------|
| • Places we'll go and places we'll visit | Departure and arrival points |
| • Places we'll visit in our destination | Landmarks |
| • Mode of transportation we'll use to get there | Mode of transportation |
| • What we'll eat | Places to eat |
| • Where we'll stay | Accommodation |
| • Things we'll do | Activities |
| • How much we'll spend | Expenses |



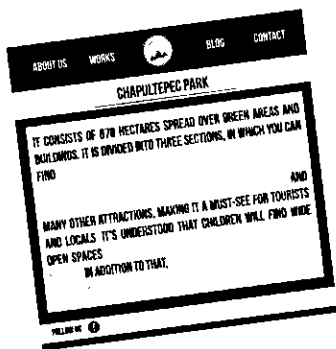
<http://goo.gl/AnKH11>
<http://goo.gl/JeC5n4>

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10. Gather the resources you defined in Activity 7 and skim through them to find information related to the details you defined in Activity 9.

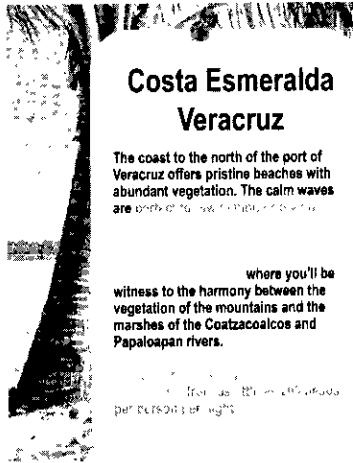
- Highlight information related to the details using different colors. Look at the example below.

Landmarks Activities Accommodation Prices Modes of transportation



ENTRANCE FEE-CHILDREN: 400 PESOS /ADULTS: 600 PESOS

THERE IS A FREE SHUTTLE FROM BOTH THE NEAREST BUS STATION AND SUBWAY STATION EVERY 15 MINUTES (AVAILABLE IF YOU BUY YOUR TICKET ON OUR WEBSITE).



Activity 10

- Tell your students that to skim a text they need to do what is called diagonal reading: this means they shouldn't read the text word for word, but look at certain indicators that may alert them to the information they are looking for.
- In this activity, linear or sequential reading is not encouraged, mainly because when looking for information, it is not necessary to read everything.
- Help your students look for the afore mentioned indicators. For example, prices involve the use of numbers and typographic signs that indicate currency (such as \$), office hours are usually expressed with abbreviations (for example, Mon. instead of Monday), activities are usually expressed by means of -ing verb forms. The kind of indicator will depend on the details established in the previous activity.

- Remind your students that highlighting is a technique only suitable if they are the owner of the material. If not, they will have to adapt their strategies such as using colored paper flags or other non-invasive techniques.
- They may want to add comments to or underline details in order to identify the ideas they would add to their notes in Activity 14 more easily. When underlining, your students may want to focus on nouns and verbs by using different styles of underlining (for example, line type, colors, etc.). For their comments, they may want to add arrows to link information as well as personal observations (such as Important! Take note! Look out!, etc.).



Activity 11

- In this activity, as in every time tracks are played, it is important to follow a similar procedure. First, make sure your students read what the task asks for at least once, so that they can make predictions about what they are about to listen to. Then, play the recording at least twice, or even three times, once for general meaning and one or two more times to fulfill the task. From time to time, you may want to vary this and challenge your students to listen just once.
- Help your students to categorize what kinds of expressions are used to support a proposal and which ones are used to reject it. Play the pertinent sections so that they can listen and transcribe the text from the recording if you believe it's necessary.



session 5

Activity 12

- Remember that students aren't choosing options yet, instead they just have to discard those options which may not be suitable. However, they would need at least a couple of options for the next part of this practice. We suggest having at least three options so that comparison becomes.
- Monitor your students to ensure they can show assertiveness when trying to persuade others, as well as showing respect, interest, attention, etc.
- Without imposing your point of view, help the group to decide the best options for the trip or excursion.
- Provide time to consider the options your students have with the ones you may eventually provide.
- If you have a high number of students, you may divide the class into two groups.

Activity 13

- Verify that your students are using a number of sources (instead of using just one) to obtain information. This is important since information may be contradictory and your students should face the task of choosing, for instance, which information is the most recently updated.
- Ask a few questions so that your students become aware of whether they have to add information to their notes. Questions that may be suitable are: Did we include basic data such as prices, opening and closing hours and location? Have we considered where will we be eating meals?
- Be sure to schedule some time for those teams that may need more to complete their notes. Other teams can help them to review the information included.

11. Listen to the dialogues on Tracks 51 and 52.

- Tracks 51 presents different ideas for the classic trip.
- With your teacher's help, discuss if the dialogue on Track 52 supports a proposal for choosing a destination for a trip or not. Look at the example and do it in your notebook.

TRACKS 51 and 52

Intervention 1
Here we give a reason for not supporting going to the beach

Intervention 2
Here we support going to Chapultepec.

Intervention 3
Here we support going to an amusement park.

Intervention 4
Here we do not support going to an amusement park.

12. Exchange points of view to accept or reject proposals.

- Use the information you highlighted in your resources. If needed, go back to Activity 10.
- Check if your proposals are sound considering time, expense and distance. Use the expressions from Activity 11 to support proposals or to reject them.
- List suitable proposals. Look at the example.

Proposals

- Amusement park
- Chapultepec Park

Being Through Language

When you negotiate, you try to reach an agreement about a common goal. In order to do so, it is essential to show respect for others' opinions, be flexible about others' stances and be a mindful listener.

FOR OUR TRIP SCHEDULE

13. Pay attention to the different details of the proposals you chose.

- Check the details you established in Activity 9.
- Use the information highlighted in your sources to do so. Look at the example.

LANDMARKS Two artificial lakes, four fountains, six monuments, eight museums, kiosk the Chapultepec Zoo, a botanical garden, etc

ACTIVITIES Run, play and have fun outdoors enjoying nature

Building stage

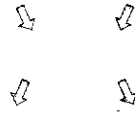
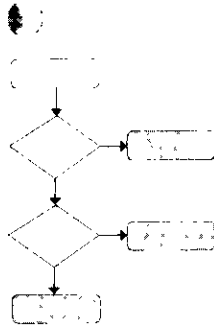
14. Look at the following graphics.



This graphic allows us to put information and labels in the middle. It could be useful.

With this graphic, you first write details that are similar and then you go on to present the differences.

This graphic is not appropriate, you can't compare details because the arrows indicate cause and effect.



- Discuss which graphics could be useful to compare and contrast information and which would not.
- With your teacher's help, gather other graphics to compare information.
- Choose a graphic that would be suitable for comparing information.

Remember
To persuade means to provoke a change in someone's attitude to get something. In order to do so, you might use specific expressions or change how you say something.

FOR OUR TRIP SCHEDULE

15. Establish the details you will compare in the proposals.

- Include the information you recorded in Activity 13 for each detail compared. Look at the example.

The heart of Mexico City



Located on the southern edge of Mexico City

Activity 14

- Using graphics can help your students to cultivate their analytical thought. Using a graphic may ease the task of making comparisons. Comparisons may be simple or complex. This depends on the aim of the comparison, the number of elements involved in the comparison, and the knowledge about proposals and information they have looked up.
- Make explicit how graphic elements and the way they are displayed influence the usability of a graphic for this purpose.
- Take into consideration the time needed for gathering other graphics besides those shown in the book.

Activity 15

- In order to adequately design a graphic, you could ask your students questions such as:
 - How are the proposals similar?
 - What are the differences between the proposals?
 - Which coincidences and similarities do you think are the most important ones?

Activity 16

- The most important activity here is to listen, since the dialogue in this track is a model of how they should develop their own, using their proposals and the information they gathered. Thus, even though the text is shown, take your time so that your students can listen to the track as many times as needed.
- Indicate where the different expressions (questions, comparative expressions, expressions to involve others) are shown within the text.
- It would not be strange to have two different destinations with the same price and distance. If your feel a discussion on choosing between them could take a long time, you can use a way to randomly choose (for example, flipping a coin, throwing dice, etc.). However, it is important to carry out at least part of the discussion, since these interactions are the focus of the learning outcomes for this practice.
- If necessary, go through the Remember section and explain how comparative and superlative adjectives are formed. It is expected that your students already know how to do so, but do not assume this will necessarily be true.

- Read your sources again to check that all the necessary information has been included.
- Listen respectfully and attentively to everyone's opinions about the data that needs to be included in the graphic

16. Analyze the data of the graphic to establish the place for your trip.

session 7

FOR OUR TRIP SCHEDULE

16. Analyze the data of the graphic to establish the place for your trip.

- Use expressions to compare features of schedules, such as place, time, number of activities, etc
- Formulate the questions necessary to facilitate the comparison.
- Remember to use expressions to involve your partners in your discussion. Listen to the example for ideas.

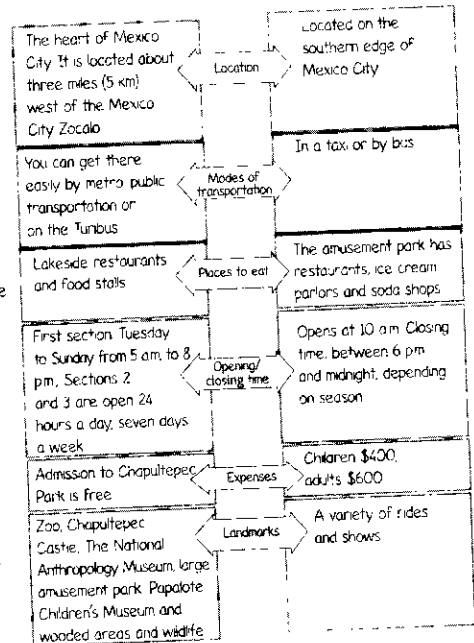
Look at the modes of transportation you can only take a taxi or a bus to the amusement park, while you can go by subway to Chapultepec. What is the best option for places to eat?

Well, the places to eat seem more attractive at the amusement park

For me, Chapultepec is better because it's free. On the other hand, the amusement park is quite expensive

But the rides are rather thrilling. I don't like museums all that much

Now, look. There are more things to do than in the amusement park. What's more, the nearest option is Chapultepec



CHECKPOINT



17. It is time to check your performance up to this point. In order to do so, ask and answer the following questions with two teammates.

What was the activity in which, according to you, I had the best performance, and why?

What was the activity in which, according to you, I could have had a better performance, and why?

Remember

When contrasting features, you may want to use comparatives (The park is better because it is free. There are more things to do than in the amusement park.) or superlative expressions to distinguish one aspect from others (The nearest option is Chapultepec).

What are the strengths you have noticed when I interact with others?

What can I do to better support the team during the upcoming tasks?

What comments do you have about my engagement and participation in the task?

Activity 17

- Foster a pleasant environment (respectful, collaborative, cooperative) to evaluate each student's performance so far within this practice.
- Help your students to detect the reasons why they were successful or not in the activities carried out. Take into consideration that recognizing one's strengths is as important as knowing one's limitations.
- Speak individually with your students, if possible in a private setting, to plan the actions that can be taken to address his or her limitations and to build upon his or her strengths.
- You should bring some schedules to the next class.

Activity 18

- Provide your students with different examples of schedules, besides the one provided in the book, so that your students have a number of models to use for their own schedule.
- Be sure your students understand the content of the schedule.
- You can use this activity to foster confidence when reading aloud. You could ask different students to read different sections of the schedule.

Activity 19

- In this activity, your students will be working with arguments for and against proposals. Arguments are expressed using a connective plus a noun and verb expression. That configuration identifies that the sentence is being used as an argument, for example: This team thinks that since (connective) traffic (noun) is (verb) quite heavy in the morning...
- Tell your students to focus on the nouns and verbs. Remind your students that word order in English is quite fixed, so nouns tend to appear before verbs.
- Remind your students to take time to read the prompts before listening to the track. Play the track.

18. Read the following trip schedule.

Time	Activity
7:30	Departure
9:00	Arrival at Chapultepec and breakfast
10:00	Chapultepec Castle
13:00	Lunch
14:00	Relaxing time in the forest
16:00	Major Lake in the first section of Chapultepec
17:00	Paddle boating on the lake
19:00	Making our way to the bus
20:30	Arrival in Texcoco

- Describe what kinds of elements are displayed in this schedule.
- Comment on how the activities are distributed throughout the day and exchange opinions about what changes you would suggest (what would you add, delete, lengthen or shorten).

19. Listen to Track 54. Pay attention to the sections shown below where reasons are expressed.

- Complete the expressions used to give reasons. Look at the example.

This team **thinks** that since traffic is quite heavy in the morning, we should leave at 9 am

That's too early, **seeing as** some of us **don't live** close to school

As some of us may unfortunately **arrive late**, let's say we get there at 7 and leave at 7:30

- Are you sure about that? **Because renting a bus** won't come **cheap**

We need to eat breakfast, **because** we **will have a day** full of **activities**

- Comment on how the expressions to give reasons are formed. Remember you will use them to defend your proposal.

20. Look at the following expressions with connectives on Track 54. With your teacher's help, briefly explain their use. Look at the example.

That sounds great
that's settled

Maybe 7 am is better
the entrance time

We should spend some time there
in the afternoon lunch

We may want to consider that
it can't wait for us all
day in Mexico City

One hour? yes
Sounds perfect

It is used to give a consequence

It is used to add information

It is used to explain that something will happen once something has already been done

It is used to express opposition.

It is used to affirm.

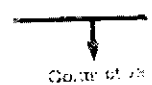
Remember
Connectives are words or expressions used to link ideas. Each connective gives a different meaning to the expressions they link, such as cause, consequence, adding information, opposition, etc.

session 9

FOR OUR TRIP SCHEDULE

21. Do the following in order to build an expression to give reasons to support your proposal:

- Choose an activity suitable for your trip schedule.
- Check the information you researched in Activity 10.
- Select data related to the activity.
- Compose an expression to support it if you have any questions, go back to Activity 19.
- Use the appropriate connectives. If you have any questions, go back to Activity 20. Look at the example and the highlighted connectives below



Immediately after having finished breakfast, we will visit the museum in Chapultepec Park, since it opens at 10 am and we'll have to spend some time in the line waiting to buy tickets

Activity 20

- You may want to ask your students their thoughts on the meaning of the expressions, so they can compare their opinions.
- Make sure your students understand the fact that connectives have different meaning according to the contexts, in this case, the meanings expressed are valid for these examples: in other contexts, they may change.
- Make explicit that using connectives has to do with building an argument supporting their schedule proposal. However, the reflection on how these connectives are used may allow for their use in other communicative situations.

Activity 21

- Help your students to choose the best connective for the information they want to link.
- Make sure your students take into account the information read in Activity 10.

- If your students have difficulty with the use of connectives, you could go back to review connectives.
- Point out that while some changes may have a slight difference (stylistic), other changes in the connectives used may impact register, or may even need syntax adjustments (for example, because vs. because of, the latter asks for a noun or nominal expressions; or but vs. nevertheless, the latter is much more formal). You may also want to point out that the purpose of connectives is to signal the type of link established between what has already been expressed and what is going to be expressed.



Activity 22

- This time the focus is on details of oral presentation other than the content. Speaking is not only what is being said, but also the features that accompany the way something is said.
- One way to make your students aware of this point is to alter your voice while saying the dialogue to demonstrate the effect of something being said in a monotone.
- If there is time available, you and your students can explore what happens when the resources mentioned in the activity (but not included in the track) are used.
- If necessary, play and pause the track to focus on the expressions and detect the resource used for negotiating and persuading.



22. Listen to Track 54 again.

- Decide which of the following resources are used by speakers to introduce and negotiate their proposals to others and circle them.

Raise voice volume
 Emphasize words
 Use a greeting expression
 Make a complaint

Syllable words
 Use an expression to agree
 Speak fast
 Ask a question with a proposal

- Write what resource is used to introduce and negotiate each point in the comments below. Look at the example.

We need to eat breakfast, because we will have a day full of activities

Raise voice volume

So, are you saying we should rent a bus?

Emphasize words

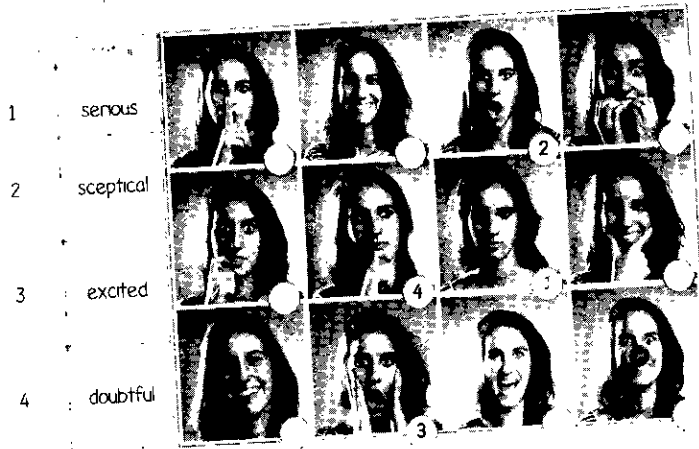
- That sounds great! So that's settled
 Use an expression to agree

And what about the return time? 3 pm?
 Ask a question with a proposal



23. Look at the body language in the following pictures.

- Read the excerpts in Activity 22 and match each of them to the picture with the adequate emotion. Look at the example



FOR OUR TRIPS SCHEDULE

24. Exchange one of the ideas you had in Activity 21 with another team.

- Create a counter-argument using the persuasion and negotiation resources you used in Activity 22.
- Use adequate body language. If needed, go back to Activity 23 to check the emotion conveyed by body language. Look at the example.

And once we have arrived, will we go immediately to the lake?



And skip breakfast? We can't agree with that idea. We need to eat breakfast, because we will have a day full of activities.

SESSION 10

Activity 23

- Your students may well be aware of body language. However, raising awareness of body language means gaining control of a detail that is usually overlooked.
- Make sure your students read the expressions in Activity 22 carefully. If necessary, play the corresponding track again, because it may help to form a mental picture of the body language used in the track as well as to anticipate the body language they will use for their own product.

Activity 24

- Make sure your students go back to other activities within this practice when needed. If necessary, you could help them by reminding them of this fact, but it is also important for them to develop the resources for solving problems by themselves.
- When conveying and interpreting an oral text, it is important to take into account prosodic aspects, that is, the

phonic resources used to alter or change the content, since these elements are essential for organizing, conveying and interpreting. Thus, it is important they develop these kinds of details in their discourse, such as volume, pace, intonation, pauses, which have an effect on the addressee.

- Once they have finished with this activity, one possibility for having a more productive feedback session is to make a tip list with advice on how to use nonverbal language adequately during an exchange. Some pieces of advice are:
 - Look the addressee in the eye and avoid distractions.
 - Show a relaxed attitude.
 - Change the tone if you notice that your addressee is not comfortable.

Activity 25

- Check that times proposed for each activity are sensible. Re-arrange the activity if needed.
- Give your students some time to prepare and rehearse their proposals orally. If your students want to use written notes at this stage, allow them to do so. However, it is important to remind them they won't have the chance to use notes.

Activity 26

- In these kinds of activities, it is common for one person to take the role of secretary while the others just dictate: you could change this kind of team organization by suggesting that each team member writes an element of the proposed trip.
- Another way to change the teams' organization is to divide the notebooks or sheets of paper your students are using into four sections/categories: one is intended for individual activities, the second one for activities in pairs, the third one for group activities and the fourth one for whole class activities. In this way, the notebooks or sheets of paper can be used by all the members of a team without having someone who plays the same role on every single occasion.

Activity 27

- Help your students to articulate the schedule of activities they agreed upon. Check that the schedule is coherent and clear.
- Make sure your students take into consideration the effort involved in this activity when offering and receiving feedback.

Activity 28

- Show your students how to provide constructive comments while giving him your feedback and invite their constructive comments on how to solve checking and spelling difficulties. In this way, your students will learn strategies related to learning to learn.

Activity 29

- Remember: the purpose of this practice is not to have a trip, rather, to discuss and agree on planning a trip. However, going on the trip is a way of finding out if the product of the discussion was well-done.
- For this to happen, you should insist that previous activities have plausible options for a student trip.

25. With your teacher's help, complete the activities for your trip and the times for each one of them.

- Use the schedule in Activity 18 as a model
- For each one of the activities, give reasons that support your activity and time choice. Use Activities 19-21 as a reference

FOR OUR TRIP SCHEDULE

26. Discuss the activity proposals on your schedule to reach agreements. In order to do so:

- Use the persuasion and negotiation strategies you worked on in Activity 22.
- Include body language, as you did in Activity 23.
- Give counterarguments to others' proposals, as you saw in Activity 24.
- Listen to Track 54 in case you are unsure of how to proceed.
- Write the compromises you agreed on in your notebook. Look at the example.

CLASS AGREEMENTS

- We will leave at 7:30 am and we expect to come back at 8:30 pm.
- We will rent a bus to get from Texcoco to Chapultepec.
- We expect to arrive in Chapultepec at 9 am.
- Then, we are going to spend one hour having breakfast.
- Immediately after having finished breakfast, we will visit the museum in Chapultepec Castle.

Closure stage-socialization

27. With your teacher's help, put the activities and time of each one in order to compose the final version of the schedule. In case you need to, go back to Activity 18 to see an example of a schedule.
28. Take time to look at the schedule again to check spelling and punctuation.
29. If possible, take the trip following the schedule you decided on.

Activity 30

Session 12

How did it go?

30. Read each line carefully. Tick the box that best describes your work in this practice.

**Individual
contribution**

- I can obtain precise information about a trip from different sources.
- I can use different ways of comparing information.
- I can make good arguments to defend a proposal.
- I can give and receive feedback about what I am trying to propose.

31. What is your partner's global impression about your performance?

**Partner
assessment**



Aspects to improve

Product

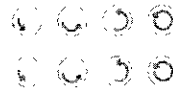
32. How do we assess the following aspects of our discussion and itinerary?

**Assessing on
the product**

- Can I use strategies to modify what I say, thus having a positive impact on others?
- Can I interpret emotions based on body language?
- Can I show assertiveness when agreeing on points in a discussion?
- Does our itinerary have the necessary information to be understood by others?

33. What is your teammates' global impression about your performance in this unit?

**Team
assessment**



Aspects to improve

Handwritten: We have arrived at the end of this practice

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- Foster an environment that promotes your students' need to be sincere about their performance. Give them time to think about what they can do and what they have yet to achieve in this social practice of the language.
- Highlight the benefits of receiving commentary and feedback from their partners about their performance. Take advantage of this opportunity to help them recognize the types of attitudes and behaviors that result in a good performance.

Activity 31

- Feedback given between peers can be fairer, more enriching and comprehensive as long as students have the real intention of mutually supporting each other. Consequently, one of your challenges as a teacher is to achieve an environment in which your students commit to becoming involved in a real collaboration.

Activity 32

- Provide time and support for students to think about the different ways to reflect and report on their learning.
- Keep in mind that the way in which the product influences your students beyond this practice is one way to measure how well it was done.
- Help your students to assess the impact of the language product on their addressees by asking questions such as: Did I use a number of resources for my argument? Was the selection of expressions used in the discussion appropriate? Was the tone adequate?, et cetera.

Activity 33

- Foster an emotionally-safe learning environment, so that your students become receptive to risk taking.
- Focus on opportunities to reflect on and discuss student's use of strategies with others.

Assessment

The main aim of assessment is to provide information about the degree of progress each student achieves at different stages of the teaching and learning processes. This enables the teacher to help students identify what they have learned after a period of time (month, term, semester, year, and cycle). It also helps them to consider how teaching situations, classroom working modes, use of materials, and the kind of help or guidance provided are aimed at the achievement of Key Learnings.

Assessment is a core element because it can influence teaching and learning processes, as well as its outcomes. In other words, what is assessed becomes the main focus of attention for the teacher, students and parents. It also affects the interaction between students, and between them and the teacher in the classroom.

The aim of formative assessment is to develop “actions with the aim of gathering information about the students’ performance so as to intervene in different moments (before, during, after) of the learning process” (Vargas, M.R y Ban, A.R 2001)¹

The purpose of assessment is to observe and monitor what students feel, know and do in the process of learning English, suggesting precise ways of improving their performance in different moments. A successful formative assessment:

- gives students insight into what is expected from them from the beginning.
- eases access to good models of tasks students are expected to carry out.
- provides many opportunities to give and receive constant feedback about their strengths and areas to review regarding their progress learning English.

The levels of mastery and proficiency in English, as well as their descriptors, were created to determine the extent and amplitude of the curricula. These constitute the grounds to explore the role of language and other means of communication in the youngsters’ cultural and social life, as they progress through the education system towards attaining knowledge about the world.

In order to monitor your students’ progress, it is important to take into account their level of mastery and proficiency in English, its descriptor, as well as the social language practice and the Key Learnings for the 1st grade of secondary school.

Cycle 4 purposes

The assessment purposes show links to the four pillars of education, as set in the report *Education. The treasure within* (Delors, 1995). Thus, it is crucial to monitor and register the students’ progress in their classwork. With the objective of helping you in this task, we crafted an instrument to register the aforementioned progress on 3 separate occasions throughout the schoolyear.

¹ Vargas, M.R. y Ban, R.A. (2011) *Paso a paso con el PNIEB en las aulas*. Ciudad de México: Latin American Educational Services, Inc.

Learning to live together

		Purpose 1: Analyzes various aspects to improve intercultural understanding.						Purpose 2: Applies various strategies to overcome personal and collective challenges while learning a foreign language.					
		School year:						School year:					
		Start of the year		During the year		At the end of the year		Start of the year		During the year		At the end of the year	
Student's name		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Learning to learn

		Purpose 3: Transfers strategies to consolidate performance in learning situations involving a foreign language.						Purpose 4: Uses a simple, but wide linguistic repertoire in a number of known and current situations.					
		School year:						School year:					
		Start of the year		During the year		At the end of the year		Start of the year		During the year		At the end of the year	
Student's name		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Learning to do, know and be

		Purpose 5: Exchanges information of current interest.						Purpose 6: Interacts using a neutral register in social exchanges in a varied range of situations.					
		School year:						School year:					
		Start of the year		During the year		At the end of the year		Start of the year		During the year		At the end of the year	
Student's name		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

On Cycle 4 level of proficiency and its descriptors

To monitor students' progress regarding level of proficiency and mastery of English, for Cycle 4, it is useful to compare each grade's descriptors and take them into account while working in class. This will allow you to detect the differences between them and recognize where your students are. In turn, it will be helpful to monitor your students and guide them to achieving the level established at the end of secondary school. It is important to mention that the descriptors are embedded in the expected learning outcomes contained in each social language practice.

We suggest you read and compare the three levels of proficiency descriptors set for this Cycle, shown in the table below. Pay attention to the sections in bold, which will allow you to distinguish between them.

Level of proficiency for Foreign language: English

Consolidate: Understands and uses English to interact with written and oral texts in diverse contexts.		
1 st grade, secondary school	2 nd grade, secondary school	3 rd grade, secondary school
Common reference: CEFR B1		
B1.1	B1.2	B1.3
<p>Identifies and understands general meaning and main ideas in different simple short written and oral texts when they are in clear and standard language and are about known issues (study, work, leisure activities). Knows how to act in very basic ways in community situations and those that may arise while traveling in an area where the language is spoken. Interprets, describes and shares information. Describes and justifies his or her experiences, events, wishes and desires in a basic and brief manner, and understands and expresses some warnings. Understands some cultural features by means of ludic and literary activities.</p>	<p>Understands and exchanges opinions on the general meaning and main ideas of different written and oral short texts when they are in clear and standard language and are about known and current issues (study, work, leisure activities). Knows how to act in basic ways in community situations and those that may arise while traveling in an area where the language is spoken. Describes and justifies his or her experiences, events, wishes and desires in a brief and basic manner, and understands and expresses directions and explains plans briefly. Contrasts cultural features by means of ludic and literary activities.</p>	<p>Understands and exchanges opinions on the general meaning, main ideas and some details of different written and oral short texts when they are in a clear and standard language and are about known and current issues (study, work, leisure activities). Knows how to interpret and act in many ways in community situations and those that may arise while traveling in an area where the language is spoken or even in some unexpected situations. Describes and justifies his or her experiences, events, wishes and desires in a basic manner, understands and expresses directions and explains plans and points of view briefly. Develops empathy towards other cultures by means of ludic and literary activities.</p>

On social practices and expected learning outcomes derived from them

In order to gather information and evidence of the students' performance and progress regarding expected learning outcomes, it is possible to use different techniques, such as: observation, interviews, and a products or activities portfolio done by the students.

The selection of a specific technique depends, among other factors, on the information required, the treatment it will be given, the people involved in this process (for example, students or teachers) and the instrument or tool in which this information will be registered.

There are different ways to gather information and evidence in the classroom, such as rubrics, assessment scales, anecdotes, questionnaires and others you may come up with. The point is that you should gather enough information and evidence of your students' progress on the expected learning outcomes.

The following examples, based on the expected learning outcomes and derived from the social language practices for first grade of secondary school, show some ways in which said progress can be registered. Remember that you may use the instruments shown below or you may prepare some of your own, depending on the kind of information you need.

Social language practice 1: Exchanges opinions about a community service.

- Checklist example. This instrument, as the name suggests, is a list of expected learning outcomes to be checked off as they are observed.

Social learning environment: Family and community

Expected learning outcomes	Always	Sometimes	Not yet
Listens to and reviews dialogues about community services.			
Listens to and reviews dialogues about community services.			
Exchanges information about community services.			

Social language practice 2: Reads classic tales.

- Anecdotal notes example. This instrument is used to register short descriptions of direct observations made by teachers within classrooms. It should help a teacher to recognize and interpret patterns to learning over time. Teachers may choose to record anecdotal notes in, for example: tables in a notebook, cards, adhesive notes, etc.

Social learning environment: Ludic and literary

Expected learning outcomes	Anecdote	Expected learning outcomes	Anecdote
Chooses and reviews classic tales.	<i>AM: Uses the index to choose a tale.</i>	Expresses key events verbally.	<i>MC: Could show more assertiveness when speaking before an audience.</i>
Understands general meaning and main ideas.	<i>AV: Reads the whole text, then re-reads each paragraph.</i>	Rewrites key events.	<i>AS: It's quite dependent on the model.</i>
Compares pronunciation and writing variants.	<i>IU: Constantly asks how some words are said in British English.</i>		

Social language practice 3: Write instructions to use a bilingual dictionary.

- Assessment scale example. This is used to register in an orderly and systematic way what a student will be assessed on, using different degrees of achievements expressed in a descriptive way. These scales may be based on numbers or as graphic scales.
 - Assessment scale, in which 1 represents the minimum and 6 the maximum level of achievement.

Social learning environment: Academic and educational

Student name	Expected learning outcomes											
	Chooses and reviews bilingual dictionaries.						Understands the use of textual components in bilingual dictionaries.					
	1	2	3	4	5	6	1	2	3	4	5	6

Social learning environment: Academic and educational

Expected learning outcomes

	Writes instructions.						Edits instructions.					
	1	2	3	4	5	6	1	2	3	4	5	6

Social language practice 4: Produce dialogues and interventions for a silent short film.

- Rubrics example. They are frameworks that feature short descriptive statements along the continuum of excellence. Teachers and/or students can determine the quality of their performance against a set of predetermined criteria.

Social learning environment: Family and community

Expected learning outcomes

I can look at short films.	I can review some parts of a short film.	I can review short films.
I can identify some main ideas.	I can distinguish general meaning and main ideas.	I can understand general meaning and main ideas.
I can compose expressions for a dialogue.	I can compose some dialogues.	I can compose dialogues and interventions.

Social language practice 5: Compose constructive forecasts about others.

- Graphic assessment scale example. In this tool, the x on the left represents the minimum and the x on the right the maximum level of achievement.

Social learning environment: Ludic and literary

Expected learning outcomes: Compose constructive forecasts about others.

	Reviews written examples of forecasts.	Identifies ways of expressing future actions when listening to them.	Asks and answers questions to understand forecasts.	Writes sentences expressing future events to compose forecasts.
Student 1	x - x - (x) - x - x - x	(x) - x - x - x - x - x	x - x - x - (x) - x - x	x - x - x - x - (x) - x
Student 2	x - (x) - x - x - x - x	x - x - x - (x) - x - x	x - x - x - x - x - (x)	x - (x) - x - x - x - x
Student 3	x - x - x - x - (x) - x	x - x - x - x - x - (x)	x - x - x - x - (x) - x	(x) - x - x - x - x - x

Social language practice 6: Write explanations to describe systems of the human body on a diagram.

- Questionnaire example. This consists of open or closed questions that can be asked orally or be written down. The example shown below is a closed-question questionnaire.

Social learning environment: Academic and educational

Expected learning outcomes:	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11
	Can she/he review information about human body systems?	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓
Can she/he understand information about human body systems?	✓	✗	✓	✓	✗	✓	✓	✓	✓	✗	✓
Can she/he ask questions about human body systems?	✓	✓	✓	✓	✓	✗	✓	✗	.	✓	✓
Can she/he answer questions about human body systems?	✓	✓	✗	✗	✓	✓	✗	✓	✓	✓	✓
Can she/he write notes to describe diagrams?	✓	✗	.	✗	✓	✗	✓	✗	✗	✓	✗
Can she/he edit diagrams while in a team, with the teacher's guidance?	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓

Social language practice 7: Exchanges compliments, likes and dislikes in an interview.

- Descriptive assessment scale example.

Social learning environment: Family and community

Student name	Expected learning outcomes					
	Listens to and reviews likes and dislikes in dialogues from interviews.			Understands general meaning and main ideas in dialogues.		
	In one instance	In some instance	In every instance	In one instance	In some instance	In every instance

Social learning environment: Family and community

Student name	Expected learning outcomes					
	Composes compliments, likes and dislikes in written dialogues.			Expresses compliments, likes and dislikes in a dialogue.		
	In one instance	In some instance	In every instance	In one instance	In some instance	In every instance

Social language practice 8: Reads comic strips and discuss cultural expressions.

- Checklist example.

Social learning environment: Ludic and literary

Student name	Expected learning outcomes								
	Chooses and reviews comic strips in English.			Interprets content of comic strips.			Exchanges opinions on cultural expressions in a discussion.		
	Always	Sometimes	Not yet	Always	Sometimes	Not yet	Always	Sometimes	Not yet

Social language practice 9: Presents information about linguistic diversity.

- Anecdotal notes example.

Social learning environment: Academic and educational

Expected learning outcomes	Notes	Expected learning outcomes	Notes
Chooses information.	AM: Too much information, needs more precise selection criteria.	Rehearses a presentation.	IU: Shows security and trust when speaking before an audience, but repertoire of words and expressions needs broadening.
Reads information.	AV: Has difficulty identifying main ideas in paragraphs.	Presents an exposition.	CH: Fosters positive and constructive relationships.

Social language practice 10: Agree on a trip schedule with others.

- Graphic assessment scale.

Social learning environment: Family and community

Expected learning outcomes: Agrees a trip schedule with others.				
	Looks up and reads information.	Compares the pros and cons of ideas and proposals.	Builds rationales to defend ideas and proposals.	Listens to and expresses pros and cons to reach agreements.
Student 1	x - (x) - x - x - x - x	(x) - x - x - x - x - x	x - x - x - (x) - x - x	x - x - x - x - (x) - x
Student 2	x - x - x - x - x - (x)	x - (x) - x - x - x - x	(x) - x - x - x - x - x	x - x - x - x - x - (x)
Student 3	x - (x) - x - x - x - x	x - (x) - x - x - x - x	x - x - (x) - x - x - x	x - x - x - (x) - x - x

Transcripts

PRACTICE 1

TRACK 2 (PRACTICE 1, ACTIVITIES 4, 18 AND 19)

Martha: Hi, Anna! What a surprise! How've you been?

Anna: Hello, Martha! I'm fine, thank you. What about you?

Martha: I'm fine, too. So what's up?

Anna: I want to join the basketball team, so I'm looking for information about it.

Martha: Really? Did you know I'm a player?

Anna: I didn't know. I would have asked you, instead of coming all the way here. So, what do I need to do to join?

Martha: It's pretty simple. You just have to bring your school ID, proof of your address and a medical certificate. Then, you have to fill out a sign-up form and can choose the schedule that's best for you. Then, the office employee scans your papers and takes a photo of you. That's it! You'll get your ID in the mail a few days later. The membership fee is 10 dollars.

Anna: Thank you! It was great to bump into you. I'll go home and come back with my documents to sign up for the team. Thanks a lot.

Martha: You're welcome. I play on Mondays and Wednesdays. It would be great if we were teammates. I look forward to it.

Anna: Great! I'll make sure to pick that schedule, it will be fun.

Martha: Alright! See you soon then.

Anna: Sure, thanks again. Bye.

TRACK 3 (PRACTICE 1, ACTIVITIES 8, 11, 13, 20 AND 28)

Clerk: Welcome to the library! May I help you?

Teenager: Good afternoon. I want to borrow some books.

Clerk: All right, you will need a library card to be able to do so.

Teenager: And how can I get one?

Clerk: You'll need two photos, an ID and proof of address.

Teenager: All right. What are the office hours to get the library card?

Clerk: Monday to Friday, from 8:30 in the morning to 2:00 in the afternoon and from 3:00 in the afternoon to 8:00 at night. Saturdays, from 10:00 in the morning to 4:00 in the afternoon.

Teenager: Will it take long?

Clerk: Only the time it takes to type your data in the computer and the printing time. At most, 10 minutes. Do you have any other questions?

Teenager: No, thanks. I'll come back with the papers later.

Clerk: All right. If you plan to come back today, it's almost 7, so you'd better hurry.

Teenager: Right. Thanks!

TRACK 4 (PRACTICE 1, ACTIVITIES 10, 18, 19, 20, 24, AND 31)

Clerk: You'll need two photos, one color and one black and white. Also, an ID. Your school ID would be fine. A proof of address, and...

Teenager: Oh..., what kind of document can be used as proof of address?

Clerk: It can be an electricity or phone bill. And you can pay a voluntary fee.

Teenager: Sorry, I didn't hear the last part.

Clerk: No problem. I was saying you could pay a voluntary fee.

Teenager: Ok, and how much do library users normally pay?

Clerk: Well, most people pay between \$2.5 and \$4 a year.

Teenager: All right. What are the office hours to get the library card?

Clerk: Monday to Friday, from 8:30 in the morning to 2:00 in the afternoon and from 3:00 in the afternoon to 8:00 at night. Saturdays, from 10:00 in the morning to 4:00 in the afternoon.

Teenager: Will it take long?

Clerk: Only the time it takes to type your data in the computer and the printing time. At most, 10 minutes. Do you have any other questions?

TRACK 5 (PRACTICE 1, ACTIVITIES 20, 24, 28, 30 AND 31)

Tracy: Office of Vital Records. How may I help you?

Jane: I would like to know how to get a birth certificate.

Tracy: Do you need a copy of your birth certificate, or do you want to register a newborn?

Jane: I need a certified copy of my birth certificate.

Tracy: OK. What you need to do is to come here personally or to go to any of our agencies.

Tracy: Could you please tell me your full name and current address?

Jane: Sure. My name is Jane Smith and my address is 865 Palm Tree Avenue.

Tracy: Then the office nearest to your home is located at 75 Autumn Street.

Jane: What documents will I need?

Tracy: You will need a copy of your valid photo ID, including signature and an application. Once you hand in this information, we will process your application and we'll send it to you by mail or courier.

Jane: And what about the fees?

Tracy: It depends on what kind of delivery you wish to receive, either normal or express delivery. Normal delivery may take 7 days and it will be sent to you by mail with a cost of 28 dollars. Whereas express delivery may take 2 to 3 days and will be delivered to you by courier with a cost of 50 dollars.

Jane: I'm sorry; will you repeat how long express delivery takes?

Tracy: Yes. It takes 2 to 3 days.

Jane: From what time to what time are you open?

Tracy: Office hours are Monday to Friday, from 9 am to 5 pm.

Jane: Thank you very much.

Tracy: May I help you in any other way?

Jane: No, there's nothing else. Thank you. Good-bye.

PRACTICE 2

TRACK 6 (PRACTICE 2, ACTIVITY 7)

"The Milkmaid and Her Pail" By Aesop

A milkmaid had been out to milk the cows and was returning from the field with the shining milk pail balanced nicely on her head. As she walked along, her pretty head was busy with plans for the days to come.

"This good, rich milk," she mused, "will give me plenty of cream to churn. The butter I make I will take to market, and with the money I get for it I will buy a lot of eggs for hatching. How nice it will be when they are all hatched and the yard is full of fine young chicks. Then when May day comes I will sell them, and with the money I'll buy a lovely new dress to wear to the fair. All the young men will look at me. They will come and try to marry me,—but I shall very quickly send them about their business!"

As she thought of how she would settle that matter, she tossed her head scornfully, and down fell the pail of milk to the ground. And all the milk spilled out, and with it vanished butter and eggs and chicks and new dress and all the milkmaid's pride.

Moral: Do not count your chickens before they are hatched.

TRACK 7 (PRACTICE 2, ACTIVITY 7)

"Puss in Boots" By Charles Perrault

There was a miller who could only leave his three sons his mill, his donkey, and his cat. The division was soon made. They hired neither a clerk nor an attorney, for they would have eaten up all the poor patrimony. The eldest took the mill, the second the donkey, and the youngest nothing but the cat. The poor young fellow was quite inconsolable for having received so little. "My brothers," said he, "may make a handsome living by joining their shares together; but, for my part, after I have eaten up my cat, and made myself a muff from his skin, I must then die of hunger."

The cat, who heard all this, but pretended otherwise, said to him with a grave and serious air, "Do not be so concerned, my good master. If you will but give me a bag, and have a pair of boots made for me, that I may scamper through the dirt and the brambles, then you shall see that you are not so poorly off with me as you imagine."

The cat's master did not take much stock in what he said. However, he had often seen him play a great many cunning tricks to catch rats and mice, such as hanging by his heels, or hiding himself in the meal, and pretending to be dead; so he did take some hope that he might give him some help in his miserable condition.

After receiving what he had asked for, the cat gallantly pulled on the boots and slung the bag around his neck. Holding its drawstrings in his forepaws, he went to a place where there was a great abundance of rabbits. He put some bran and greens into his bag, then stretched himself out as if he were dead. He thus waited for some young rabbits, not yet acquainted with the deceits of the world, to come and look in his bag.

He had scarcely lain down before he had what he wanted. A rash and foolish young rabbit jumped into his bag, and the master cat, immediately closed the strings, then took and killed him without pity. Proud of his prey, he went with it to the palace, and asked to speak with his majesty. He was shown upstairs into the king's apartment, and, making a low bow, said to him, "Sir, I have brought you a rabbit from my noble lord, the Master of Carabas." (for that was the title which the cat was pleased to give his master)

"Tell your master," said the king, "that I thank him, and that I am very pleased with his gift."

Another time he went and hid himself in a grain field. He again held his bag open, and when a brace of partridges ran into it, he drew the strings, and caught them both. He presented these to the king, as he had done before with the rabbit. The king, in like manner, received the partridges with great pleasure, and gave him a tip. The cat continued, from time to time for two or three months, to take game to his majesty from his master.

One day, when he knew for certain that the king would be taking a ride along the riverside with his daughter, the most beautiful princess in the world, he said to his master, "If you will follow my advice, your fortune is made. All you must do is to go and bathe yourself in the river at the place I show you, then leave the rest to me."

The Marquis of Carabas did what the cat advised him to, without knowing why. While he was bathing, the king passed by, and the cat began to cry out, "Help! Help! My Lord Marquis of Carabas is going to be drown."

At this commotion, the king put his head out of the coach window, and, finding it was the cat who had so often brought him such good game, he commanded his guards to run immediately to the assistance of his lordship, the Marquis of Carabas. While they were helping the poor marquis out of the river, the cat came up to the coach and told the king that, while his master was bathing, some rogues had come by and stolen his clothes, even though he had cried out, "Thieves! Thieves!" several times, as loud as he could. In truth, the cunning cat had hidden the clothes under a large stone. The king immediately commanded the officers of his wardrobe to run and fetch one of his best suits for the Lord Marquis of Carabas.

The king received him very courteously. And, because the king's fine clothes gave him a striking appearance (for he was very handsome and well proportioned), the king's daughter took a secret inclination to him. The Marquis of Carabas had only to cast two or three respectful and somewhat

tender glances at her but she fell head over heels in love with him. The king asked him to enter the coach and join them on their ride.

The cat, quite overjoyed to see how his project was succeeding, ran on ahead. Meeting some countrymen who were mowing a meadow, he said to them, "My good fellows, if you do not tell the king that the meadow you are mowing belongs to my Lord Marquis of Carabas, you shall be chopped up like mincemeat."

The king did not fail to ask the mowers whose meadow it was that they were mowing.

"It belongs to my Lord Marquis of Carabas," they answered all together, for the cat's threats had frightened them.

"You see, sir," said the marquis, "this is a meadow which never fails to yield a plentiful harvest every year."

The master cat, still running on ahead, met with some reapers, and said to them, "My good fellows, if you do not tell the king that all this grain belongs to the Marquis of Carabas, you shall be chopped up like mincemeat."

The king, who passed by a moment later, asked them whose grain it was that they were reaping.

"It belongs to my Lord Marquis of Carabas," replied the reapers, which pleased both the king and the marquis. The king congratulated him for his fine harvest. The master cat continued to run ahead and said the same words to all he met. The king was astonished at the vast estates of the Lord Marquis of Carabas.

The master cat came at last to a stately castle, the lord of which was an ogre, the richest that had ever been known. All the lands, which the king had just passed by, belonged to this castle. The cat, who had taken care to inform himself who this ogre was and what he could do, asked to speak with him, saying he could not pass so near his castle without having the honor of paying his respects to him. The ogre received him as civilly as an ogre could do, and invited him to sit down. "I have heard," said the cat, "that you are able to change yourself into any kind of creature that you have a mind to. You can, for example, transform yourself into a lion, an elephant, or the like."

"That is true," answered the ogre very briskly; "and to convince you, I shall now become a lion."

The cat was so terrified at the sight of a lion so near him that he leaped onto the roof, which caused him even more difficulty, because his boots were of no use at all to him in walking on the tiles.

However, the ogre resumed his natural form, and the cat came down, saying that he had been very frightened indeed.

"I have further been told," said the cat, "that you can also transform yourself into the smallest of animals, for example, a rat or a mouse. But I can scarcely believe that. I must admit to you that I think that that would be quite impossible."

"Impossible!" cried the ogre. "You shall see!"

He immediately changed himself into a mouse and began to run about the floor. As soon as the cat saw this, he fell upon him and ate him up.

Meanwhile the king, who saw this fine castle of the ogre's as he passed, decided to go inside. The cat, who heard the noise of his majesty's coach running over the drawbridge, ran out and said to the king, "Your majesty is welcome to this castle of my Lord Marquis of Carabas."

"What! My Lord Marquis," cried the king, "and does this castle also belong to you?"

The marquis gave his hand to the princess, and followed the king, who went first. They passed into a spacious hall, where they found a magnificent feast, which the ogre had prepared for his friends, who were coming to visit him that very day, but dared not enter, knowing the king was there.

His majesty was perfectly charmed with the good qualities of my Lord Marquis of Carabas, as was his daughter, who had fallen violently in love with him, and, seeing the vast estate he possessed, said to him, after having drunk five or six glasses, "It will be your own fault, my Lord Marquis, if you do not become my son-in-law."

The marquis, making several low bows, accepted the honor which his majesty conferred upon him, and forthwith, that very same day, married the princess.

The cat became a great lord, and never again ran after mice, except for entertainment.

TRACK 8 (PRACTICE 2, ACTIVITIES 11 AND 12)

"The Straw, the Coal and the Bean" By Jacob and Wilhelm Grimm

An old woman lived in a village. She had gathered a serving of beans and wanted to cook them, so she prepared a fire in her fireplace. To make it burn faster she lit it with a handful of straw. While she was pouring the beans into the pot, one of them fell unnoticed to the floor, coming to rest next to a piece of straw. Soon afterward a glowing coal jumped out of the fireplace and landed next to them. The straw said, "Dear friends, where do you come from?"

The coal answered, "I jumped from the fireplace, to my good fortune. If I had not forced my way out, I surely would have died. I would have burned to ash."

The bean said, "I, too, saved my skin. If the old woman had gotten me into the pot I would have been cooked to mush without mercy, just like my comrades."

"Would my fate have been any better?" said the straw. "The old woman sent all my brothers up in fire and smoke. She grabbed sixty at once and killed them. Fortunately I slipped through her fingers."

"What should we do now?" asked the coal.

"Because we have so fortunately escaped death," answered the bean, "I think that we should join together as comrades. To prevent some new misfortune from befalling us here, let us together make our way to another land."

This proposal pleased the other two, and they set forth all together.

They soon came to a small brook, and because there was neither a bridge nor a walkway there, they did not know how they would get across it.

Then the straw had a good idea, and said, "I will lay myself across it, and you can walk across me like on a bridge."

So the straw stretched himself from one bank to the other. The coal, who was a hot-headed fellow, stepped brashly onto the newly constructed bridge, but when he got to the middle and heard the water rushing beneath him, he took fright, stopped, and did not dare to go any further. Then the straw caught fire, broke into two pieces, and fell into the brook. The coal slid after him, hissed as he fell into the water, and gave up the ghost.

The bean who had cautiously stayed behind on the bank had to laugh at the event. He could not stop, and he laughed so fiercely that he burst. Now he too would have died, but fortunately a wandering tailor was there, resting near the brook. Having a compassionate heart, he got out a needle and thread and sewed the bean back together.

The bean thanked him most kindly. However, because he had used black thread, since that time all beans have had a black seam.

TRACK 9 (PRACTICE 2, ACTIVITY 14)

One day, when he knew for certain that the king would be taking a ride along the riverside with his daughter, the most beautiful princess in the world, he said to his master, "If you will follow my advice, your fortune is made. All you must do is to go and bathe yourself in the river at the place I show you, then leave the rest to me."

The Marquis of Carabas did what the cat advised him to, without knowing why. While he was bathing, the king passed by, and the cat began to cry out, "Help! Help! My Lord Marquis of Carabas is going to be drown."

At this commotion, the king put his head out of the coach window, and, finding it was the cat who had so often brought him such good game, he commanded his guards to run immediately to the assistance of his lordship, the Marquis of Carabas. While they were helping the poor marquis out of the river, the cat came up to the coach and told the king that, while his master was bathing, some rogues had come by and stolen his clothes, even though he had cried out, "Thieves! Thieves!" several times, as loud as he could. In truth, the cunning cat had hidden the clothes under a large stone.

PRACTICE 4

TRACK 10 (PRACTICE 4, ACTIVITY 4)

Voice 1: The short film is about sadness caused by being unable to do what others can.

Voice 2: No, I think the short film is about the value of putting yourself in someone else's shoes.

TRACK 11 (PRACTICE 4, ACTIVITY 5)

Voice 1: The purpose of Scarlett is to have fun, since it is an animated short film.

Voice 2: I think that if the topic has to do with empathy, then the purpose is educational.

TRACK 12 (PRACTICE 4, ACTIVITY 7)

Voice 1: When I broke my leg, I felt like Scarlett did. I was sad seeing other kids playing while I was not able to.

Voice 2: When I am sad, my mom makes the same faces as Scarlett's mom does.

TRACK 13 (PRACTICE 4, ACTIVITY 10)

Voice 1: It seems that the short film tells of Scarlett's dream of becoming a ballerina.

Voice 2: I think the first part deals with that, but it also addresses the sadness of being unable to do what others do.

TRACK 14 (PRACTICE 4, ACTIVITY 10)

Voice 1: The message is to show empathy, so the main idea is Scarlett's dream of becoming a ballerina.

Voice 2: Then again, it is the sadness of being unable to do what others can do.

TRACK 15 (PRACTICE 4, ACTIVITY 18)

Voice 1: Scarlett talks slowly and very quietly.

Voice 2: Mom uses a normal voice volume.

Voice 1: What do you mean by "normal"?

Voice 2: That her voice volume is neither low nor high.

TRACK 16 (PRACTICE 4, ACTIVITY 18)

Option 1

Lola: Look what I have here! Do you like this dress? It's a ballet costume.

Paula: I don't know. I may like it.

Option 2

Lola: Look what I have here! Do you like this dress? It's a dance costume.

Paula: I don't know. I may like it.

Option 3

Lola: Look what I have here! Do you like this dress? It's a dance costume.

Paula: I don't know. I may like it.

PRACTICE 5

TRACK 17 (PRACTICE 5, ACTIVITY 14)

These days you've been busy and a little bored. However, you'll soon have things to do, at your school, at home and with your friends. Your health will receive a blow if you stay up late too often. In your love life, you'll soon meet someone who will drive you crazy. Your lucky number is 13.

TRACK 18 (PRACTICE 5, ACTIVITY 20)

Voice 1: In the near future, you will also be able to safely surf the web via your contact lens while driving a car.

Voice 2: Commuting to work won't be such an agonizing chore because cars will drive themselves.

Voice 3: Driverless cars, using GPS to locate their position to within a few feet, will drive hundreds of miles.

PRACTICE 7

TRACK 19 (PRACTICE 7, ACTIVITIES 1, 6, 8, AND 10)

Monica: Hello?

Vicente: Hi, Monica, how are you? This is Vicente.

Monica: Oh, hi! I'm fine. How are you doing?

Vicente: OK, a bit bored. Do you want to do something? You always have good ideas.

Monica: I'm hungry, I would like to get something to eat.

Vicente: Where do you want to go?

Monica: I would like to go to an Italian restaurant.

Vicente: What kind of Italian food do you like?

Monica: I like spaghetti. Do you like spaghetti?

Vicente: Yes I do, but it isn't my favorite food.

Monica: What is your favorite food?

Vicente: My favorite food is pizza. Do you like pizza?

Monica: Yes, I do, but without pepperoni. I don't like meat. I am a vegetarian.

Vicente: Oh, ok. We can share one with mushrooms.

Monica: That is so thoughtful of you! Let's go.

TRACK 20 (PRACTICE 7, ACTIVITY 5)

Restaurant

TRACK 21 (PRACTICE 7, ACTIVITY 5)

Fair

TRACK 22 (PRACTICE 7, ACTIVITY 5)

Stadium

TRACK 23 (PRACTICE 7, ACTIVITIES 7 AND 10)

Karla: Do you like math, Ana?

Ana: No, I don't like it, do you?

Karla: Yes, I like it. Math is really fun. Why you don't like it?

Ana: It's a hard subject for me. I'm bad at math but you are very good.

Karla: Well, what is your favorite subject?

Ana: I love literature, because I love to read about exciting adventures.

Karla: I hate reading! I'd rather work with numbers than read books.

TRACK 24 (PRACTICE 7, ACTIVITIES 9 AND 10)

A: Who, look at all those ice cream choices!

B: Yes, that is a lot of choices. What is your favorite?

A: I love anything with chocolate the most.

B: I like chocolate myself.

A: Is there any kind of ice cream you don't like?

B: I really don't like any ice cream with nuts in it.
A: I've never cared for that myself.
B: Have you ever had garlic ice cream?
A: That sounds absolutely disgusting!
B: It was. Let's stick with the regular choices today, though.

TRACK 25 (PRACTICE 7, ACTIVITY 15)

Tom: Hello, Paul. How about watching the game tonight?
Paul: Oh, yes, there's a match tonight. That sounds like a good plan.
Tom: What's your favorite team?
Paul: My favourite team are Arsenal. I used to live near the football stadium in London.
Tom: Oh, I like it, too, but my favorite soccer team is Chicago Fire.
Paul: Really? Well, if we are talking about American teams, I like Minnesota United.
Tom: Well, I guess we are going to have a few problems! Both teams are playing against each other tonight!
Paul: Hahaha, we'll see who wins.

TRACK 26 (PRACTICE 7, ACTIVITY 16)

I live for literature because I love reading about exciting adventures. It is my favorite subject at school. What I like the most is reading novels, especially series like *Harry Potter* or *The Hunger Games*. However, my favorite book is *The Lion, the Witch and the Wardrobe* from *The Chronicles of Narnia*, written by C. S. Lewis.

TRACK 27 (PRACTICE 7, ACTIVITY 18)

You: Do you have any hobbies?
Me: I do. I live for literature. It is my favorite subject at school.
You: Really? Why is that?
Me: Because I love reading about exciting adventures.
You: Oh, I am sure you like fantasy books. Am I right?
Me: Yes, especially series like *Harry Potter* or *The Hunger Games*.
You: [interrupting] Oh, yes! I once saw the movie *Catching Fire*, the first story of *The Hunger Games*. I loved it!
Me: You don't say. I actually hated it. They left out some parts of the book.
You: What?! I didn't know that. So do you recommend reading the book?
Me: Totally. Then you can read the other two. And when you finish that, you can read *The Lion, the Witch and the Wardrobe*. It's my favorite book.
You: Is it from *The Chronicles of Narnia*?
Me: Yes, but who is the author? [Umm] I think it is by C. S. Lewis. There is also a movie, but the book is much better, as always.
You: Ok, so I'll check out *The Hunger Games* trilogy and *The Chronicles of Narnia*.

TRACK 28 (PRACTICE 7, ACTIVITY 28)

He: Do you like movies?
She: Yes, I do. Very much. I want to major in cinema studies in college.
He: Cinema studies?
I am sorry, I don't understand.
She: Cinema studies examines movies as both an art form and as a form of mass culture.
He: Wow! I'm sure you're an expert, then. What is your favorite type of movie?
She: I really like action movies.
He: What kind in particular?
Can you elaborate?

She: Sure. I am into all kinds of action films, but my favorites are the ones about superheroes.

He: I see. Why is that?

She: Because there are many ways to qualify as a superhero, so perhaps it's fitting to say that the superhero movie is one of the most inclusive genres of all.

He: Can you give me an example?

She: Wonder Woman has superpowers gifted to her by the Greek gods and Spiderman is special because a radioactive spider bit him. They have different backgrounds but they both rise as champions in troubled times.

Do you follow me?

He: Yes.

I know what you mean.

TRACK 29 (PRACTICE 7, ACTIVITY 29)

He: What movie do you consider to be a must-see?

She: Umm... Let me think... *V for Vendetta*.

He: That's an interesting choice, but I believe it's a comic book, isn't it?

She: Actually, it is based on a British comic book, but they made a movie adaptation in 2005.

He: Oh, I didn't know that. Do you like independent movies or do you prefer Hollywood blockbusters?

She: I prefer Hollywood blockbusters. I love superhero movies, but they need lots of money to be produced, you know?

He: Yes, you're right. What kinds of movies do you not like?

She: I don't like comedy movies, especially Adam Sandler's.

He: You don't say! I think he is very funny.

She: Well, umm, he could use less silly jokes. At the end of the day, *Click* was rated his worst movie.

He: Yes, I agree.

TRACK 30 (PRACTICE 7, ACTIVITIES 30 AND 35)

He: Do you like movies?

She: Yes, I do. Very much. I want to major in cinema studies in college.

He: Cinema studies? I am sorry, I don't understand.

She: Cinema studies examines movies as both an art form and as a form of mass culture.

He: Wow! So, you are an expert, aren't you? What is your favorite type of movie?

She: I really like action movies.

He: What type in particular? Can you elaborate?

She: Sure. I am into all kinds of action films, but my favorites are the ones about superheroes.

He: I see. Why is that?

She: Because there are many ways to qualify as a superhero, so perhaps it's fitting to say that the superhero movie is one of the most inclusive genres of all.

He: Can you give me an example?

She: Wonder Woman has superpowers gifted to her by the Greek gods and Spiderman is special because a radioactive spider bit him. They have different backgrounds but they both rise as champions in troubled times. Do you follow me?

He: Yes, I know what you mean. Is there an old movie that you are really into?

She: *Robocop*. I have seen all the movies. They are great!

He: What movie do you consider to be a must-see?

She: Umm... Let me think... *V for Vendetta*.

He: That's an interesting choice, but I believe it's a comic book, isn't it?

She: Actually, it is based on a British comic book, but they made a movie adaptation in 2005.

He: Oh, I didn't know that. Do you like independent movies or do you prefer Hollywood blockbusters?

She: I prefer Hollywood blockbusters. I love superhero movies, but they need lots of money to be produced, you know?

He: Yes, you're right. What kinds of movies do you not like?

She: I don't like comedy movies, especially Adam Sandler's.

He: What are you talking about? I think he is very funny.

She: [Embarrassed] Well, umm, he could use less silly jokes. At the end of the day, *Click* was rated his worst movie.

He: Yes, I agree. Ok, then. Tell me more about superhero movies. Do you know any fun facts?

She: I do. The spider used in the 2002 movie *Spider-Man* was a *Steatoda* spider, not a black widow, as was told in the story. The spider was given anesthesia, and was then painted blue and red.

PRACTICE 8

TRACK 31 (PRACTICE 8, ACTIVITY 7)

Voice 1: My grandmother says comic strips are a waste of time.

Voice 2: I don't think so! I find them very funny and have a good time reading them.

Voice 3: So do I. It's like reading short stories, but the images tell most of the story. Comics convey a powerful message in a few panels.

Voice 2: I agree. For example, I find *Desperate Repetition* very funny because extroverts annoy me. They are so intense!

TRACK 32 (PRACTICE 8, ACTIVITY 12)

Voice 1: I like the illustrations because they are very simple. But I don't like that it highlights the fact that everybody wants to wear jeans. The same thing happens in Mexico! By the way, do you know where New Delhi is?

Voice 2: Yes, I like the illustrations, too. I also like the fact that the character discusses real stuff. New Delhi is in India, but I don't know where exactly.

TRACK 33 (PRACTICE 8, ACTIVITY 16)

Voice 1: I don't agree because I've seen comics without text, they only have illustrations.

Voice 2: Yes. It wouldn't be a comic without illustrations, but the text helps the addressee understand the story.

Voice 3: If there is no text, how are we going to understand what the characters are thinking or saying?

Voice 1: With the gestures, the postures, and the hand movements in the illustrations.

Voice 4: Exactly, the sound effects help, as well. Like this one: Oops!

Voice 5: Then, we can say that the information is accurate because the text supports what is portrayed in the illustrations. However, there are comics without text.

TRACK 34 (PRACTICE 8, ACTIVITY 19)

Voice 1: The panel shows a man charming a snake.

Voice 2: Yes, just like in the movies!

Voice 3: He is doing it on the street and begging for money, while using a real cobra.

Voice 4: Yes, but maybe he treats it well.

TRACK 35 (PRACTICE 8, ACTIVITY 20)

Voice 1: I don't believe charming snakes on the street is OK.

Voice 2: What about at the circus?!

Voice 1: Well, I still do not agree because we are talking about wild animals. They should live in their natural habitat, not in someone's house.

Voice 2: Well, I think that as long as you treat it well, there is no problem in doing the show. A cobra can be an exotic pet.

Voice 1: That's my point exactly! It is exotic; it doesn't belong in the city.

Voice 2: But the snake is already tamed. It behaves like a friendly pet.

Voice 1: It doesn't matter. It is still dangerous because we are talking about real cobras!

TRACK 36 (PRACTICE 8, ACTIVITY 21)

Voice 1: Indian women wear too much makeup, but Mexican women don't.

Voice 2: Why do you say that? There are plenty of Mexican women who wear too much makeup. Just look at the actresses on TV.

Voice 3: Yes, but there are lots of women in Mexico who don't wear makeup or wear just a little.

Voice 2: Could you give me an example?

Voice 3: My mom, my aunts and my sister only wear makeup at parties. Besides, they don't wear lots of accessories.

Voice 2: Well, then both Indian and Mexican women wear makeup, but Mexican women wear fewer accessories.

TRACK 37 (PRACTICE 8, ACTIVITY 27)

Voice 1: I find it weird that there are snake charmers on the street.

Voice 2: Why do you say that?

Voice 1: Because it's a dangerous thing to do.

Voice 3: I agree. Charming snakes must be part of a controlled show.

Voice 4: Really? I don't think so. I find it really fun.

Voice 5: It doesn't matter if it's fun or not. I don't believe we can argue about what people find fun to watch on the street.

Voice 4: True. You are right.

Voice 1: Oh, OK.

Voice 3: Well, let's focus on some other behaviors, then.

TRACK 38 (PRACTICE 8, ACTIVITY 28)

Voice 1: I think we should add more information about our points of view regarding the panel.

Voice 2: Which one? Oh, right, the one about pollution.

Voice 3: Yes, you're right. We can include something about air pollution and its dangers to our health.

Voice 2: Sure, but we all know the same thing happens in Mexico.

Voice 3: True, but it's a behavior that affects us all: Indians and Mexicans.

Voice 2: Ok, can you think of some examples of where we have seen this?

TRACK 39 (PRACTICE 8, ACTIVITY 30)

Voice 1: Public transportation isn't too bad. I like it because they transport us daily from one place to another. I believe cars are the vehicles that pollute the most. That's what I think. What about you?

Voice 2: I'm afraid I have to disagree. Buses are quite old and emit too much carbon monoxide. It's unbearable! Most people would think this only happens in big cities but it also happens in small towns that have trucks.

Voice 3: Yes, but we all know that public transportation serves a very specific purpose: to transport people from one place to another on a daily basis without charging much. If more people used it, there wouldn't be so many cars on the street and air pollution would decrease.

Voice 2: Nobody cares about how old buses are. Besides, everybody wants to buy a car, so air pollution is still a problem because people don't do anything to decrease it.

Voice 1: What do you think? You haven't spoken and we'd love to hear your opinion.

Voice 4: Well, I hate the old, loud, pollution-spewing vehicles used in public transportation. So I guess I agree with the author of the comic "My Trip to India". I have to cover my nose because of the fumes and they irritate my eyes. Public transportation contributes to air pollution. I have read a couple of articles on this topic. They all conclude that air pollution directly affects people's well-being, as it stresses them out, they suffer from irritated eyes and it gives them headaches, among other illnesses.

Voice 3: Oh, really? Come on! Not everyone can afford to buy a car and they rely on public transportation. We need it.

TRACK 40 (PRACTICE 8, ACTIVITY 31)

Voice 1: I agree with the author about the scene in Panel 9. People should do something else, instead of staring at a screen all the time.

Voice 4: People are allowed to do whatever they want in their free time. They are eating and they can enjoy some free time. Besides, they should take advantage of the fact that there is free WiFi in the restaurant. In Mexico, not all food establishments have free WiFi.

Voice 2: But people are becoming more and more isolated. They should try to start a conversation when there are other people around, like the person sitting at the table with them or maybe the people at the next table over.

Voice 5: When have people done that? Let me show you a photo from the 1930s. Look.

Voice 1: This is a great scene with so many details, and it shows the same environment as in Panel 9.

Voice 5: Yes. The only difference is the devices. Before, people used to read the newspaper and now they have cellphones. But it is the same activity; they are alone in a space full of people. Nobody speaks to strangers in a restaurant. They didn't do it before smartphones, either. This is the proof.

Voice 3: You're right, but reading the newspaper is different from playing videogames. People should take advantage of the time they spend at lunch to learn something interesting that might be useful. Videogames are useless.

Voice 4: I believe there are lots of useful and interesting videogames.

PRACTICE 9

TRACK 41 (PRACTICE 9, ACTIVITY 7)

Voice 1: Look, when you open this book, on the second page it says it was written in 2017. So, it's a recent book.

Voice 2: Right, we should use updated sources.

Voice 1: It also has lots of pictures, which makes the information easier to understand.

Voice 2: Wait! It says "university course", so I think it will be difficult for us to read.

Voice 1: Well, let's keep on looking for other sources.

TRACK 42 (PRACTICE 9, ACTIVITY 10)

Voice 1: Well, as you can see it has an index. This makes it easier for us to look for the aspects we chose. Let's explore the first pages.

Voice 2: Look, it says here "North Africa and the Middle East". That must be the title. And there are little titles.

Voice 1: Those are the subheadings, and with the titles they help to identify the topic.

Voice 2: Oh, what is this at the bottom of the page?

Voice 1: Those are called footnotes. They include additional information related to the text.

TRACK 43 (PRACTICE 9, ACTIVITY 13)

Voice 1: Well, in order to understand what we are reading, each of us will read one paragraph and then we will retell the paragraph in our own words, ok?

Voice 1: Alright, we have finished. The first paragraph says that people may think that the number of spoken languages is not that big.

Voice 2: I read that, in 1911, in encyclopedias it said there were 1000 languages and this number has risen, because we now know of more areas.

Voice 3: Finally, it says that Ethnologue had 6909 languages in 2009.

TRACK 44 (PRACTICE 9, ACTIVITY 18)

Description 1. In this part, we give a conclusion to round off the presentation.

Description 2. We invite the people to ask questions and we answer them.

Description 3. In this part, we introduce ourselves and say the topic of the presentation.

Description 4. We present the information in the notes with the help of images (without reading the notes).

TRACK 45 (PRACTICE 9, ACTIVITY 26)

Expression 1- We are here today to share some data about linguistic diversity with you.

Expression 2- The countries in which most languages are spoken are the ones you see in the table.

Expression 3- Hi guys! Here goes our presentation!

Expression 4- Endangered languages are those that will become extinct because children don't learn them.

Expression 5- And now, the countries that have the most languages.

Expression 6- Endangered languages are languages that will be totally snuffed out.

TRACK 46 (PRACTICE 9, ACTIVITY 28)

Version 1

In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish. Look on the map to see where the countries with the most languages are.

Version 2

In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish. Look on the map to see where the countries with the most languages are.

Version 3

In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish. Look on the map to see where the countries with the most languages are.

TRACK 47 (PRACTICE 9, ACTIVITY 30)

Expression a- Eh – what was I saying?

Expression b- Hi fellas! What'chadoin'?

Expression c- Where was I?

Expression d- So, going back to where we were...

Expression e- One more time...

Expression f- Oh, I forgot what I was saying.

Expression g- Don't worry!

Expression h- Let's try again.

Expression i- Sorry about that. Let's start over.

TRACK 48 (PRACTICE 9, ACTIVITY 31)

Voice 2 [Diego]: Well, we have arrived at the end of our presentation. Any questions?

Voice 4: What do you mean when you say that “when a language is alive, the culture and traditions of that language are alive as well”?

TRACK 49 (PRACTICE 9, ACTIVITIES 32, 33, 34 AND 36)

Voice 1 [Paula]: Good afternoon, everyone! We are team number 3, composed of Paula, Diego and Elena, and we are here today to share some data about linguistic diversity with you.

Voice 2 [Diego]: In the world, at least 7000 languages are spoken today.

Voice 2 [Diego]: However, in some countries, there are more languages than in others. The countries in which most languages are spoken are the ones you see in the table.

Voice 2 [Diego]: In Papua New Guinea, more than 800 languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish. Look on the map to see where the countries with the most languages are.

Voice 3 [Elena]: We had a question: Were all languages spoken by the same number of people? Well, we researched and we found that languages were spoken by different numbers of people. But we found out about something called “endangered languages”. Eh, sorry about that. Eh – what was I saying? Oh yes, endangered languages are those that will become extinct because children don’t learn them. On this map, you can see many red dots in the Americas and South East Asia. They represent endangered languages. This means that although there are many languages in these regions, many people aren’t speaking them anymore.

Voice 1 [Paula]: Why is it important to keep every language alive? It allows us to think about our mother tongue, and where our similarities and differences with others lie. Also, when a language is alive, the culture and traditions of that language are alive as well. Language is a way of thinking, and includes people’s culture, history, myths and music.

Voice 1 [Paula]: In this way, keeping linguistic diversity is important, because it allows us to foster dialogue and respect for others. In short, when you have many languages, you have many different ways to see the world.

Voice 2 [Diego]: Well, we have arrived at the end of our presentation. Any questions?

Voice 4: What do you mean when you say that “when a language is alive, the culture and traditions of that language are alive as well”?

Voice 3 [Elena]: Well, for example, some songs only exist in the language in which they were originally created. If nobody speaks that language, there is also no one that sings that song anymore.

PRACTICE 10

TRACK 50 (PRACTICE 10, ACTIVITIES 4 AND 8)

Anthony: Have you enjoyed the jaunt, mates? Although it is quite close to Guadalajara, I had never been there.

Lola: I loved it. We should hang out together more often. We must go to Vallarta on the weekend, although leaving at seven is too early for me. I’m not a rooster.

Anthony: It was fine indeed. But I think that we left just in time, we wouldn’t have been able to do all the things we did if we had left later. And yes, we shall go to Vallarta this very weekend.

Robert: I didn’t even notice the two and a half hours we spent getting from Guadalajara to Chapala.

Lola: I loved walking in the little town with all those colourful houses. I can’t remember the name. Look, I have some pictures here.

Robert: “Ajijic”, yes, you almost get lost in there! Fortunately I found you and you didn’t miss the tortas.

Charles: But the best part was when my soccer team beat Anthony’s. It was awesome! We beat the “Soccer Queen” and his team.

Anthony: It's called "football", and yes, we may have lost but you almost fell out of the boat when we were crossing the lake. Besides, you know I had the lousiest players on my team.

Lola: You rascals! You got me all soaked down there at the lake.

Charles: I have to admit that the dancers were gorgeous. But I enjoyed the Charrería more; it reminded me the rodeos of the American West.

Robert: You fell in love, man!

Charles: Well, just a little, but I didn't have the chance to ask her out or anything.

Anthony: I think it's time. Shall we leave now?

Lola: Yes, the bus will leave in 15 minutes. Let's go.

TRACK 51 (PRACTICE 10, ACTIVITIES 5 AND 11)

Voice 1: "Let's go to Chapultepec! I'd like to go to the forest. We can have a picnic there to celebrate finishing this year."

Voice 2: "Why not a getaway to an amusement park? It's the best option to close the school year!"

Voice 3: "We should camp on a beach! It's more exciting. We can have both the picnic and the camping."

Voice 4: "We could take a trip to the Ajusco. A couple of days there would be great!!"

Voice 5: "How about spending a day in a water park? There are plenty not too far away, so we can go back and forth without a hitch."

TRACK 52 (PRACTICE 10, ACTIVITY 11)

Intervention 1

"If we want to go to the beach, take into account that we have to travel at least six hours by bus. That's too far."

Intervention 2

"A weekend implies accommodation and that is quite expensive. It's better to go to Chapultepec, don't you agree?"

Intervention 3

"A visit to an amusement park sounds more exciting. Maybe we could go there, what do you say?..."

Intervention 4

"But what about the expense of going to an amusement park? The entrance fees seem hefty. And to use the free shuttle, you have to buy the tickets in advance."

TRACK 53 (PRACTICE 10, ACTIVITY 16)

Voice 1: Look at the modes of transportation: you can only take a taxi or a bus to the amusement park, while you can go by subway to Chapultepec. What is the best option for places to eat?

Voice 2: Well, the places to eat seem more attractive at the amusement park.

Voice 3: For me, Chapultepec is better because it's free. On the other hand, the amusement park is quite expensive.

Voice 4: But the rides are rather thrilling. I don't like museums all that much.

Voice 3: Now, look. There are more things to do than in the amusement park. What's more, the nearest option is Chapultepec.

TRACK 54 (PRACTICE 10, ACTIVITIES 19, 20, 22 AND 26)

Voice 21: Well, we have to plan our trip. This team thinks that since traffic is quite heavy in the morning, we should leave at 9 am.

Voice 2: But if we leave late, we won't have enough time to enjoy the trip. Our team proposes leaving at 6 am.

Voice 3: You're kidding! That's too early, seeing as some of us don't live close to school. We may have to fight some traffic, but it would be better to gather at 7:30. Don't you agree?

Voice 1: I don't know. Maybe 7 am is better. Also, that's the entrance time.

Voice 2: Yes. But, as some of us may unfortunately arrive late, let's say we get there at 7 and leave at 7:30.

Voice 1: Ok. You have a good idea there! And what about the return time? 3 pm?

Voice 3: Not likely We should spend some time in the afternoon after lunch.

Voice 1: Yes, although we can't come back too late.

Voice 2: Ok. Let's say 7 pm so that we arrive by 8:30 pm. Agreed?

Voice 4: Alright!

Voice 1: So, we have agreed that we will leave at 7:30 am and we expect to be back at 8:30 pm.

Voice 2: And what about transportation, is the school bus available?

Voice 3: We may want to consider that. However, it can't wait for us all day in Mexico City.

Voice 1: So, are you saying we should rent a bus?

Voice 4: Basically, yes. We know it is a little more expensive, but that way we have a sure way to get to Chapultepec and come back.

Voice 2: Are you sure about that? Because renting a bus won't come cheap.

Voice 1: My father's close friend rents tour buses. I think he could lend a helping hand.

Voice 3: That sounds great! So that's settled. We will rent a bus to get from Texcoco to Chapultepec.

Voice 4: So we expect to arrive by 9 am at Chapultepec. And once we have arrived, will we go immediately to the lake?

Voice 2: And skip breakfast? We can't agree with that idea. We need to eat breakfast, because we will have a day full of activities.

Voice 3: Fine, how much time should we spend?

Voice 1: Does one hour sound good to everyone?

Voice 4: One hour? Why, yes. Sounds perfect. Then we are going to spend one hour to have breakfast.

Voice 1: Immediately after having finished breakfast, we will visit the museum in Chapultepec Park, since it opens at 10 am and we have to spend some time in the line for the tickets.

Voice 2: No. We think it would be better to have a little stroll.

Voice 3: But we will have that! The museum is on top of Chapultepec Hill. That way we can have a stroll and get to the museum. We can kill two birds with one stone.

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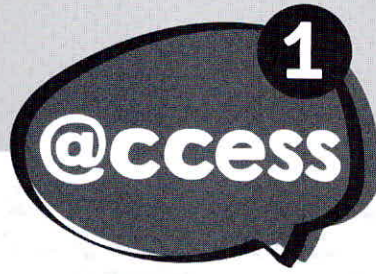
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