

ENGLISH



120692

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SECONDARY

120692

Sandra Olate Rojas y Viviana Céspedes Pardo

BACKPACKERS



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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.

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TEACHER'S GUIDE

ENGLISH



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UNIT 1

Encounter of cultures

6

Social practice of the language: Read brief literary essays to contrast cultural aspects.

Environment: Literary and recreational

Communicative activity: Understanding oneself and others.

Getting ready

7

On the road

8

Lesson 1: Revising essays

8

Lesson 2: Understanding general ideas and details

9

Lesson 3: Comparing cultural aspects

11

Check your Progress

14

Final destination. Product: Comparative table between cultures

18

Final check

19

UNIT 2

Environmental emergencies

20

Social practice of the language: Produce instructions to be prepared for a situation of risk derived from a natural phenomena.

Environment: Academic and educational.

Communicative activity: Interpretation and follow-up of instructions.

Getting ready

21

On the road

22

Lesson 1: Revising and selecting instruction manuals

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Lesson 2: Comprehending instruction manuals

25

Check your progress

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Lesson 3: Writing instructions

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Lesson 4: Editing instruction manuals

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Final destination. Product: Posters with instructions

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UNIT 3

What's up?

34

Social practice of the language: Express support and solidarity with daily problems.

Environment: Family and community.

Communicative activity: Exchanges associated with specific purposes.

Getting ready

35

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Final destination. Product: Public service announcement (PSA)

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UNIT 4

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Social practice of the language: Paraphrase information to explain how a machine works.

Environment: Academic and educational.

Communicative activity: Search and selection of information.

Getting ready

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Let's go to the theatre!

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Social practice of the language: Read plays.

Environment: Literary and recreational.

Communicative activity: Literary expression.

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Lesson 1: Revising plays

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Lesson 2: Understanding main ideas and details

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UNIT 6

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76

Social practice of the language: Compare the same news in several newspapers.

Environment: Family and community.

Communicative activity: Exchanges associated with media.

Getting ready

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84

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UNIT 7

Let's improvise monologues! 90

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Environment: Literary and recreational.

Communicative activity: Recreational expression.

Getting ready 91

On the road 92

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Customer Service 104

Social practice of the language: Express complaints about a product.

Environment: Family and Community.

Communicative activity: Exchanges associated with social environment.

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Final destination. Product: Complaints 116

Final check 117

UNIT 9

Telling Anecdotes 118

Social practice of the language: Narrate personal experiences in a conversation.

Environment: Family and community.

Communicative activity: Exchanges associated with information about oneself and others.

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Social practice of the language: Discuss points of view to participate in a round-table session.

Environment: Academic and educational.

Communicative activity: Treatment of information.

Getting ready 133

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STRUCTURE OF THE ACTIVITY BOOK



Welcome to *Backpackers, 2nd Secondary*. This book will be your guide for this school year.

UNIT 1
Encounter of cultures

LESSON 01 Meet the teacher and discover if you agree or disagree with it.

LESSON 02 Read a short story about the teacher. Use the Reading questions and progress.

LESSON 03 Read and listen to the text. Check your understanding.

LESSON 04 Write an opinion about the teacher. Use the Writing questions and progress.

LESSON 05 Read and listen to the text. Check your understanding.

LESSON 06 Write an opinion about the teacher. Use the Writing questions and progress.

LESSON 07 Read and listen to the text. Check your understanding.

LESSON 08 Write an opinion about the teacher. Use the Writing questions and progress.

LESSON 09 Read and listen to the text. Check your understanding.

LESSON 10 Write an opinion about the teacher. Use the Writing questions and progress.

LESSON 11 Read and listen to the text. Check your understanding.

LESSON 12 Write an opinion about the teacher. Use the Writing questions and progress.

Getting ready An introductory section with attractive and motivating photos that illustrate the topic of the unit. This section sets the learning goals and proposes brief activities that intend to motivate you, as well as evaluating how much you already know about the unit.

With three to four **lessons** per unit, covering different learning goals of the same social practice.

Towards the product

LESSON 13 Read and listen to the text. Check your understanding.

LESSON 14 Write an opinion about the teacher. Use the Writing questions and progress.

LESSON 15 Read and listen to the text. Check your understanding.

LESSON 16 Write an opinion about the teacher. Use the Writing questions and progress.

FINAL CHECK

CHECK YOUR PROGRESS

LESSON 17 Read and listen to the text. Check your understanding.

LESSON 18 Write an opinion about the teacher. Use the Writing questions and progress.

LESSON 19 Read and listen to the text. Check your understanding.

LESSON 20 Write an opinion about the teacher. Use the Writing questions and progress.

LESSON 21 Read and listen to the text. Check your understanding.

LESSON 22 Write an opinion about the teacher. Use the Writing questions and progress.

LESSON 23 Read and listen to the text. Check your understanding.

LESSON 24 Write an opinion about the teacher. Use the Writing questions and progress.

Reading Booklet A special activity that connects the social practice of the language with the corresponding text in the Reading Booklet.

Towards the Product Subproducts that prepare you for the final product at the end of the unit.

Two instances of **evaluation**, during and at the end of the unit **Check your progress** and **Final check**.

A **Product** at the end of each unit, to put into practice what you have learned during the unit.
Evaluating the Product A tool that helps you evaluate your own performance during the elaboration and presentation of the Product.



UNIT 10	ENCOUNTER OF CULTURES
1. Listen to Peter and Ly-Ren talking about life in China and USA	1. Listen to Peter and Ly-Ren talking about life in China and USA
2. Read and listen to the essay. What are the differences between both countries? Discuss with the class.	2. Read and listen to the essay. What are the differences between both countries? Discuss with the class.
3. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.	3. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.
4. Evaluate your progress according to your performance in Lessons 1-3.	4. Evaluate your progress according to your performance in Lessons 1-3.

Page 14 CHECK YOUR PROGRESS

1. Listen to Peter and Ly-Ren talking about life in China and USA

2. Read and listen to the essay. What are the differences between both countries? Discuss with the class.

3. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.

4. Evaluate your progress according to your performance in Lessons 1-3.

Page 15

1. Listen to Peter and Ly-Ren talking about life in China and USA

2. Read and listen to the essay. What are the differences between both countries? Discuss with the class.

3. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.

4. Evaluate your progress according to your performance in Lessons 1-3.

Unit overview that details the allotted time, learning goals, materials, methodological guidance and evaluation instruments.

Methodological suggestions for each activity in the Activity Book.

Page 17

12. Complete the table with your observations

13. Which of the cultures in exercise 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher.

Page 18

FINAL DESTINATION

Product

Comparative table between cultures

- Work in groups. Share your list of questions and answers (Subproduct 1, page 18 and your list of statements about cultural aspects (Subproduct 2, page 18) in your portfolio.
- Take time to suggest contrasts between the country you chose and your own country.

1. Read and listen to the essay. Is the custom similar in your country? Discuss with the class.

2. Regarding the topic, make a set of contrasts between the cultures mentioned in the text. Write them in a chart and discuss them with your class. Check with your teacher.

3. Evaluate your progress according to your performance in the last

Reading Booklet

Mexican and American culture

BEFORE READING

- In groups, look at the pictures on page 7 and discuss what you see.
- In groups, brainstorm some issues about the topic of the essay based on the picture on page 7 and the headline of the text.

WHILE READING

- Underline the cultural aspects which are compared in the essay.
- Choose two cultural aspects and write down some contrasts using your own words. Read your sentences to the class.

AFTER READING

- Read the sentences and number them in the correct order (1-4).

Step-by-step suggestions for the elaboration of the product.

Step-by-step suggestions for the activities in the Reading Booklet and their answers.

TRANSCRIPT

A. How long will it take to get to the airport?
 B. Oh, I don't know.
 A. How long will it take to get to the airport?
 B. It will take about 15 minutes to get to the airport.
 A. How long will it take to get to the airport?
 B. It will take about 15 minutes to get to the airport.
 A. How long will it take to get to the airport?
 B. It will take about 15 minutes to get to the airport.
 A. How long will it take to get to the airport?
 B. It will take about 15 minutes to get to the airport.

LESSON 4: Editing instruction manuals

1. Discuss these questions in your group.

2. Towards the product

3. Choose two natural disasters from the list below. Then write the steps to be prepared for each emergency in the table. Use connectors of sequence, and the expressions you know.

EVALUATION INSTRUMENTS

Questionnaire

UNIT 3

Question	Yes	No
1. I understand the main idea of the text.		
2. I can find the main idea of the text.		
3. I can find the main idea of the text.		
4. I can find the main idea of the text.		
5. I can find the main idea of the text.		
6. I can find the main idea of the text.		
7. I can find the main idea of the text.		
8. I can find the main idea of the text.		
9. I can find the main idea of the text.		
10. I can find the main idea of the text.		

The transcripts of all the audio material of the listening activities.

Evaluation instruments A set of photocopiable instruments to assess students' progress during the unit.

STUDENT'S BIBLIOGRAPHICAL REFERENCES

1. ...
 2. ...
 3. ...
 4. ...
 5. ...
 6. ...
 7. ...
 8. ...
 9. ...
 10. ...

Bibliography The list of books and websites that have been used as reference in the making of the Activity Book and the Teacher's Guide.



A message from the author

Backpackers, 2nd Secondary has been developed taking into account the patterns and activities most relevant to the effective learning processes suitable for 2^o de Secundaria students.

What was most taken into consideration was how to keep students' interest in the contents of the book, i.e. subjects and themes of special relevance and attraction to young people of this age group, using language in collaborative activities that preserve the social interaction of students, developing reflection and motivating knowledge and research.

"Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning". The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situations."

(Cornell University, USA, 2014)

Youngsters are often criticized for their apparent lack of interest in contingent issues. We firmly disagree with this idea. It is true that they show certain disenchantment with some aspects of the globalised world, but time and time again the younger generation has shown that they are interested in what goes on around them. That is why the units in the book have been developed around key issues that interest our students.

The majority of the listening and reading texts have been taken from authentic sources. Where this was not possible, they were specially written trying to make them as real as possible, suitable to their age, their different social, emotional, psychological and linguistic aspects as well as the students' cognitive level. The program contents are reflected all through the Chapters in *Backpackers, 2nd Secondary*.

Finally, the purpose of the book, apart from providing learning contents, is to offer fun and diversion from the sometimes dry and arduous knowledge acquisition process.

We hope that both students and teachers will enjoy *Backpackers, 2nd Secondary* and use it to its maximum extent.

The Author

Backpackers, 2nd Secondary has been written especially for teenagers in the second year of secondary school and has been designed according to the main guidelines and orientations incorporated into the curricular proposal for English as a foreign language in the Education Reform.

Curricular proposal

Over the past few years, national curriculum development has considered the growing challenges of our emerging global society, generating a wide range of efforts to equip students with the necessary skills, abilities and attitudes to adapt to the requirements of the 21st century.

In this new scenario, where technological advances have provided global access to information and communication, English as a foreign language is no longer approached as an abstract object of speculations or a collection of speech acts to learn. Rather, English in this new paradigm is conceived as an instrument of socialization which allows the performance of a variety of tasks in a collaborative way, in all the different contexts in which students are immersed.

In light of this recent paradigm shift, the current curricular requirements have been directed to more ambitious aims and objectives for students, such as the following:

- **Participate** as users and learners of the language, engaging in tasks or communication activities that are real or close to their reality, such as the elaboration of a product of language. The products being oral or written texts which have social and methodological purposes.
- **Develop** ideas and questionings about basic skills and the cultural and linguistic resources that are necessary for communicative exchanges. This is done by analyzing the use which students give to the language and the people they interact with in the different social learning environments where they participate.

- **Be conscious** of the skills, the knowledge, the attitudes, the learnt emotions and the strategies used to achieve this goal when making decisions and taking responsibilities and making compromises with their own learning process.
- **Develop**, expand and use the knowledge, the strategies, the attitudes, the behaviors and the necessary values to successfully interact with others.
- **Analyze** their communicative practices and those of other speakers of English in order to comprehend them, explain them, question them, adjust them and correct them according to the function of the social environment in which they take place and the purposes that they have.
- **Face** communication situations that are new and unknown that facilitate the solving of problems and questions related to the use, the form of language, the attitudes and the behaviors adapted in the social practices of the language.
- **Make** of the foreign language tasks or activities a cooperative work in which the problems of oral and written interaction are faced by negotiating, giving and receiving feedback and analyzing the knowledge, the strategies and the search of solutions.

Social practices

The curricular proposal of English as a foreign language has adopted an action approach centered on the social practices of the language. These practices are oriented to the process and the integration of learning. They offer students opportunities to participate in different communicative exchanges which demand the appropriate use of knowledge, skills, and strategies, and to reflect on different aspects of the language, language and culture.

The social practices of the language observe communicative interaction and how this establishes itself as the center of attention of teaching and learning.

Objectives

The main objective of the book is to enable students to fulfill the purposes of cycle 4. According to these purposes, students should be able to have interactions and adapt their performance through different oral and written texts in a variety of communicative situations. Thus, students are expected to:

- 1. Analyze** some aspects that allow them to improve their intercultural comprehension
- 2. Apply** some strategies to overcome personal and collective challenges in the learning of a foreign language.
- 3. Transfer** strategies in order to consolidate the performance in situations of learning of the foreign language.
- 4. Use** a simple but wide linguistic repertoire in a variety of familiar and current situations
- 5. Exchange** information of current interest
- 6. Perform** with a neutral register in social exchanges in a varied range of situations.

Level of competence

The level of competence corresponds to the B1 level according to the Common European Framework of Reference of languages. In this level, students are expected to comprehend the main points of clear texts in Standard English that treat known topics in situations of either study, work or free time. They should be able to manage in most of the situations that may arise during a trip to zones where the language is used. Students should also produce simple and coherent texts about topics that are familiar to them or those in which they have a personal interest. They can describe experiences, facts, wishes and aspirations as well as justify their opinions briefly and explain their plans.

Adapted from: Aprendizaje clave para la educación integral. Plan y programas de estudio para la educación básica. Retrieved from: http://www.aprendizajesclave.sep.gob.mx/descargables/APRENDIZAJES_CLAVE_PARA_LA_EDUCACION_INTEGRAL.pdf

Methodology

Backpackers, 2nd Secondary helps students develop language and learning skills to participate in real communication activities that are relevant to their reality and interests.

The book works around three learning environments: Family and Community, Literary and Recreational and Academic and Educational and develops the social practices of the language through activities that have been specially designed to engage students in communication and enable them to interpret and produce contextualized oral and written texts.

The following are the main approaches that have been taken into account in *Backpackers, 2nd Secondary*:

- **Learning by doing** An action approach that increases motivation as learners become personally involved in their learning process. In *Backpackers, 2nd Secondary* all four skills – reading, writing, listening, and speaking – are integrated through topic units organized around a product.
- **Collaborative work** Working in groups develops several very important skills, including collaboration, error correction, and respect for other people's opinions. As students work together in the elaboration of a product, they have the opportunity to share their strengths with others, develop social skills and use the language in an authentic way.

This approach gives the teacher the grounds for evaluating what students have learned and how they apply that knowledge to real-life situations.

In addition to completing the task at hand, you could ask students to evaluate how well they worked as a group after each group exercise using this simple instrument:

- Our Effectiveness as a Group
Evaluation scale: 1 - 2 - 3 - 4 - 5 - 6 - 7
Low High
- a.** The group defined its task. _____
- b.** All members of the group
 - i.** accepted the responsibility for the outcome. _____
 - ii.** felt free to state their real opinions.

 - iii.** were productive. _____
 - iv.** were respectful at all times. _____
 - v.** feel satisfied about the work done.

(Based on: Stopper, R. (2004). *Small Group Discussion*, pp. 299-303. Bloomington, IN: Xlibris)

- **Communicative approach** to language learning. Based on the idea that learning language successfully comes through having to communicate real meaning. When students are involved in real communication, they are able to use natural strategies for language acquisition, which in turn will allow them to learn to use the language.
- **Task-based learning** *Backpackers, 2nd Secondary* helps students develop language and learning skills to carry out sequences of tasks. Some advantages of task-based learning are:
 - increased motivation, as learners become personally involved;
 - all four skills - reading, writing, listening, and speaking - are integrated;
 - autonomous learning is promoted as learners become more responsible for their own learning;
 - there are learning outcomes, learners have an end product;
 - the tasks are authentic and therefore the language input is more authentic; interpersonal relations are developed through working in pairs or groups;
 - there is always a break from routine and the chance to do something different.
- **Learner Training** Teachers should constantly encourage students to analyze their learning process, making them think about their learning, what problems they have, and how they could improve their performance so that they can take the appropriate steps to optimize their learning.
- **Mixed ability** *Backpackers, 2nd Secondary* caters for mixed-ability classes in a variety of ways. The teacher needs to develop techniques which allow students of all levels to benefit from the lesson. Individual feedback is advisable in any class, but in a mixed-ability class, this attention to detail can increase student satisfaction. Besides, each lesson in *Backpackers, 2nd Secondary* offers at least one activity that can be done by fast learners while the rest of the class is finishing a task, and there are plenty of activities to cater for a variety of learning styles.

- **Learning styles** Research and teaching experience have shown that students are better motivated and learn more when their different intelligences and learning styles are taken into account in the teaching and learning process. As there are different personalities, there are also different learning styles in a classroom (visual learners, auditory learners, kinesthetic learners, tactile learners) *Backpackers, 2nd Secondary* has considered these important facts and it offers different kinds of activities to suit the variety of students' needs in a class.
- **Vocabulary** The active vocabulary in each unit is the vocabulary students need to carry out the tasks. There is a development of students' passive vocabulary through a rich variety of lexis in the reading and listening texts. There are specific vocabulary sections and practice activities. Students should be trained to develop effective strategies for learning vocabulary and for keeping clear vocabulary records. When especially difficult words appear in a text or in an activity, their meaning is given in a glossary. All these words are presented together in the Glossary section at the end of this book.
- **Grammar** *Backpackers, 2nd Secondary* deals with grammar with the purpose of making it more meaningful and useful for students. Structures that are essential for the understanding of oral or written texts are presented and practiced after students have read or listened to a text. In order to activate students' language awareness, the course highlights some morphosyntactic elements in context so students discover their use. All the relevant language points are presented in the Language Bank section at the end of the book.

Evaluation

Evaluation in *Backpackers, 2nd Secondary* is an ongoing, permanent and formative process. Every unit in the book gives students the opportunity to self-evaluate and reflect on their work and, at the same time, it helps teachers collect evidence of students' development in the learning process.

From this perspective, evaluation in *Backpackers, 2nd Secondary* is:

- *Formative*, because it is a continuous process of uninterrupted gathering of evidence and qualitative data on the students' performance; that is, on their strong and weak points, so that positive and effective feedback among students and the teacher is guaranteed.
- *Continuous*, because it takes into consideration work and performance done throughout the development of the stages of the social practice of the language, not only the final product.
- *Global*, because it considers the students' English language skills as a whole and does not isolate or break them down into fragments.

Backpackers, 2nd Secondary advocates the importance and applies the guidelines of Evaluation for learning theoretical principles. It has been defined as any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. Evaluation that fosters understanding (rather than simply evaluating it) has to be more than an end-of-the-term/unit test. It needs to inform students and teachers about both what students currently understand and how to proceed with subsequent teaching and learning. In this way, an assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and in modifying the teaching and learning activities in which they are engaged.

In *Backpackers, 2nd Secondary* the evaluation activities are not different from the rest of the tasks that are proposed but they include evaluation instruments and suggestions that provide opportunities for a variety of perspectives on assessment, and teacher's assessment.

This aims to help students develop the skills they will need to provide one another and themselves with useful feedback. Self-reflection and peer- assessment do not come easily to most students but both can be learned from practice along the earliest stages of education.

COMPONENTS

Activity Book

Backpackers, 2nd Secondary is a 192-page color book consisting of ten units. Each unit develops a social practice of the language, taking place in a learning environment. In *Backpackers, 2nd Secondary* the learning environments have been alternated so students can have a variety of experiences throughout the school year.

The topic and the social practice are introduced in the first stage called *Getting ready*, where students also activate their prior knowledge. In the second stage, *On the road*, the social practice is developed through activities that have been proposed in order to work with the expected learning goals and to prepare the Product. At the end of every unit, in the stage *Final destination*, there is a motivating Product that will allow every student to work in groups so they are able to put into practice the necessary skills and learning to perform the social practice of the language.

Based on the contents settled in the Curricular Proposal for English as a foreign language, the object of study is the social practice of the language. Therefore, the social practices of the language have been distributed and organized into topics related to the following learning environments: Family and Community, Recreational and Literary and Academic and Educational.

Unit contents

At the beginning of each unit, the contents are identified, the general and specific learning goals, and the expected achievements of students.

Getting ready There are attractive, motivating photos that illustrate the main topic of the unit and accompany its learning goals. This section has short activities that have a double purpose: to motivate and create interest and to evaluate how much students already know about the topic(s) to be covered.

Variety of activities

Reading Reading in *Backpackers, 2nd Secondary* is always presented as a purposeful task. When students read with a purpose, it is easier for them to use different reading strategies to comprehend different types of texts and different reasons for reading. For example, students may need to skim one type of text to identify general meaning, but scan another text to locate details.

There are special activities that serve as motivation for reading and that help them predict and anticipate information. These activities are essential to reading skills development. Making predictions is a key strategy for reading comprehension as proficient readers constantly attempt to anticipate an author's message, picking up clues and predicting what might continue.

Predictions are a type of inference: when making predictions, readers are going beyond what is explicitly stated in order to figure out *what, where, why, how, who* and *if*. Developing students' skills to make reasonable predictions helps them foster their inferential thinking. In order to work with predictions in an effective way, teachers need to make sure that they tell students that their various predictions, though thoughtful and well-founded, may still turn out to be incorrect.

Backpackers, 2nd Secondary presents reading tasks to help students focus their attention, look for specific information, locate clues, and separate essential from non-essential information. It also teaches them that it is not necessary to know and understand every single word in the text to accomplish the tasks and get the required results.

During the after reading stage, there are special tasks that help students make text-to-text and text-to-self connections, give practice on specific language points in the context of the social practice of the language, and provide opportunities for oral and written production.

Listening As it is the case of reading comprehension skills, development of listening skills on *Backpackers, 2nd Secondary* is based on a strategies approach. This methodology comprehends three stages in the listening process with before, while and after listening tasks, to provide a setting, motivation and linguistic preparation, as well as activate prior knowledge, focus students' attention on specific tasks and therefore reduce anxiety produced by unknown messages.

Writing and speaking These two skills are treated in a guided manner and are always based on the content of a text. There is a wide variety of activities and strategies that *Backpackers, 2nd Secondary* displays in order to develop listening and speaking skills.

In each unit, students develop written texts imitating what they have read and following specific instructions. Similarly, students engage in speaking activities imitating models from the listening texts and following instructions.

Products Each unit in *Backpackers, 2nd Secondary*, presents the challenge of a Product to be carried out, integrating and putting to work the different lessons of the unit. The Product is presented as an instance of integration of all the teaching points and contents of the unit, similarly to what happens in real-life situations. Students will need to develop collaborative work skills, working in groups to produce a final product. While carrying out this project, the process is as important as the result and therefore students work with subproducts throughout the unit. These subproducts provide evidence of students' progress and are stored in a portfolio.

Unit features

Making connections The aim of this section is to present activities that enhance reading comprehension by helping students make text-to-self and text-to-text connections.

Learning to learn This resource fosters metacognition, enabling students to reflect on their own learning.

Towards the product In these sections, the final Product is divided into steps or subproducts, which are activities that provide evidence of students' learning. The subproducts are recorded in the students' portfolio and are used in the development of the final Product at the end of the unit.

There are four formal instances of self-evaluation in *Backpackers, 2nd Secondary*:

- **Self-assessment.** A simple set of statements to help students reflect on their own performance in specific aspects of the lesson.
- **Assessment.** A list of statements that help students reflect on their own performance of the social practice of the language.

- **Towards the product.** Students work in the elaboration of subproducts that provide evidence of their progress. These subproducts are stored in a portfolio and are used as important components of the final product.
- **Reflect on your product.** A tool that allows students to evaluate their own performance during the elaboration and presentation of the product, as well as their interaction with their classmates. The tool also helps students reflect in order to have a better performance in the future when it comes to elaborating a new product.

Also, each unit in Backpackers, 2nd Secondary includes two instances of formative evaluation:

- **Check your progress.** Evaluation of the social practice of the language during the learning process.
- **Final check.** Evaluation of the social practice of the language at the end of the unit.

Teacher's Guide

This component includes:

- an introduction with a description of the course and the course components, the methodology used, and suggestions for classroom management;
- detailed teaching notes for every class;
- background notes that contain information to complement the lessons and extension activities.
- answers for all the tasks in the Activity Book and the Reading Booklet, and for all the tests;
- a tracklist and the transcripts of all the recordings included in the audio CD;
- evaluation instruments to assess students' performance in each unit.

The book includes a great number of varied activities. The teacher should choose the ones which are more appropriate for his/her group, depending on their general level. The important thing for the teacher to bear in mind is the social practice of each unit, and how the different students are advancing towards it.

The following features provide information and extra practice:

Teaching tip A brief piece of advice to help students perform better or make better use of the material provided.

Extension activity Extension activities to maximize instruction.

Background information The aim of this section is to provide interesting bits of information on the main topic of the lesson in order to motivate students to find more similar details on their own.

Evaluation instruments This section contains the assessment instruments proposed by the national program. They are samples presented per unit that can be photocopied.

Classroom language The Teacher's Guide offers a selection of useful language that the teacher can use with the students in different situations, with different purposes. They provide examples for students to imitate, or they are expressions the teacher can use and which students need to identify and recognize.

Glossary The meaning of difficult words from the texts appear in a glossary in the final pages of the Teacher's Guide. The meaning provided has to do specifically with the context in which the word appears.

Evaluation Appendix A set of additional, complementary evaluation instruments to assess language skills.

Bibliography and websites The reference books and online references of both the Teacher's Guide and the Activity Book are included in this section. The section offers a list of books that can be used as reference and others that support the present textbooks. They also provide a list of websites that can be used for extra practice.

Reading Booklet

The Reading Booklet contains a variety of texts that serve as extensive reading material. It aims to give students more opportunities to work with the social practices of the language that have been studied in each unit, and, at the same time, to develop their reading comprehension skills.

One important objective of this component is to provide extra reading practice and develop students' interest in different types of texts. It includes both informative and literary texts that have been selected according to the learning goals and the social practice of the language proposed for each unit. All the texts have been carefully selected to engage students and activate their motivation and interest.

The activities in the Reading Booklet will also help students get familiar with language structures, acquire new vocabulary and consolidate their learning. These activities are divided into three sections: *Before reading*, to set the topic and introduce some vocabulary, *While reading*, to guide them and help them comprehend what they read, and *After reading*, to enable students to connect the content of each text with their own reality or with other areas of the curriculum.

At the end of the Reading Booklet, there is a Glossary section.

CD

The CD includes all the material for the listening comprehension activities. It also contains five flashcards for each unit, with photos and illustrations related to the social practices of the language.

TEACHING GUIDELINES

Teaching strategies for skills development

Reading comprehension strategies

Comprehension strategies are conscious plans or procedures that are under the control of a reader, who makes decisions about which strategies to use and when to use them to get meaning from text.

Strategies can help students become better readers if they

- use different strategies before, during, and after reading,
- use strategies whenever they read
- think about how strategies can help them

- Preview the text by looking at the title, headings, and images.
- Recall prior knowledge; think about what they already know about the topic of the text.
- Set goals for their reading. Note the structure, or organization of the text, and create a mental overview or outline of the text to help decide whether it is relevant to their goals.
- Predict what the text will be about by using prior knowledge.

- Evaluate predictions and revise them as needed.
- Connect the meaning of one sentence to the meaning of another; use background knowledge to try to clarify the meanings of words and phrases.
- Interact with the text; ask questions about its content and reflecting on its ideas.
- Focus the attention on the reading goals.
- Reread a passage before going on.
- Summarize the content of a passage as they read it.
- Make inferences as they read.
- Create mental images, or visualize a setting, event, or character to help understand a passage in a text.
- Monitor comprehension as they read.
- Rephrase a passage in their own words.
- Look up the meanings of difficult words.

- Think about, or reflect on what they read.
- Mentally summarize major points or events in the text.
- Go to other sources to find additional information about the topic of the reading.
- Talk with a classmate about which strategies they used and why they used them.

The following chart shows examples of questions teachers can use to help students develop reading comprehension strategies while they read.

Does this remind you of something?
Has this ever happened to you?
Do you know someone like him / her?
Are you like this character?
What do you already know that will help understand what you're reading?
Does this information confirm or conflict with what you've read in other sources?
What do you think will happen next?
Based on the material you've looked over before reading, what can you predict?
What does this title / heading / picture make you think?
Although the author hasn't mentioned it, what do you think about _____?
What is the author saying?
Why is that happening?
Why did this character _____?
Is this important?
How does this information connect with what you have already read?
Is this making sense?
What's going on here?
What have you learned?
Do you need to reread?
What does this word mean?
What text clues help you fill in missing information?
This story is mainly about _____.
How is the story organized?
The author's most important ideas were _____.
How does the text organization help you?
What are the key words?
What are the pictures/scenes in your mind?
What do you hear / taste / smell or feel?
What do the characters, the setting, and the events of the story look like in your mind?
Can you picture this new information?

Adapted from: Capistrano Unified School District. (2003). Student Reading Comprehension Strategies. Retrieved from: <http://www.readinglady.com/mosaic/tools/Student%20Reading%20Comprehension%20Strategies%20Explanation%20from%20Leslie.pdf>

Listening and Speaking Strategies

Listening strategies are techniques or activities that contribute directly to comprehension.

In the **Pre-listening** stage, students need to understand how to recognize the purpose of the listening message, and make connections about the topic or tone to tune in as preparation for processing the information. Teachers can use directions, vocabulary competition, film watching, or description of drawing sketches to tune their brain in the second langue listening.

In the **While listening** part, the teaching task will mainly focus on note taking skills. EFL learners need to be taught and encouraged to actively think about what they're listening to. In order to teach EFL learners to think when listening, focusing on note-taking skills is a good way of helping learners to concentrate and to look for clues in what they're listening to.

After listening, students need to act upon what they have heard to expand their thinking.

Here are examples of strategies to help develop students' listening comprehension.

Pre-listening
<ul style="list-style-type: none">• Think about what they already know about the topic of the recording.• Anticipate what will come.• Evaluate which listening strategies will serve best in the particular situation.• Predict what the speaker(s) might say.
While listening
<ul style="list-style-type: none">• Figure out the purpose for listening.• Listen carefully to the speaker.• Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest.• Listen for more information that the speaker mentions about an idea.
After listening
<ul style="list-style-type: none">• Think about what they have listened to.• Monitor their comprehension and the effectiveness of the selected strategies.• Evaluate if they they achieved the listening comprehension goals.• Evaluate if the combination of listening strategies selected was effective.

On the other hand, the teaching of speaking involves more than just providing them with speaking fluency practice. Teachers need to focus on skills and strategies that will help students negotiate meaning and communicate effectively with other people.

These strategies help all students improve their language development in a supportive, encouraging way.

- Model language by saying aloud and writing the ideas and concepts you're teaching.
- Have students retell stories aloud.
- Teach choral speaking and reading
- Sing or read songs. Children can bring in a favorite song to perform alone or as a group, but make sure you have heard the song first and can approve it.
- Have students read and perform Readers Theater scripts.
- Correct content, not grammar. To model proper grammar and syntax, restate or rephrase students' questions or statements.
- When asking questions, give choices for the answer.
- Encourage students to describe, summarize, define, contrast, and compare by modeling. Be sure to show and not just describe when teaching a new concept, idea, or vocabulary.

Writing strategies

For a second language learner, writing is an extension of listening and speaking. Therefore, students must be provided with to build, extend, and refine oral language in order to improve written output.

A great deal of research on writing highlights the fact that this skill is rarely done in isolation, but is virtually always done in response to source texts (Cumming, Kantor, Powers, Santos, & Taylor, 2000; Hale et al., 1996; Hamp-Lyons & Kroll, 1996; Horowitz, 1991; Leki & Carson, 1997; Weigle, 2002).

That is, students are rarely asked to write essays based solely on their background knowledge; before they write on a given topic they are expected to read, discuss, and think critically about that topic and the type of text they are expected to produce.

Currently there is general agreement that reading and writing are both fundamental cognitive processes that depend upon cognitive activities, such as selecting important information, organizing and retrieving information, summarizing or consolidating information, and so forth. Thus, instruction in reading and writing becomes an important aspect of enhancing students' skills.

Recently, writing instruction has moved from a product orientation to a process orientation that stresses response during writers' planning, drafting, revising, editing and publishing.

Fundamental to this process is writing for real purposes and audiences, students' sharing of ideas and written work, students' ownership of their topics, frequent writing opportunities, and opportunities for extended writing.

It is also important for students to view their own writing published, informally or formally. This provides them with a purpose for planning their texts, as well as purposes for drafting and revising (since their work will be "public", they experience the need to shape the work to best represent their own goals).

The writing process involves a series of steps to follow in producing a finished piece of writing. Every writer follows his or her own writing process. Here are the five steps in the Writing Process and some useful tips and instructions to use with your students.

<p>Prewriting is forming ideas and planning how to present information. This is the planning phase of the writing process, when writers brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts.</p>	<ul style="list-style-type: none"> • Use brainstorming or create a graphic organizer. • Observe, imagine, interview. • Gather the information.
<p>Drafting is creating the first version of a paragraph. This step turns prewriting ideas into sentences. Writers create their initial composition by writing down all the ideas in an organized way.</p>	<ul style="list-style-type: none"> • Use three or more important ideas from the prewriting and add specific, interesting details. • Develop complete sentences. • Add supporting details. • Don't worry about making mistakes - just get your ideas down on paper.
<p>Revising is changing, taking out, or adding words to make meaning more clear. The goal of this phase of the writing process is to improve the draft.</p>	<ul style="list-style-type: none"> • Read carefully to make sure the wording is clear and complete. • Ask yourself: <i>Is my message clear?</i> <i>Did I include enough information?</i> <i>Did I accomplish my purpose?</i>
<p>Editing is correcting spelling, punctuation, and grammar errors. At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity.</p>	<ul style="list-style-type: none"> • Read it aloud to yourself. • Ask a friend/ peer to listen to your work. • Use a checklist to check capitalization, punctuation and spelling. • Have another writer's feedback.
<p>Publishing is making a final copy. In this last step of the writing process, the final writing is shared with the audience.</p>	<ul style="list-style-type: none"> • Submit to the teacher/ peers /editors / etc. • Send it to interested / individual groups.

Adapted from: The 5-Step Writing Process: From Brainstorming to Publishing. (n.d.)
Retrieved from: <http://www.iferichpublishing.com/AuthorResources/General/5-Step-Writing-Process.aspx>

Integrating the four skills in the English classroom

Skills integration generally refers to linking the traditional four skills of language learning: reading, writing, listening, and speaking in the context of a lesson. An integrating approach for the development of communicative skills in the classroom is highly recommended for acquisition because, as skills are integrated in the classroom, the relevant knowledge of the foreign language is taught in a coherent, meaningful way.

In everyday life, there are many situations in which we use more than one language skill. For this reason, integration is concerned with realistic communication. When teachers integrate skills in a lesson, they are able to teach the foreign language at a *discourse level*. At this level, language is presented to students through texts which are whole units of communication (either spoken or written) rather than separated segments or parts they must analyze in isolation.

Skills integration allows students to process language by: contextualizing, interpreting, exploring, analyzing, experiencing, challenging, confronting, assimilating, practicing and sharing the new information. In addition, an integrating approach has a positive impact on the classroom atmosphere, creating a relaxed environment and fostering motivation and active engagement.

Forms of integration

There are two general forms to integrate skills in the classroom:

- **Simple integration.** It is the easiest form of integration. In this type of lesson, a receptive language skill serves as a model for a productive language skill.

For example: A reading activity which provides a model for a writing task, a listening comprehension activity which guides students to oral production.

- **Complex integration.** In this form of integration, skills are integrated around a theme. The specific distribution of skills integration in the lesson will depend on the target topic.

For example: A pre-reading discussion of the topic to activate schemata, followed by listening to a series of informative statements about the topic or passage to be read. While reading, teacher focuses the lesson on a certain reading strategy (for instance, scanning). After reading, students react by writing a paraphrase of a section of the reading passage and making a comment.

Adapted from: Brown, H. D. (2001) *Teaching by Principles An Interactive Approach to Language Pedagogy*. 2nd Ed. New York: Pearson Education.

Using literature in the language classroom

When students are faced with reading literature, an extensive list of reading sub-skills is applied:

- deducing meaning and use of unfamiliar words;
- understanding explicitly stated information;
- understanding information which is not explicitly stated;
- understanding conceptual meaning;
- understanding relations between the parts of a text through lexical cohesion devices;
- understanding cohesion between the parts of a text through grammatical cohesion devices;
- interpreting text by going outside of it.

The methodological implications of the use of literature in the language classroom are:

- EFL classroom strategies such as cloze, rewriting, prediction activities, role playing are adapted and adopted to teach literary texts in the language lesson;
- text manipulation (e.g., rearrangement and dramatization);
- two-way channel of teacher-student communication and pair/ group work, in order to achieve more self-sufficiency.
- literature favors students' development of creative and interpretative skills.

The following is a three-stage framework proposed as a working model for the presentation of literary texts in the language classroom:

- Framing (thematic preparation): turning students' attention to the content or theme of the text. Also, it will focus on distinguishing prose from poetry.
- Focusing (engaging): the designed activities which lead them to understand the text and to interpret it for the purposes in hand.
- Diverging (moving on): leading students into parallel activities of various kinds, e.g., role play, transfer to other text-types, creative writing, etc.

Adapted from: Mirzaei A., & Domakani, M. R. (2008). *The Theory and Practice of Bringing Literature into the EFL Classroom*.

Orientations to develop critical thinking

Recent research has shown that, in general, students who develop critical thinking skills are more able to achieve better marks, become less dependent, create knowledge, evaluate, and change the structures in society. Teachers' questions constitute a central aspect to develop students' critical thinking.

These are examples of questions and tasks that consider the different levels of thinking proposed in the New Bloom's Taxonomy (Anderson et al., 2001).

Remember, repeat, identify match, reproduce	What / How / Where is ? When / How did happen? How would you explain / describe ? How would you show ? Who / what were the main ? What are the ? What is the definition of ?	Answer questions Discriminate between true and false information Name Recite a poem
Describe, explain, paraphrase, give examples, infer, interpret, predict, summarize	How would you classify ? How would you compare / contrast ? How would you rephrase the meaning of ? What is the main idea of ? What can you say about ? How would you summarize ?	Classify the Elaborate a list of the main ideas Compare two characters of the story.
Demonstrate, dramatize, illustrate, show, use	How would you use ? What examples can you give How would you solve the ? What have you learned about ? What would result if ?	Read a paragraph. Check and correct a text written by a classmate.
Compare, contrast, critique, discriminate, show in a diagram, select	What are the parts / characteristics of ? Why do you think ? What is the theme ? What conclusions can you draw ? How would you classify ? What evidence can you find ? What is the relationship between ?	Read and identify authors' points of view about global problems. Determine the character's motivation in a story.
Discuss, justify, evaluate, monitor, check, confirm	What is your opinion of ? What would you recommend ? How would you rate / evaluate ? How would you support the view ?	Evaluate the arguments in favor / against Justify the idea that
Design, create, elaborate, generate, plan	How would you improve ? What would happen if ? What alternative can you propose ? How could you change the plot / plan ? What can you predict ?	Write an article about Write a song Dramatize

Common European Framework of Reference for Languages

The restructured version of the Common European Framework of reference for language learning, teaching and assessment represents the latest stage in a process which has been actively pursued since 1971 and owes much to the collaboration of many members of the teaching profession across Europe and beyond.

The Common European Framework of Reference for Languages (abbreviated as CEFR or CEF) is a standard, international scale of levels for language learning.

One of the aims of the Framework is to help describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose, the Common Reference Levels have been developed. Ideally a scale of reference levels in a common framework should meet the following criteria. The table below shows the three bands and six levels of the CEF, together with the approximate hours required to achieve each level and what a person is able to do with the language at each level.

C Proficient user	C2	Mastery or Proficiency	1000+	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
	C1	Effective Operational Proficiency or Advanced	800	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognize implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

B Independent user	B2	Vantage or Upper Intermediate	600	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Threshold or intermediate	400	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A Basic user	*A2	Waystage or Elementary	200	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	*A1	Breakthrough or Beginner		<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Adapted from: Verheist, N., Van Avermaet, P., Takala, S., Figueras, N., & North, B. (2009). *Common European Framework of Reference for Languages: learning teaching, assessment*. Cambridge University Press.

Some basic teaching reminders

- Start every lesson in a way that focuses everyone's attention. This creates expectation and prepares students for what is to come. For example, with books closed, write the topic of the lesson on the board and ask some questions about it, show a poster / picture related to the lesson, ask who can remember what they did the previous class, etc.
- Students should not open their books until everyone is paying attention.
- End an activity before students get bored with it. Equally, do not hurry students or end the activity too soon if they are obviously enjoying it.
- Ask students to express their opinions.
- Do not assume that if one student says they understand, everyone else does.
- Ask (elicit) rather than tell. Students get bored of listening to the teacher explaining; someone in the class will probably know the answer.
- Do not ask students to explain difficult things, such as definitions of words, in English.
- Do not interrupt students during pair / group speaking activities to correct their English. It is better to note the main, common mistakes, write them on the board, and correct them as a class at the end.
- Do not insist on 100% accuracy all the time. Mistakes are a normal part of the learning process, and a valuable source of information for the teacher.
- Give praise and encouragement, especially to weaker students. Write positive comments on their work. Let them know what they are doing well, as well as what they need to improve.
- Remember that you are the main motivator in the classroom!

CLASSROOM LANGUAGE

Greetings

- Good morning. / Good afternoon. / Hello. / Hi.
- Goodbye. / See you tomorrow. / See you later.
- Have a nice weekend. / Enjoy your holiday.

Moods and feelings

A: How are you today?

B: I'm fine. / I'm great. / OK. / Very well, thank you. / I'm not very well. / I have a problem. / I'm feeling down. / I'm sad.

Asking for clarification

- Can you repeat that, please?
- Can you say that again, please?
- Sorry. I'm afraid I didn't understand.
- Can you help me with this exercise, please?

Encouragement

- Well done! / Good! / Excellent! / Good work! / Congratulations!
- Do it more carefully. / Say it again. / Try to correct that, please.
- Not too bad. / You'll do better next time. / Keep trying!

The date

A: What day is it today?

B: It's Monday. / It's Tuesday. / It's Wednesday. / It's Thursday. / It's Friday. / It's Saturday. / It's Sunday.

A: What's the date today?

B: It's (Monday) March 9th. / It's (Monday) 9th March.

The weather

A: What's the weather like today?

B: It's sunny. / It's cloudy. / It's hot. / It's cold. / It's nice and warm. / It's nice and cool. / It's raining. / It's snowing.

The time

A: What's the time? / What time is it?

B: It's one o'clock. / It's two o'clock. / It's three o'clock. / It's ten o'clock. / It's twelve o'clock.

A: What's the time? / What time is it?

B: It's quarter past nine. / It's half past ten. / It's five past eleven. / It's ten past twelve. / It's twenty past one. / It's twenty five past two.

A: What's the time? / What time is it?

B: It's quarter to eight. / It's twenty five to nine. / It's twenty to ten. / It's ten to three. / It's five to four.

Turn-taking and permission

- Can I talk to you after the class?
- Excuse me; can I say something?
- Excuse me; can I leave the room for a minute?
- May I go to the bathroom?
- It's your turn.
- Sorry, it's my turn.

Some commands and instructions

- Answer the questions.
- Be quiet.
- Check your answers.
- Check your predictions.
- Close the door.
- Come to the board.
- Compare your answers.
- Complete the paragraph.
- Copy the instructions.
- Discuss the ideas in your group.
- Do exercise 1.
- Do not write in your book.
- Fill in the blanks.
- Find examples in the text.
- Find the cognates in the text.
- Listen to the recording.
- Look at the pictures.
- Look up these words in the dictionary.
- Make a list.
- Make some notes.
- Match the pictures.
- Name three activities.
- Open your books.
- Pay attention, please.
- Put the pictures in order.
- Read the instructions.
- Select the correct answer.
- Silence, please.
- Sit down.
- Stand up.
- Talk to your partner.
- That's all for today, thank you.
- Work in groups of four.
- Work with your partner.
- Write the sentences.

THE SOUNDS OF ENGLISH

The consonants in the table are the consonant phonemes of British and American English.

/p/	put, supper, lip	/ʃ/	show, washing, cash
/b/	bit, ruby, pub	/ʒ/	leisure, vision
/t/	two, letter, cat	/h/	home, ahead
/d/	deep, ladder, read	/tʃ/	chair, nature, watch
/k/	can, lucky, sick	/dʒ/	jump, pigeon, bridge
/g/	gate, tiger, dog	/m/	man, drummer, comb
/f/	fine, coffee, leaf	/n/	no, runner, pin
/v/	van, over, move	/ŋ/	young, singer
/θ/	think, both	/l/	let, silly, fall
/ð/	the, brother, smooth	/r/	run, carry
/s/	soup, fussy, less	/j/	you, yes
/z/	zoo, busy, use	/w/	woman, way

The vowels in the table above are the vowel phoneme of British English. All long vowels are followed by colons /:/. Most of the differences between British and American English are to do with the quality and length of the vowels. The most significant differences are explained in the foot notes.

/ɪ:/	eat, sleep
/ɪ/	silly, baby, it, swim
/e/	edge, lead
/æ/	apple, man
/ɑ:/	father, calm, ¹ can't, ² car
/ɒ/	³ odd, want
/ɔ:/	or ⁴ , daughter, more
/ʊ/	put, full
/u:/	shoe, suit
/ʌ/	under, enough, butter
Br/ɜ/ Am/ɚ/	earn, bird, occur
/ə/	above, support, possible, Africa, mother

¹ In American English, this is pronounced with vowel /æ/. Before /nt/ /f/ /s/, as in can't, half, grass, bath.

² In American English, the r after a vowel is pronounced.

³ This vowel is not found in American English. Instead it is pronounced as /ɑ/.

⁴ In American English, the r after a vowel is pronounced.

/eɪ/	ache, pay	ɛə	air, dare
/aɪ/	I'm, right	ʊə	pure, tour
/ɔɪ/	oil, noise	aʊ	out, cow
/ɪə/	ear, here	əʊ	own, coat

* In American English, the final r is typically pronounced.

Adapted from: Yule, G. (2010). *The Study of Language*, Fourth Edition. New York: Cambridge University Press.



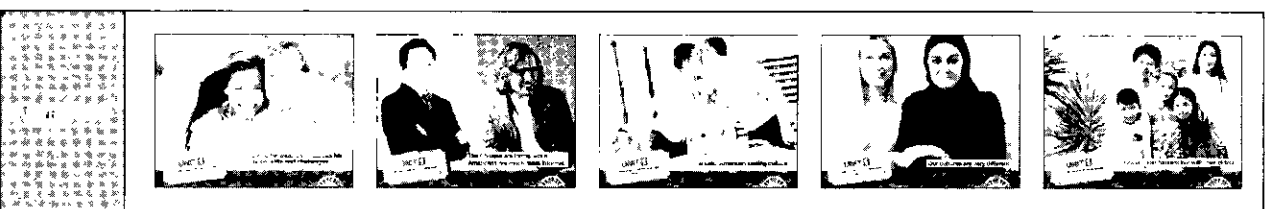
UNIT 1

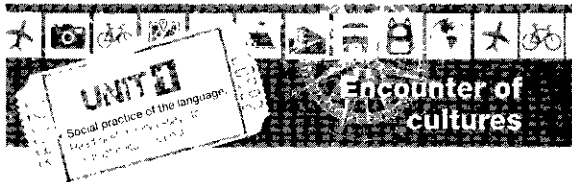
Social practice of the language:
Read brief literary essays to
contrast cultural aspects.

120692

Encounter of cultures

<p>16 classes (50 minutes each).</p> <p>Literary and recreational.</p> <p>Understanding oneself and others.</p> <p>Read literary essays to contrast cultural aspects.</p> <p>Comparative table.</p> <p><i>Mexican and American culture.</i></p> <ul style="list-style-type: none"> • Revise brief literary essays. • Read and comprehend general meaning, main ideas and details of literary essays. • Describe and compare cultural aspects. <ul style="list-style-type: none"> • Provide students with different examples and model strategies to revise essays so students comprehend and achieve the following objectives: <ul style="list-style-type: none"> - Value the choice of texts considering indexes and publication data. - Analyze textual organization to determine patterns. - Use previous knowledge to recognize topic, purpose and addressee. - Clear reading purpose. - Explicit the used strategies to others. • Think of the steps and actions to follow when reading an essay aloud and direct students' attention to the use of reading strategies, so students are in conditions to achieve the following objectives: <ul style="list-style-type: none"> - Make and self-regulate connections between personal experiences and read information. - Monitor comprehension. - Re-read information to solve comprehension problems. - Infer implicit information, making questions about the text. <ul style="list-style-type: none"> • Support students when deciding what they need to practice and what they require to learn, so that they develop their abilities in an increasingly independent way in order to: <ul style="list-style-type: none"> - Paraphrase read information. - Create images of the read material. - Analyze resources to describe cultural aspects. - Differentiate examples and explanations of main ideas. - Comprehend resources used to compare cultural aspects. - Promote questioning and text analysis. - Explicit underlying beliefs and values in texts and the emotions they evoke in readers. - Answer questions about cultural aspects. • Support students when deciding what they need to practice and what they require to learn, so that they develop their abilities in an increasingly independent way in order to: <ul style="list-style-type: none"> - Analyze characteristics of cultural aspects. - Contrast own cultural aspects with those of the text. - Propose titles to descriptions. - Make statements to describe cultural aspects. - Order statements in paragraphs. - Interchange opinions and promote consensus. <ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> - Questions and answers about the content of essays - Statements describing cultural aspects <p>Questionnaire.</p>	<p>16 classes (50 minutes each).</p>
	<p>Literary and recreational.</p>
	<p>Understanding oneself and others.</p>
	<p>Read literary essays to contrast cultural aspects.</p>
	<p>Comparative table.</p>
	<p><i>Mexican and American culture.</i></p>
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	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> - Questions and answers about the content of essays - Statements describing cultural aspects
<p>Questionnaire.</p>	





- Environment: ...
- Communicative activity: ...
- What do you do?
- Use brief dialogues.
- Read and understand the general meaning, main ideas and details of literary texts.
- Describe the main cultural aspects.

6

This first unit aims to read brief literary essays to describe and contrast cultural aspects. Students will read and understand the general sense, main ideas and details of original and adapted essays, as well as, revise the use of verb Be and extend their knowledge of other verbs in the present simple tense.

Through the unit, students are going to work on a product where they will finally create a comparative table to contrast cultural aspects of two countries. Also, students are going to read the text *Mexican and American Culture* in the Reading Booklet.

Lead-in

Before students open their books, write the word Mexico on the board. Ask students *What can you say about Mexico? What identifies Mexicans?* Tell them to get in groups of four or five students and answer the questions. Finally, listen to their ideas and write some of them on the board.

1. Read the definition of culture and discuss if you agree or disagree with it.

2. In pairs, start a conversation about the picture on page 6. Use the following questions and prompts.

3. Tick (x) the aspects that you think define a culture:

Religion	Yes	No
Traditions	Yes	No
Language	Yes	No
Art	Yes	No

4. In pairs, suggest other cultural aspects that have not been mentioned before. Then, check the answers in pairs and with your teacher.



GETTING READY

1. Read this definition of culture and discuss if you agree or disagree with it.

You may invite students to focus on the definition provided and discuss about it. You may encourage them to exchange opinions, say if they agree with it or not, or if they can complement it with some of their own ideas. Check orally and on the board.

2. In pairs, start a conversation about the picture on page 6. Use the following questions and prompts.

Before students do this activity, explain to them that the prompts are part of a model of a dialogue. Working in pairs, students first take turns to read aloud the questions and prompts given in the exercise. Then both students practice the dialogue based on the information they can infer from the picture at the beginning of this unit. Walk around the classroom and help as necessary. Check the activity as a class.

LESSON 2: Understanding general ideas and details

1. Read the text again and answer the following questions.

1. What is the author's purpose in writing this text?

2. What is the author's main idea?

3. What are the benefits and challenges of living between two cultures?

4. What is the author's opinion on living between two cultures?

5. How does the author support his/her opinion?

2. Get in groups. Take turns to ask and answer the questions in activity 1. Use the following phrases to answer the questions. Check the answers with your teacher.

Example:

Q: What is the author's purpose in writing this text?

A: The author's purpose is to inform the reader about the benefits and challenges of living between two cultures.

LESSON 2: Understanding main ideas and details

1. Read the text again and answer the following questions.

You should invite students to read the questions first and underline key words (for example, *purpose* in question a). Have them read the essay again and underline the parts of the text that answer the questions (for example, *Living in two diverse cultures has its benefits and challenges* in line 1). Students then answer the questions and check the activity as a class.

- Answers:**
- To show the pros and cons of living between the American and Indian cultures.
 - More Indian. The author says he/she follows the customs and traditions of Sri Lanka and India.
 - The author speaks three languages, eats several foods, celebrates different holidays, has friends from both cultures.
 - Speaking two languages can be confusing, sometimes the author feels left out. Sometimes it is difficult for him to express thoughts in English because they can only be said in the other languages that the author speaks.
 - Positive. The author tries to think of living between two cultures as an advantage.

2. Get in groups. Take turns to ask and answer the questions in activity 1. Use the following phrases to answer the questions. Check the answers with your teacher.

The objective of this activity is that students share their answers to the questions in the previous activity. To do this, they should look at the expressions in the box. Model the pronunciation and then invite them to have a dialogue, using the expressions and sharing their answers.

3. Read the essay on page 8 again and reflect on these statements. Discuss with the whole class and your teacher.

- Statement a:** I think the author's view is that living between two cultures is not a good idea because it is confusing and sometimes it is difficult to express thoughts in English.
- Statement b:** I think the author's view is that living between two cultures is a good idea because it is an advantage and it is interesting.

4. In groups, check your answers to activity 3. Find evidence in the text to support your ideas and underline it.

5. Paraphrase the information in the text.

Example:

Q: What is the author's purpose in writing this text?

A: The author's purpose is to inform the reader about the benefits and challenges of living between two cultures.

3. Read the essay on page 8 again and reflect on these statements. Discuss with the whole class and your teacher.

Have students read the statements carefully and encourage them to discuss them, giving their own opinions. They should do this activity orally, taking turns to read the statements and answer. Model the activity saying *I think/In my opinion, there are certain customs the author doesn't enjoy, because...* Monitor and help when necessary.

CONTRASTING CULTURAL ASPECTS

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to learn how to read essays to make contrast about cultural aspects. Explain to them that the words in bold are useful to link contrasting ideas. To help them, write the following examples on the board:

Although / Even though my family and I live in the U.S, we follow the customs and traditions in Sri Lanka.

We live in the US. **On the other hand / However/ In contrast**, we follow the customs and traditions in Sri Lanka.

While we live in the US, we follow the customs and traditions in Sri Lanka.

We live in the US **but** we follow the customs and traditions in Sri Lanka.

LANGUAGE BANK

For more information about linking words of contrast, students can revise pages 156 and 157.

COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, students can work with the communicative activity on page 146

SOCIAL PRACTICE MIND MAP

To review the social practice of the language, students can complete the template on page 176

3 Find three contrasting ideas in the essay and paraphrase them using different expressions to make contrasts.

Example: **On the one hand**, Chinese people like to eat hot food. **While** in the USA, people like to eat cold food. **On the other hand**, Americans like to eat hot food.

4 **Pairing** Share the ideas in activity 2, contrasting the cultural aspects of China and the United States

4 **Pairing** In pairs, compare the aspects in the essay. Take notes and complete the table.

5 **Grouping** Compare and contrast China, USA, and Mexico using the words and expressions on page 11.

2. Find three contrasting ideas in the essay and paraphrase them using different expressions to make contrasts.


Read the instruction and make sure students understand what they need to do. Then read the examples and explain that these sentences are models to contrast the cultural aspects in the essay. Explain to students that they have to follow the model in the example and write about three cultural differences in the essay.

3. **Grouping** Share the ideas in activity 2, contrasting the cultural aspects of China and the United States.

Now students get in groups and share the differences they wrote in the previous activity. They should use the words and expressions to make contrast they learned on page 11.

4. **Pairing** In pairs, compare the aspects in the essay. Take notes and complete the table.

Explain to students that the objective of this activity is to make a summary of the cultural differences between the two countries mentioned in the essay and Mexico. Students should work in pairs, review the differences and complete the table.

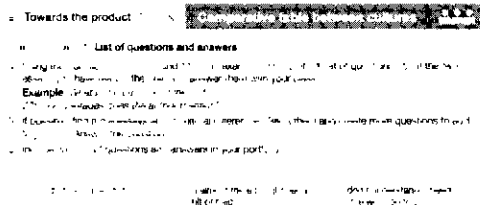
5.  Compare and contrast China, USA, and Mexico using the words and expressions on page 11.


Using the information in the table in activity 4 as well as the expressions they learned on page 11, students have a conversation contrasting the cultural habits in the three countries.

Extension Activity

Get students in groups. Ask them to discuss more aspects to compare and contrast between China, USA and Mexico.

Page 13



6.  Read the text *Mexican and American Culture* in your Reading Booklet. Discover evidence of similarities and differences in the text between these two countries. Take notes.

7.  In pairs, express your opinion about the information you have found in activity 6.

13



≡ Towards the product 

Comparative table between cultures


Subproduct 1: List of questions and answers

- a. Ask students to go back to the essays on pages 8 and 11. Explain to them that they need to create some questions about the texts and write a list of questions. Tell them that they can include the questions on page 9 and create new ones to add to the list.
- b. If possible, students can find more essays about cultural aspects in the Internet or in the school library. They should read them, create questions about them and write them on the list.
- c. Explain to students that this is the first step of the product so they need to include the list in their portfolio. They will use this list again when they work on the final product on page 18.

Finally, invite students to self-evaluate their performance using the prompts.

6.   Read the text *Mexican and American Culture* in your Reading Booklet. Discover evidence of similarities and differences in the text between these two countries. Take notes.

Students go to the Reading Booklet and read the essay *Mexican and American culture*. While reading, the students underline what they consider similar or different between those countries and take notes.

7.  In pairs, express your opinion about the information you have found in activity 6.

In pairs, students have a conversation expressing their opinion about their discoveries in activity 6. Monitor and help when necessary.

CHECK YOUR PROGRESS

CHECK YOUR PROGRESS

1. Read and listen to this essay. What are the differences between both countries? Discuss with the class.

COMPARISON OF CULTURE

Main differences

Some similarities

Conclusion

2. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.

3. Evaluate your progress according to your performance in Lessons 1 - 3.

Criteria	1	2	3
Understanding			
Speaking			
Listening			
Reading			
Writing			
Grammar			
Vocabulary			
Fluency			
Accuracy			
Comprehension			
Production			
Interaction			
Strategic Use			
Overall			

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. 1. Read and listen to this essay. What are the differences between both countries? Discuss with the class.

As students read and listen, and discuss the differences between both countries, as a class.

II. 2. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.

Now students discuss the similarities and differences between the two Asian cultures and their own culture.

III. Evaluate your progress according to your performance in Lessons 1 - 3.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

1. Listen to Peter and Ly-Sen talking about life in China and USA.

Peter: ...

Ly-Sen: ...

Peter: ...

Ly-Sen: ...

Peter: ...

Ly-Sen: ...

Peter: ...

Ly-Sen: ...

Peter: ...

Ly-Sen: ...

2. Follow the model in activity 1 and write a short dialogue about the cultural differences between the USA, China, and Mexico. Practice it with a partner and check with your teacher.

Towards the product

Discussing differences and similarities

1. ...

2. ...

3. ...

4. ...

5. ...

6. ...

7. ...

8. ...

9. ...

10. ...

8. 1. Listen to Peter and Ly-Sen talking about life in China and USA.

Tell students that now they are going to listen to a conversation between an American boy and a Chinese girl. Before they listen, write the words Friends, Money and Family on the board and prompt students to make predictions of the differences that these two countries have in each aspect. Then play the recording and let them listen and check their predictions. Finally, you can ask them some questions to check comprehension, like for example What is a friend in China? Do they save money in USA? *What do Chinese people think about the elders?*

TRANSCRIPT

Peter: Ly-Sen, what differences do you find between life in the USA and in China?

Ly-Sen: Chinese people have different meanings to define friends. Friend in China means lifelong friends who feel obligated to give each other whatever help that is required.

Peter: In the US, we call people we meet friends. There are school friends, playing friends, work friends, etc.

- Ly-Sen:** Yes, I see. Also, in China we like to save money. We are very conservative when planning to spend money. What about money in the US?
- Peter:** Well ... the truth is that few families save money for emergency or education in the USA.
- Ly-Sen:** Family life is different in China too. Most families live with their elders because they are treated with enormous respect.
- Peter:** In the USA it is very different, older Americans rarely live with their children.
- Ly-Sen:** I see our cultures are very different Peter!
- Peter:** Yes they are!

9. 👤👤👤 Follow the model in activity 8 and write a short dialogue about the cultural differences between the USA, China and Mexico. Practice it with a partner and check with your teacher.

Students use the dialogue in activity 8 as a model and write a similar one about the differences between China, the USA, and Mexico in the aspects friends, money and family.

≡ **Towards the product** 👤👤👤

Comparative table between cultures

Subproduct 2: Discussing differences and similarities

- Ask students to choose a country from the ones mentioned throughout the unit and try to find as much information about it as possible. They can visit the link suggested or they can go to the school library to search for the information.
 - Students try to find as much information as possible about their own country and put it together with the one from exercise a, organize the information into similarities and differences and write statements about them on a separate sheet of paper.
 - Explain to students that this is the second step of the product so they need to include the list of statements in their portfolio. They will use this list again when they work on the final product on page 18.
- Finally, invite students to self-evaluate their performance using the prompts. In case the students have doubts, you may revise the specific contents studied up to now.

10. 👤👤👤 What do you know about family life in these three cultures? Discuss with your partner.



11. 👤👤👤 Write a paragraph contrasting the cultural aspects that you discussed in activity 10. Check the exercise with your teacher and the whole class.
Example: "

10. 👤👤👤 What do you know about family life in these three cultures? Discuss with your partner.

Draw students' attention to the pictures that illustrate three different cultures. Motivate them to share their ideas about family life and talk about the similarities and differences that they notice. They should say as many ideas as they can.

Answers

Answers will vary

11. 👤👤👤 Write a paragraph contrasting the cultural aspects that you discussed in activity 10. Check the exercise with your teacher and the whole class.

Now students use the ideas that they discussed in the previous activity to write a brief paragraph contrasting cultural aspects. Encourage them to look at the example and use similar structures. They may also go back to page 11 and use the expressions to make contrasts.

Answers

Answers will vary

12. Complete the table with your observations.

13. Which of the cultures in exercise 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher. Then, write your answer in the space provided.

12. Complete the table with your observations.

Students now summarize the information about the countries in the table. You may ask them to include more ideas in the table.

Answers

Answers will vary.

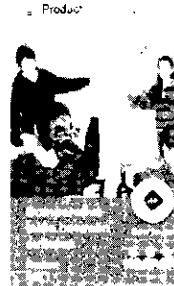
13. Which of the cultures in exercise 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher.

Students get in groups and discuss the question. Check orally and on the board.



FINAL DESTINATION

Product



1. Work in groups. Share your list of questions and answers (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 15) in your portfolio.

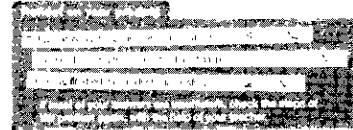
2. Take turns to suggest contrasts between the country you chose and your own. As a group, choose the most interesting ideas.

3. Complete the table on a piece of paper.

On the contrary
in contrast
At the same time
Another similarity / difference

4. Stick the paper on a piece of cardboard to make a poster. Add a headline at the top and pictures or illustrations.

5. Put all the posters together and display them in a visible place of the classroom. Express contrast of cultural aspects to the rest of the class. Use expressions from all the texts throughout the unit as model.



Comparative table between cultures

1. Work in groups. Share your list of questions and answers (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 15) in your portfolio.

In the same groups, students check and take turns to read the information they have recorded in their portfolio

2. Take turns to suggest contrasts between the country you chose and your own.

Students should contrast the cultural aspects of the country they have chosen with their own. Invite them to take turns to express their ideas. You may encourage the use of connectors to show contrast. Extra expressions they might use are in the following links that you can suggest to your students.

<https://dictionary.cambridge.org/grammar/british-grammar/comparing-and-contrasting/contrasts>

<https://multimedia-english.com/grammar/how-to-express-contrast-40>

Remind students that only part of the information can be used. Therefore, they should select from all the information they have, the most relevant and interesting one.

3. Complete this table on a piece of paper.

Students can copy the table on a piece of paper. Then they should complete the table with the information they have chosen before. Walk around the table and monitor the students.

4. Stick the paper on a piece of cardboard to make a poster. Add a headline at the top and pictures or illustrations.

Students need to place the table on a white cardboard, decide which ideas they are going to represent visually and write a headline to the table, as well. Let students make comments about what they have done so far. Then, invite them to check again the sentences they have written and add any other extra ideas, paying attention to spelling and punctuation. Also, invite students to check that both the text and visual information relate to each other. Give them enough time to finish their task.

5. Put all the posters together and display them in a visible place of the classroom. Express contrast of cultural aspects to the rest of the class. Use expressions from all the texts throughout the unit as model.

Students exhibit their work in a visible place in the classroom. Encourage them to take turns to present the information in front of the class. Remind them to use the expression in the Useful language window as they share their product. Finally, ask them to make a copy of the comparative table and include it in their portfolio.

Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation Instrument

Questionnaire

Make a copy of the questionnaire on page 178 per student. Complete the questionnaire according to their performance in the unit and consider it as evidence of their progress.

FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 1.

Page 19

FINAL CHECK



FINAL CHECK

Read and listen to the essay. Is the custom similar in your country? Discuss with the class.

Besos:

I would start the Latin American culture with the way of kissing. But for some reason, I understand it is very different to the people who are used to. I will describe that to you. Besos are a very common way to greet people.

Besos are a very common way to greet people. In my country, we kiss each other on the cheek. When we meet someone, we kiss them on the cheek. It is a very common way to greet people. In my country, we kiss each other on the cheek. When we meet someone, we kiss them on the cheek. It is a very common way to greet people.

The Latin American kissing culture


This is a very common way to greet people. In my country, we kiss each other on the cheek. When we meet someone, we kiss them on the cheek. It is a very common way to greet people. In my country, we kiss each other on the cheek. When we meet someone, we kiss them on the cheek. It is a very common way to greet people.

Regarding this topic, make a list of contrasts between the cultures mentioned in the text. Write them in a chart and discuss them with your class. Check with your teacher.


Evaluate your progress according to your performance in the Unit.

19

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I.  **5** Read and listen to the essay. Is this custom similar in your country? Discuss with the class.

Explain to students that the objective of this activity is to identify the main ideas in the essay and compare the cultural aspects provided with their own. Give them time to read and identify key information in the text.


- II.  **6** Regarding this topic, make a list of contrasts between the cultures mentioned in the text. Write them in a chart and discuss them with your class. Check with your teacher.

Students can work in pairs and have a conversation about the topic given. Students should express cultural contrasts and use appropriate connectors.


- III. Evaluate your progress according to your performance in the Unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

BEFORE READING

1.  In groups, look at the picture on page 7 and describe what you see.

You may invite students to observe the illustrations and describe them in groups. Ask questions such as – *Which cultural aspects are the pictures related to? Which countries are the pictures connected with? Etc.* Encourage them to share their descriptions with the class.


2.  In groups, brainstorm some ideas about the topic of the essay based on the picture on page 7 and the headline of the text.

Students make predictions about the ideas that will be mentioned in the text and organize them in the mind map.

WHILE READING

3. Underline the cultural aspects which are compared in the essay.

Invite students to start reading the essay in silence. You should give them enough time to do this activity. While students read, they identify comparisons and contrasts mentioned in the text.

4.  Choose two cultural aspects and write down some contrasts using your own words. Read your sentences to the class.

Students can now work in pairs to exchange the information found in the previous task. Later, you can challenge exchange to select some ideas and make contrasts using other words and connectors of contrast. Students can write their new sentences and read them to their classmates.

AFTER READING


5. Read the sentences and number them in the correct order (1- 4).

You should invite students to work in pairs and focus on the second paragraph. Tell them that these sentences are not in order. Have them read each sentence carefully. They should identify the appropriate order of the sentences considering the connectors and ideas, Check the activity as a class.

Answers:


(1) First of all, in Mexico, the family is the priority. (2) Children are celebrated and sheltered, the wife fulfills domestic roles,

and the family stays in one place. (3) In contrast, in United States the family is second to work. (4) Children are often minimally parented, and they are more independent, the wife often fulfills dual roles, and mobility is quite common.

6.  In pairs, answer these questions about the text.


Give students enough time to express themselves and exchange their ideas. They read the questions in pairs and take turns to give their answers based on the information read in the text and own knowledge due to some information must be deduced.

Answers: a. Lifestyle, family, religion, nationalism, and cuisine. b. Students give their opinion. c. Students give their opinion, d. A combination of food preferences and traditions of the indigenous people of Mexico. e. Immigrants.

7.  Discuss with your partner if these sentences are True (T) or False (F). Justify your answers in the space below and check with your teacher.

In pairs, get students to read the sentences carefully and decide if they are true or false. Make sure your students justify their answers. Monitor and help when necessary.

Answers: a. F. b. T.

8.  In groups, answer and discuss these questions.

Students read the questions and take turns to give their personal opinions. Encourage them to use appropriate expressions to give opinions and show agreement or disagreement.

TRANSCRIPT

Mexican and American Culture

In the world, there are many countries with many different habits or cultures. The North American Continent has two peculiar countries that have different lifestyles, even though they are neighbors. These two countries are Mexico and the United States.

First of all, in Mexico the family is the first priority, children are celebrated and sheltered, and the mobility is limited, this means that families stay in one place.

In the United States the family is second to work, children are often minimally parented and they are independent, and mobility is quite common, this is because the jobs sometimes require personal in different parts of the country.

In Mexico, Independence Day is celebrated on September 16th, marking the country's separation from Spain in 1810.

In the United States, people celebrate Independence Day on July 4th, marking the country's separation from England in 1776.

These celebrations are very popular in both countries.

Mexico is very nationalistic; it's proud of his long history and traditions, reluctant to settle outside Mexico, while the United States is very patriotic, proud of 'American way of life' and they assume everyone shares its materialistic values.

Mexican cuisine is a combination of the food preferences and traditions of the indigenous people of Mexico, the goods which are locally available and important dishes, flavors, and foods that were brought to the country by the Spanish.

American cuisine; however, includes many tastes, customs, dishes, spices, and foods that were brought by immigrants over the last few centuries and which are native to the land and indigenous people of America.

Language Bank answers

1.
 - a. While,
 - b. However,
 - c. but,
 - d. Even though

2.
 - a. Paul is good at Maths, whereas his sister is good at Science. Or Whereas Paul is good at Maths, his sister is good at Science.
 - b. Although Tom is sick, he's swimming.
 - c. They've bought a house in Manchester, but they haven't sold their house in London.
 - d. The boy fell off his bicycle. However, he wasn't hurt.

3. Answers will vary.

Notes

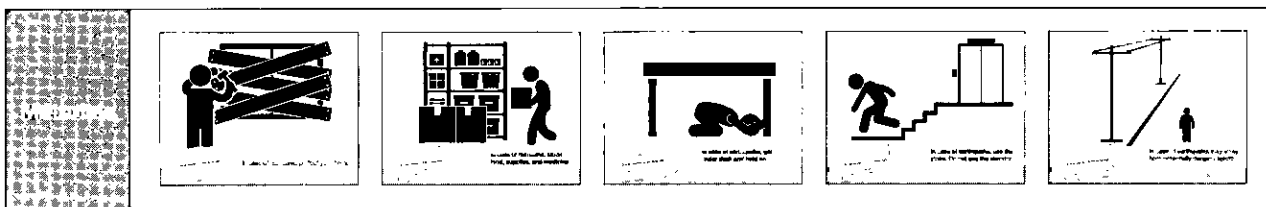


UNIT 2

Social practice of the language:
Produce instructions to be prepared for a situation of risk derived from a natural phenomena.

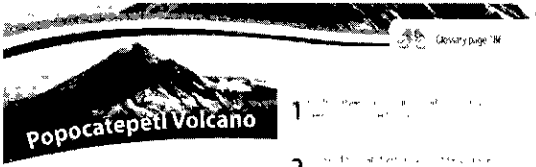
Environmental emergencies

Time	16 classes (50 minutes each).
Context	Academic and educational.
Focus	Interpretation and follow-up of instructions.
State	Produce instructions to be prepared for a situation of risk derived from a natural phenomena.
Product	Posters with instructions.
Activities	<i>List of tips to survive in different emergency situations.</i>
Learning Objectives	<ul style="list-style-type: none"> Select and review instruction manuals. Read and understand instruction manuals. Write instructions. Edit Academic and educational manuals.
Methodological Guidance	<ul style="list-style-type: none"> Explain and model how to get information so that students can: <ul style="list-style-type: none"> Have a look to get a general idea. Ask about the purpose. Analyze repertoire of words and expressions to identify addressee. Check distribution and use of graphic and textual components. Evaluate the function of the textual organization. Help students use experiences and prior knowledge so that they can: <ul style="list-style-type: none"> Make connections between the text and prior knowledge. Determine importance of information. Anticipate general meaning. Draw instructions to check comprehension. Model reading strategies. Make a list of words que determine order of steps. Write sentences to describe steps. As students write, teach and reinforce processes to solve challenges such as: <ul style="list-style-type: none"> Apply expressions to show general facts. Use expressions to expand, explain and/or exemplify steps. Make up instructions based on the writing of steps. Exchange instructions and promote feedback. Create a positive atmosphere and allow students to share their texts so they can: <ul style="list-style-type: none"> Evaluate decisions as regards included and deleted information. Delete, add and/or change information to improve a text. Check punctuation marks, spelling of words and reliability of information.
Guided Evaluation	<ul style="list-style-type: none"> Collect evidence such as: <ul style="list-style-type: none"> list of environmental emergencies. instructions to face environmental emergencies. graphic resources.
Social and Environmental Responsibility	Rubric.



Look at the text below. Predict what it is about. Write your prediction in the space provided.

Head and listen to the text. Check your ideas in activity 1



The volcano is one of the most active in the world. It is located in the state of Mexico, about 50 kilometers from Mexico City. The volcano is 5,426 meters high. It has a crater that is 400 meters deep. The volcano is very dangerous. It has caused many deaths and injuries. It is very important to know what to do if there is an eruption.

1. Write your prediction in the space provided.
2. Read and listen to the text. Check your ideas in activity 1.
3. Discuss these questions with your partner.
4. In groups, discuss the following questions.
5. Read and listen to the text. Check your ideas in activity 1.

Discuss these questions with your partner

1. What is the main message of the text?
2. What is the purpose of the text?



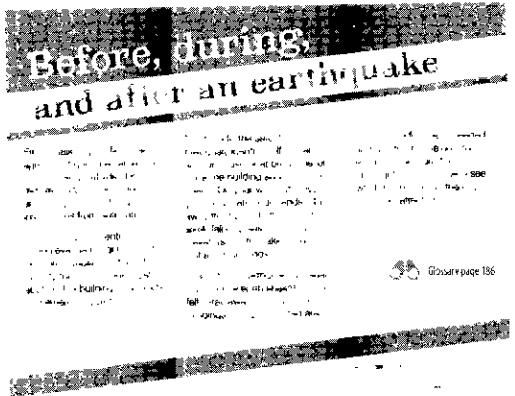
ON THE ROAD

LESSON 1: Revising and selecting instruction manuals

1. Look at the text below. Predict what it is about. Write your prediction in the space provided.
Students scan the text and make predictions about its content. Tell them to consider the title and the graphic elements in their predictions.
2. Read and listen to the text. Check your ideas in activity 1. Glossary page 186
Have students read and listen to the text. Explain to them that the purpose is to check their predictions in the previous activity. Then, ask them to read the text again and focus on its main message.
3. Discuss these questions with your partner.
Students check comprehension in pairs answering the questions. Check the activity as a class.

Head the title of the text. Discuss what to do before, during and after this situation

Read and listen to the text. Are your ideas in activity 4 similar or different to the ones in the text?



In groups, discuss the following questions.

1. What is the main message of the text?
2. What is the purpose of the text?
3. What are the main steps to follow in an earthquake?
4. What are the most important things to remember?

4. Read the title of the text. Discuss what to do before, during and after this situation.
In order to anticipate the content of the text, students start reading only the title. Give them time to discuss what they would do in an earthquake, how they would react before, during and after the emergency.
5. Read and listen to the text. Are your ideas in activity 4 similar or different to the ones in the text? Glossary page 186
Now students read and listen with the purpose of checking if their ideas were similar to the ones in the instructive manual.
6. In groups, discuss the following questions.
The questions in this activity have the purpose of checking comprehension and promoting oral interaction. Have students get in groups and share their ideas and experiences.

9. Write a brief and summarized instruction manual of the steps to follow in the emergency situation you chose in activity 8. Then, share it with a partner. Check with your teacher.

Students now summarize the instructions and write a brief instructive of the emergency situation they chose in activity 8. Prompt them to use the connectors *first*, *firstly*, *second*, *secondly*, *then*, *finally* as they write. Encourage them to share it with their partners and check orally and on the board.

Page 25

Look at the instruction manual. What kind of instructions do you think are given to face this emergency? Discuss.

Now read and listen to the text. Check your ideas in activity 1. Glossary page 186

What should I do to prepare for a tornado?

What should I do if a tornado is threatening?

What do I do after a tornado?

In pairs, take turns to ask and answer the following questions. Use sequenced steps, instructions and the underlined expressions.

1. How should you...
2. What should you...
3. What should you... after a...?

LESSON 2: Comprehending instruction manuals

1. Look at the instruction manual. What kind of instructions do you think are given to face this emergency? Discuss.

Invite students to have a general look at the text and focus on the title and the picture. Then ask them to close their books and get in groups to discuss their ideas about the text; what it is about, what vocabulary they expect to find, etc.

2. Now read and listen to the text. Check your ideas in activity 1.

Glossary page 186
Students now open their books, read the

text and check their ideas in activity 1. They comment on how different their predictions were in relation to the text content.

3. In pairs, take turns to ask and answer the following questions. Use sequenced steps, instructions and the underlined expressions.

Read the questions aloud and give students some time to read the text again and find the answers. Then motivate them to have a conversation about the environmental emergency, taking turns to make questions and give answers.

Page 26

Towards the product

List of emergency situations.

1. To describe the emergency...
2. To describe the emergency...
Example:
1. ...
2. ...

Read and listen to the text List of tips to survive in different emergency situations in your Reading Booklet. Complete the table writing a list of what to do and what not to do in case of emergency situations.

What to do	What not to do

Subproduct 1

Make a list of emergency situations.

Towards the product

Posters with instructions

Subproduct 1 Make a list of emergency situations.

- a. Ask students to go back and revise the texts they have read so far and identify the names of the environmental emergencies that they have learned. Write them on the board.
- b. Give them time to write the list of expressions in a separate sheet of paper.

- c. Motivate them to add more emergencies to their list.
 - d. Remind them to include the list in their portfolio.
- Finally, invite them to evaluate their performance using the prompts.

4. 18 15 **Read and listen to the text *List of tips to survive in different emergency situations* in your Reading Booklet. Complete the table writing a list of what to do and what not to do in case of emergency situations.**

Ask students to open their Reading Booklet and give them time to read the text. As they read, suggest underlining the main ideas in the text. Tell them that they can use the underlined material to complete the table.

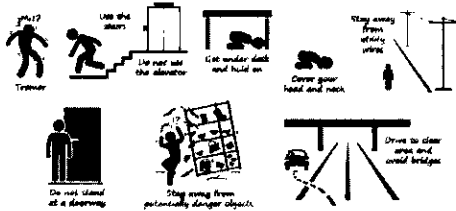
Self-assessment

Have students read the statements in order to evaluate their performance. If they tick the *no* option, revise Lesson 2 again and help them with comprehension.

CHECK YOUR PROGRESS

1. Read and listen to the infographic. Discuss the type of emergency with your partner.

In Case of Earthquake



2. Look at the pictures in activity 1 again. Take turns to make questions and answers about the steps to follow in the emergency situation. Follow the example.

Example: A: How do you use the stairs?
B: You must use the stairs.

3. Evaluate your progress according to your performance in Lessons 1 and 2.

Emergency	What to do	What not to do
Earthquake	Get under a desk and hold on.	Do not use the stairs.
Fire	Use the stairs.	Do not use the elevator.
Storm	Stay away from utility wires.	Do not use the elevator.
Car accident	Drive to clear area and avoid bridges.	Do not use the elevator.

I. 11 **Read and listen to the infographic. Discuss the type of emergency with your partner.**

Give students time to read the infographic. In pairs, students describe what they see and discuss what to do in case of earthquake.

II. 12 **Look at the pictures in activity I again. Take turns to make questions and answers about the steps to follow in the emergency situation. Follow the example.**

Students should have a dialogue about the steps to follow during the environmental emergency. They follow the model in the example and use the expressions to indicate sequence.

III. Evaluate your progress according to your performance in Lessons 1 and 2.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

Put the safety measures during an emergency evacuation procedures in the correct order.



Safety measures during

- 1. Stay away from utility wires.
- 2. Use the stairs.
- 3. Do not use the elevator.
- 4. Get under a desk and hold on.
- 5. Cover your head and neck.
- 6. Drive to clear area and avoid bridges.
- 7. Stay away from potentially danger objects.

Listen to the recording and check your answers to activity 1.

Imagine that your family is preparing a disaster kit for an emergency situation. Use the expressions in the box and write a list of the elements you require. Follow the example.

Example: I need a first aid kit, a flashlight, a radio, a map, a compass, a whistle, a whistle, a whistle.

I need a first aid kit, a flashlight, a radio, a map, a compass, a whistle, a whistle, a whistle.

In pairs, tell each other how to protect your life in an emergency situation. Then write your ideas using the expressions below in your notebook.

LESSON 3: Writing instructions

- 1. Put the safety measures during an emergency evacuation procedures in the correct order.

Have students read the steps and explain that the objective of this activity is to put the steps in the correct order. Do not check answers at this point.

Answers:

First, cease all activity and secure personal valuables when hearing an evacuation alarm.
 Then, assist any person in immediate danger, but only if safe to do so.
 Next, act in accordance with directions given by emergency control personnel and evacuate the building immediately.
 After that, move calmly to the nominated evacuation assembly area and do not leave the evacuation assembly area until the all clear has been given.
 Finally, follow the instructions of relevant emergency services personnel and campus emergency control personnel.

2. Listen to the recording and check your answers to activity 1.

Play the recording and let students check their answers in activity 1.

TRANSCRIPT

First, cease all activity and secure personal valuables when hearing an evacuation alarm.
Then, assist any person in immediate danger, but only if safe to do so.
Next, act in accordance with directions given by emergency control personnel and evacuate the building immediately.
After that, move calmly to the nominated evacuation assembly area and do not leave the evacuation assembly area until the all clear has been given.
Finally, follow the instructions of relevant emergency services personnel and campus emergency control personnel.

3. Imagine that your family is preparing a disaster kit that for an emergency situation. Use the expressions in the box and write a list of the elements you require. Follow the example.

Using the expressions in the box and following the example, students write a list of elements for an emergency situation.

4. In pairs, tell each other how to protect your life from an emergency situation. Then write your ideas using the expressions below in your notebook.

Students start this activity speaking and describing how to react in an emergency situation. Then students can take notes and write the main ideas that they discussed using the expressions.

Complete the conversation with the information in the box.

A: How long does a hurricane last?
 B: Usually two or three days.
 A: Really? What is the most dangerous period in which you may approach the hurricane?
 B: I don't know exactly what is the most dangerous period, but what I know is that when you are not in the eye of it!
 A: Do you think it is safe?
 B: Yes, if you get the eye of the hurricane, it isn't like harsh at all. So, if the site you have decided to stay is the eye of the hurricane, I think you will be probably safe.
 A: This is dangerous as you may not see.
 B: I agree with you. So, I think we must be alert since a warning may come at any moment.
 A: Yes, we must be alert. If it floods a lot, we get hurricanes. and hurricanes are really angry typhoons I think.
 B: Are you prepared for a natural disaster?
 A: Absolutely not! And I don't think anyone's prepared for such natural disaster like this.
 B: But there are steps we can take to be ready, aren't there?
 A: Yes, there are. For example, as in the case of choosing the safest place, such as a basement, storm cellar or an interior room.

Now listen to the conversation and check your answers to activity 5.

Choose a natural emergency situation (a - e). Write the instructions and recommendations you would give as a set of steps for what to do and what not to do. Use the expressions in the box.

A: How long does a hurricane last?
 B: Usually two or three days.
 A: Really? What is the most dangerous period in which you may approach the hurricane?
 B: I don't know exactly what is the most dangerous period, but what I know is that when you are not in the eye of it!
 A: Do you think it is safe?
 B: Yes, if you get the eye of the hurricane, it isn't like harsh at all. So, if the site you have decided to stay is the eye of the hurricane, I think you will be probably safe.
 A: This is dangerous as you may not see.
 B: I agree with you. So, I think we must be alert since a warning may come at any moment.
 A: Yes, we must be alert. If it floods a lot, we get hurricanes. and hurricanes are really angry typhoons I think.
 B: Are you prepared for a natural disaster?
 A: Absolutely not! And I don't think anyone's prepared for such natural disaster like this.
 B: But there are steps we can take to be ready, aren't there?
 A: Yes, there are. For example, as in the case of choosing the safest place, such as a basement, storm cellar or an interior room.

5. Complete the conversation with the information in the box.

Students start reading the conversation ignoring the gaps. Then they read the information in the box and take their time to complete the dialogue.

Answers


A: How long does a hurricane last?
 B: Usually two or three days.
 A: Really? What is the most dangerous period in which you may approach the hurricane?
 B: I don't know exactly what is the most dangerous period, but what I know is that when you are not in the eye of it!
 A: Do you think it is safe?
 B: Yes, if you get the eye of the hurricane, it isn't like harsh at all. So, if the site you have decided to stay is the eye of the hurricane, I think you will be probably safe.
 A: This is dangerous as you may not see.
 B: I agree with you. So, I think we must be alert since a warning may come at any moment.
 A: Yes, we must be alert. If it floods a lot, we get hurricanes. and hurricanes are really angry typhoons I think.
 B: Are you prepared for a natural disaster?
 A: Absolutely not! And I don't think anyone's prepared for such natural disaster like this.
 B: But there are steps we can take to be ready, aren't there?
 A: Yes, there are. For example, as in the case of choosing the safest place, such as a basement, storm cellar or an interior room.

6. Now listen to the conversation and check your answers to activity 5.

Now play the recording so students can check their answers to activity 5.


TRANSCRIPT

- A:** How long does a hurricane last?
B: Usually two or three days.
A: Really? What is the most dangerous period in which you may approach the hurricane?
B: I don't know exactly what the most dangerous period is, but what I know is that when you are not in the eye of it!
A: Really? Do you think it is safe?
B: Yes, if you get the eye of the hurricane, it isn't like harsh at all. So, if the site you have decided to stay is the eye of the hurricane, I think you will be probably safe.
A: This is dangerous as you may not see.
B: I agree with you. So, I think we must be alert since a warning may come at any moment.
A: Yes, we must be alert. If it floods a lot, we get hurricanes, and hurricanes are really angry typhoons I think.
B: Are you prepared for a natural disaster?
A: Absolutely not! And I don't think anyone's prepared for such natural disaster like this.
B: But there are steps we can take to be ready, aren't there?
A: Yes, there are. For example, as in the case of choosing the safest place, such as a basement, storm cellar or an interior room.

7.  **Choose a natural emergency situation (a – c). Write the instructions and recommendations you would give as a list of steps for what to do and what not to do. Use the expressions in the box.**

Prompt students to use the expressions in the box to write the set of instructions of the emergency they choose.

Page 30

 **Discuss these questions in your group.**


Towards the product

Instructions to face environmental emergencies


Example

Choose two natural disasters from the list below. Then write the steps to be prepared for each emergency in the table. Use connectors of sequence, and the the expressions you know.

LESSON 4: Editing instruction manuals

1.  **Discuss these questions in your group.**

The lesson is introduced with these two questions that help students communicate and approach the topic. Give them time to talk about their experiences and give details in English or in their mother tongue, if necessary.

 **Towards the product**




Posters with instructions

Subproduct 2 Instructions to face environmental emergencies

- Students go back to the list of environmental emergencies in their portfolio (Step 1, page 26)
- Ask them to choose one and invite them to write a list of instructions to face the emergency.
- Encourage them to add pictures or drawings to their list of instructions.
- Remind them to include their list in their portfolio.

Finally, invite students to evaluate their performance using the prompts.

2.  **Choose two natural disasters from the list below. Then write the steps to be prepared for each emergency in the table. Use connectors of sequence, and the expressions you know.**

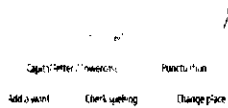
Ask students to choose two environmental emergencies and describe two emergency plans. Encourage them to use connectors of sequence such as *first*, *firstly*, *second*, *secondly*, *then*, *after* and *finally*.

3. Chose an emergency plan in activity 2. Exchange your plans and check that your partner has used sequence words (*firstly, secondly, then, finally*).

4. Now, check your partner's work paying attention to the following aspects:

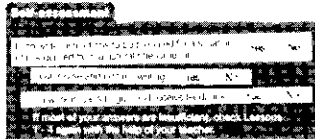
- Capital letters and punctuation
- Add a word
- Check spelling
- Change face

5. Use the Editor's marks to check your own work.



6. Write the final version of your emergency plan.

Use special marks to revise your writing. This will help you raise awareness of your typical errors.



3. Chose an emergency plan in activity 2. Exchange your plans and check that your partner has used sequence words (*firstly, secondly, then, finally*).

Have students exchange their work. Tell them to read their partner's emergency plan and check for the use of the sequence connectors.

4. Now, check your partner's work paying attention to the following aspects:

Students revise the work again and this time they concentrate on the aspects listed. The objective of this activity is to raise their awareness of their writing.

5. Use the Editor's marks to check your own work.

Explain to students that the Editor's marks chart shows the type of marks they have to use in order to correct and check their writing. It illustrates common errors and distinguishes different marks according to each case. Invite them to check their writing using the marks.

6. Write the final version of your emergency plan.

Finally, students correct their work and write a final version of their emergency plan.

Learning to learn

Explain to students how useful it is to use correction marks as they revise their writing. Tell them that this practice will help them spot their common errors and improve their writing.

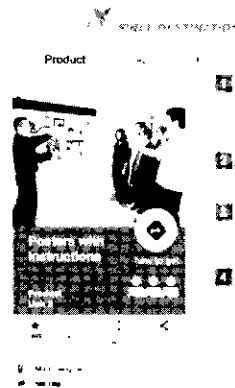
Self-assessment

Students evaluate and reflect on their performance. In case they tick the *no* option, you can revise the activities on this page again and guide them in the writing and editing of their emergency plan.



FINAL DESTINATION

Product



1. Open your portfolio. In groups, work with your set of environmental emergencies in Subproduct 1 (page 29) and your set of instructions and visual resources in Subproduct 2 (page 30).

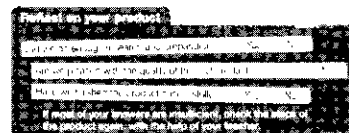
2. As a group, check the steps, the spelling and punctuation.

3. Now, write the final version of the instructions on a piece of cardboard. Then, add your pictures or illustrations.

4. Put all the posters together and display them in a visible place of the classroom. Explain your instructions to the rest of the class, mentioning the steps to follow. Remember to use the expressions in the Useful language window as you present your product.

Useful language

Firstly, secondly, then, finally
It is necessary that
as dangerous as you may not see
You must be alert since a warning (they) come at any moment



Posters with instructions

At this stage, you can suggest your students to check their previous work through the lessons (Towards the product). Ask them to share their ideas with you and their classmates. Then, invite them

to form groups and organize their work in order to work on the Final Destination project.

You should tell your students, that during this period, they are going to work on their product (Poster with instructions) based on all the activities related to the social practice of language in this unit (Produce instructions to be prepared for a situation of risk derived from a natural phenomenon)

1. Open your portfolio. In groups, work with your list of environmental emergencies in Subproduct 1 (page 26) and your set of instructions and visual resources in Subproduct 2 (page 30).

Ask students to open their portfolio and use the material in it in this new product.

2. As a group, check the steps, the spelling and punctuation.

In the same groups, they revise and edit their list of instructions.

3. Now, write the final version of the instructions on a piece of cardboard. Then, add your pictures or illustrations.

Once they have finished the edition of their lists, ask them to paste it on a piece of cardboard and make the posters.

4. Put all the posters together and display them in a visible place of the classroom. Explain your instructions to the rest of the class, mentioning the steps to follow. Remember to use the expressions in the Useful language window as you present your product.

Students present their posters giving the instructions in their manuals. They should use the vocabulary learned during the unit and the expressions in the Useful language window.

Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation Instrument

Assessment rubric

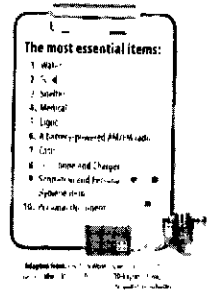
Make a copy of the assessment rubric on page 179 per student. Complete the rubric according to their performance in the unit and consider it as evidence of their progress.

FINAL CHECK

Read and listen to the text. In pairs, paraphrase what it says.

Disaster preparedness

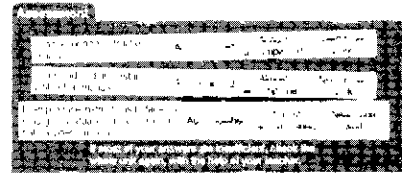
The first step to take when preparing for a disaster is to know what to do. The second step is to have a plan. The third step is to have a kit. The fourth step is to have a way out. The fifth step is to have a way to get help. The sixth step is to have a way to get information. The seventh step is to have a way to get a signal. The eighth step is to have a way to get a message. The ninth step is to have a way to get a warning. The tenth step is to have a way to get a signal.



Choose one environmental emergency from the box. Create an emergency plan and share it with your partner.

Surfing, snow, tornado, ...

Evaluate your progress according to your performance in the Unit.



In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

ii. 14 Read and listen to the text. In pairs, paraphrase what it says.

Have students read the text about disaster preparedness. Then they take turns and paraphrase what the text says.

iii. Choose one environmental emergency from the box. Create an emergency plan and share it with your partner.

Students should be prepared to write a set of instructions to face the environmental emergency they chose, using the expressions learned in the unit and the connectors of sequence. Then they share their emergency plan with their partner.

iv. Evaluate your progress according to your performance in the Unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now

Assessment

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now

SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 2, students can complete the template on page 177.

FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 2.



Reading Booklet

List of tips to survive in different emergency situations

BEFORE READING

- In groups, look at the headline of the text and predict what emergency situations it might be about. Write a list of them and share it with your group.

In order to anticipate the content of the text, you may invite students to observe the headline and describe what types of emergencies they are going to find in the text in groups. Ask questions such as *Which risky situations do you know? Which emergencies are the pictures connected with?* Etc. Encourage students to share their ideas with the class.

Possible Answers: Hurricane, Tsunami, Flood, Avalanche, Wildfire, Earthquake., etc

- Have you ever been in a natural disaster or emergency? What did you do? Write about it and share it with your class.

Invite students to answer if they have been in a natural disaster or emergency. To help them, you may suggest answering the questions *What did you do? How did you react?* In order to share their answers with their classmates, you may also invite them to write about their experience before telling the rest.

WHILE READING

- Underline words related to instructions.

You can invite students to start reading the text carefully. You should give students enough time to do this activity. While students read, they identify words related to instructions along the text.

Possible answers:

Try, stay, hear, remember, turn off, leave, evacuate, swim across, move, escape it, let, kick, dig, wait, waste, shouting, digging, hear, ensure, fail, pass out, use, escape, find, hide, remember, leave, get, drive away, save, running away, make, has to, drop, cover, hold on, run out, protect, have

AFTER READING

- Write a summary with three main ideas of every natural disaster according to the pictures.

You may challenge students to read the text and underline main ideas and supporting ideas. Then invite them to write a summary with their ideas. Check as a class.

Answers:

Answers will vary.

- Imagine that you live in a city near an active volcano. Write with a partner some instructions to get ready for an eruption. Take some ideas from the instructions that you have read.

Students can now work in pairs and imagine they live in a city with a volcano. Later, you can challenge them to write some ideas and make instructions, using the related vocabulary they learned in this unit.

Answers:

Answers will vary.

- Answer these questions in your group.

In groups, students discuss these questions and take turns to give their personal opinions. You can encourage them to use appropriate expressions to give opinion and show agreement or disagreement.

Answers:

Answers will vary.

TRANSCRIPT

List of tips to survive in different emergency situations

It is important to know that in an emergency, a list of survival tips that can save your life would be useful.

Hurricane

Devastating hurricanes have been sweeping through the world more often in recent years. It is dangerous to be exposed outside during hurricanes episodes.

* Hide during a hurricane in a secure basement such as a closet or a bathroom, hopefully with no windows because it is dangerous.

* It is also a good idea to get under a solid piece of furniture to save yourself from a collapsing roof and keep you family close.

*Protect your house to be on the safe side. Install panels on your doors and windows and secure the roof. If a hurricane starts while you're driving leave your vehicle and find a building to shelter in or a ditch.

Tsunami

- Think of a place where you can all be safe in case of this kind of disaster.
- Do not wait for any instructions; once you feel an earthquake immediately escape to a higher lying area. Tsunamis are so fast. They hit the coast minutes after the earthquake.
- Remember that tall buildings including hotels in the beach area can provide an excellent shelter.

Flood

*Don't try to be the bravest person around and stay in your house once you hear the evacuation warning, remember to turn off the power.

* Leave for safer higher grounds with your important papers in a waterproof container.

* If a flash flood gives you no time to evacuate and the water is all around you, don't try to swim across it or drive. A river with debris in is way stronger than you.

Avalanche

An avalanche can hit when you are enjoying skiing. It is very fast and devastating burying everything in its way under tons of snow.

*Try to move to the side of the slope as fast as you can. There will be more snow in the center of the flow.

*If you can't escape it, try using a sturdy tree to keep you above the snow. Don't let yourself sink.

* Kick your feet and arms as if you were swimming in the snow heading uphill.

*In case you get buried in the snow, dig an air pocket for yourself to be able to keep breathing. *Wait for the rescue team to find you and don't waste your energy shouting or digging the snow unless you can hear them close to you.

Wildfire

Wildfires spread at an amazing speed and destroy everything in their way.

*Ensure that you can breathe. If you fail to do it, you can pass out in the midst of a danger zone.

*Use a wet cloth to cover your nose and mouth and escape to safety.

*Find any building to hide in. Remember to leave its doors unlock so that the firefighters can save you if it comes to that.

*If there are no buildings but there is water next to you, get in it.

*If you can get in a vehicle and drive away from the wildfire do it. It will give you more chances to save yourself than running away, obviously.

Earthquake

There are some areas in the world, which are more prone to an earthquake than others. You most likely know if you live in one of those areas.

* Make sure your TV set and bookshelves are secure on the walls. Heavy furniture also has to stand firmly on the ground.

*If an earthquake starts when you are inside, stay where you were.

*Drop to the floor, get underneath a table, cover your neck and head with one hand, and hold on with the other. Your entire body must be under a table.

*Don't try to run out of the building the exterior of a building is one of the most dangerous places. Protect your head and neck with your hands if you are outside when the disaster starts, stay in an open area away from anything that can fall on you.

Some rules are universal for most natural disasters. Remember, you will need to have enough food, water, and other supplies for at least 72 hours after the disaster.

Other supplies include a battery-powered weather radio, flashlight, first-aid kit, a whistle, a dust mask, personal sanitation items; pliers a can opener for food, maps of your area, and an emergency cell phone with backup batteries.

Language Bank answers

- a. It isn't important.
Is it important?
 - b. You aren't safe.
Are you safe?
 - c. It isn't a basement.
Is it a basement?
 - d. They aren't in a cellar.
Are they in a cellar?
 - e. It isn't dangerous.
Is it dangerous?
- A:** How do you know if you live in an evacuation area?

B: First, you have to assess your risks. Next, you need to know your home's vulnerability to storm surge, flooding and wind.

A: Is there another required information?

B: **It is important that** you contact your local National weather service office and local government/emergency management office.

A: What happens if it is dangerous to stay here?

B: When **it is dangerous to** stay there, you must go to the nearest shelter you know. And, **if it is not necessary**, you can stay at home safe.
3. Answers will vary
- a. Firstly
 - b. Secondly
 - c. Then
 - d. Finally



120692

UNIT 3

Social practice of the language:
Express support and solidarity
with daily problems.

120692

What's up?

<p>16 classes (50 minutes each).</p> <p>Family and community.</p> <p>Exchanges associated with specific purposes.</p> <p>Express support and solidarity with daily problems.</p> <p>Public service announcement (PSA).</p> <p><i>How to create a public service announcement.</i></p> <ul style="list-style-type: none"> • Express reasons of interest in a problem. • Contrast effects created by prosodic resources and non-verbal language. • Define ways of expressing according to the interlocutor. <ul style="list-style-type: none"> • Provide students with feedback when they: <ul style="list-style-type: none"> - Determine and identify speech situation. - Define key ideas about reasons to offer help according to purpose and addressee. - Include details and relevant information in key ideas. • Offer students models so that they can: <ul style="list-style-type: none"> - Identify meaning from the tone of voice and intonation. - Vary prosodic characteristics to support meaning. - Examine consequences of offering support and help in proper moments. • Promote students' discussion about what they need to know, and offer examples so that they can: <ul style="list-style-type: none"> - Decide ways of expressing opinions, recognizing effects of prosodic resources. - Select strategies to influence others' opinions. - Identify ways of using non-verbal language to persuade. - Demonstrate drive, intention and empathy through non-verbal language. - Produce expressions to provide information. - Adjust language resources according to addressee and purpose. - Show resilience when facing complex tasks. • Collect evidence such as: <ul style="list-style-type: none"> - Graph of situation of speech. - Catalog of prosodic resources. - List of expressions. - Script with sound effects. <p>Descriptive rating scale.</p>	<p>16 classes (50 minutes each).</p>
	<p>Family and community.</p>
	<p>Exchanges associated with specific purposes.</p>
	<p>Express support and solidarity with daily problems.</p>
	<p>Public service announcement (PSA).</p>
	<p><i>How to create a public service announcement.</i></p>
	<ul style="list-style-type: none"> • Express reasons of interest in a problem. • Contrast effects created by prosodic resources and non-verbal language. • Define ways of expressing according to the interlocutor.
	<ul style="list-style-type: none"> • Provide students with feedback when they: <ul style="list-style-type: none"> - Determine and identify speech situation. - Define key ideas about reasons to offer help according to purpose and addressee. - Include details and relevant information in key ideas. • Offer students models so that they can: <ul style="list-style-type: none"> - Identify meaning from the tone of voice and intonation. - Vary prosodic characteristics to support meaning. - Examine consequences of offering support and help in proper moments. • Promote students' discussion about what they need to know, and offer examples so that they can: <ul style="list-style-type: none"> - Decide ways of expressing opinions, recognizing effects of prosodic resources. - Select strategies to influence others' opinions. - Identify ways of using non-verbal language to persuade. - Demonstrate drive, intention and empathy through non-verbal language. - Produce expressions to provide information. - Adjust language resources according to addressee and purpose. - Show resilience when facing complex tasks. • Collect evidence such as: <ul style="list-style-type: none"> - Graph of situation of speech. - Catalog of prosodic resources. - List of expressions. - Script with sound effects.
	<p>Descriptive rating scale.</p>





- Environment: ...
- Communicative activity: ...
- Express reasons of interest in a problem
- Contrast effects caused by prosodic features and non-verbal language
- Define types of expressions according to the interlocutor
- Public Service Announcement (PSA)
- How to create a Public Service Announcement

This unit aims to teach students how to express support and show solidarity related to everyday problems by using expressions to give advice and suggestions. Students will not only express reasons of interest in a problem, but also contrast prosodic features and non-verbal language, as well as, express formally or informally according to the interlocutor.

Through the unit, students are going to work on a product where they will create a Public Service Announcement (PSA) in the end. Also, students are going to read and learn about PSAs in the text *How to create a public service announcement* included in the Reading Booklet.

Lead-in

Before students open their books, you may start the class asking *Which everyday problems do Mexicans usually have?* Tell students to get in pairs and answer the questions. Finally, listen to their ideas and write some of them on the board.

Discuss the following questions in your group.

Complete the diagram.

Express about common social problems you face and


GETTING READY

1. **Discuss the following question in your group.**
Students work in groups. Give them time to discuss the questions and share their ideas. These questions will help you introduce the topic of the unit.

Answer: Answers will vary.

2. **Complete the diagram.**
In small groups, students complete the diagram with common problems that people usually suffer. You could encourage them to share their ideas with other groups in the class. To check this activity, you may invite volunteers to complete the diagram on the board. Check spelling and pronunciation.

Possible answers: school failure, drug addiction, parental pressure, unhealthy lifestyle and obesity, divorced parents, homelessness, bullying, grooming, poverty, etc.

 <https://listsurge.com/top-15-common-social-problems-youth-face/>

Have students visit this link, where they will find 15 common problems that young people face these days.

EXPRESSING SUPPORT AND SOLIDARITY ABOUT DAILY PROBLEMS...

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to learn how to express support and solidarity about daily problems. Explain to them that the words in bold are useful to give advice and suggestions. To help them, write these other examples on the board:

You **ought to/ 'd better/should/ could** separate your accomplishments from your brothers and sisters' goals

You **'d better/ should/ ought to/ could** focus on one question at a time

LANGUAGE BANK

For more information about expressing support and solidarity, students can go to page 160 and work with the activities on page 161.

COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, they can work with the communicative activity on page 148.

- 4. Work with a partner. Choose two problems and take turns to ask for and give advice.

Students take turns to invent problems. They take turns to expose the problems and give advice to each other. Monitor and help when necessary.

Self-assessment

Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the no option you can read the letters once again as a class, making pauses to monitor and check the problems and expression that show support and solidarity.

- 4. In pairs, look up the words in the box in the Glossary. Then read the sentences and choose the correct alternative to complete them.

Activity 4 content including a box of words and several sentences to be completed with those words.

- 4. Check your answers to activity 5 with other classmates.

Activity 5 content including a list of questions and a box of strategies for expressing opinion.

- 5. In pairs, look up the words in the box in the glossary. Then read the sentences and choose the correct alternative to complete them.

Glossary page 186
Organize students into pairs. They read the definitions in order to use the corresponding words that complete the ideas according to the reading on page 36. You can challenge them to find the evidence in the reading that supports their answers.

- Answers:
- a. Increased
 - b. Siblings
 - c. Low
 - d. Social skills
 - e. Can overcome

- 6. Check your answers to activity 5 with other classmates.

You can invite students to compare and discuss their answers in the previous task with other students in the classroom. Finally, they might check answers as a class.

- 7. Read the questions and discuss your opinion in your group.

First, get students in small groups. Have them read and discuss the questions. Monitor and help with the necessary vocabulary or encourage

students to use dictionaries. Then, discuss the questions with the whole class.

Answer: Answers will vary.

Learning to learn

You can tell students that they can express opinions in four ways.

- They can express a strong opinion. For example, *I'm absolutely convinced that ...*
- They can express a cautious or reluctant opinion when they are not certain about what they think, or they are reluctant to express what they believe. For example, *It seems to me that ...*
- They can also express an objective opinion, based on research or what they have heard or read. For example, *I've heard that ...*
- Finally, we can express a subjective opinion, based only on our own personal experience. For example, *In my experience, ...*



To know more about this topic, you may invite students to go to <http://britishenglishcoach.com/different-ways-give-opinion-english/>

LESSON 2: Prosodic resources and non-verbal language

1. In pairs, look up the words in the box in the glossary and use them to describe what the man is expressing with his body language. Glossary page 186

Start the lesson inviting students to work in pairs to observe the pictures and describe what the man conveys with non-verbal language. You may suggest asking some questions such as *What is his face showing? Is his body relaxed or stiff?* Students exchange ideas with each other and then with the whole class.

Possible answers:

- He's expressing shock. He's shocked.
- He's expressing regret. He's regretful.
- He's expressing worry. He's worried.
- He's expressing doubt. He's doubtful.

Learning to learn

Tell students that in order to learn to read body language they should basically pay attention to:

- facial expressions
- body movements and posture
- gestures
- eye contact

2. Listen to a couple of public service announcements and tick the corresponding pictures.

Prior to the listening activity, tell students that they are going to listen to a couple of PSAs. Ask them if they are acquainted with these types of announcements. You may ask *What topics are they related to?* After that, encourage them to describe the pictures and describe the social problems they show. Then play the recording and encourage them to tick the pictures that are connected with according to what they hear.

Answers: 1- picture c, 2- picture a.

TRANSCRIPT

Listening 1.

Have you ever said: "I'm starving"? Not because you're on a diet or you didn't have time to eat breakfast or lunch, but because you don't have enough money to buy food? Can you imagine what it's like for a child to go to bed hungry every night? Unfortunately, that's not an imaginary situation for 13,000 children in Smallville. At the Smallville Homeless Shelter, we know you'd like to help. That's why we've made it easy for you to drop off your canned goods at any supermarket, during this month. Please, go to your kitchen and take a look at your shelves

In pairs, look up the words in the box in the Glossary and use them to describe what the man is expressing with his body language.



Listen to a couple of public service announcements and tick the corresponding pictures.



In pairs, discuss and justify your answers in activity 2.

and see what you can afford to donate. There's a child in our community who will go to bed hungry tonight...unless you help."

Listening 2.

Imagine

This is your brain

This is heroin or other hard drugs

Now look

This is what happens to your brain after

Starting drugs

This is what your body goes through

It's not over yet

This is what your family goes through and your friends,

Your money, your job, your self-respect, your future

Any questions?

3. In pairs, discuss and justify your answers in activity 2.

You can get students to work in pairs. You may encourage students to explain why they believe the pictures they have selected are the correct ones.

Page 40

Listen again and circle the topics.

Listening 1: Food donation Drug addiction Heroine Heroin

Listening 2: Food donation Drug addiction Heroine Heroin

Listen again and write key words related to each topic.

Topic 1: _____

Topic 2: _____

In pairs, compare your answers to activity 5 and make comments about the topics using those words.

Look up the words related to prosodic features in the Glossary. Then listen again and identify how they were used in both announcements.

Glossary page 186

In pairs, discuss and write the answers to these questions.

1. How do you think the speaker feels about the topic?

2. How do you think the speaker's body language is related to the topic?

Choose a topic in activity 5 and talk about it. Use some of the prosodic features in activity 7 and body language to express your opinion.

4. Listen again and circle the topics.

Play the recording again pausing after each announcement to let students select their answers. Check with the class.

Answers: Listening 1. Food donation, Listening 2. Drug addiction

5. Listen again and write keywords related to each topic.

Students should listen to the recording one more time. This time, they pay attention to particular words related to the social problem reflected in each announcement as in the example.

Answers: Topic 1: starving, hungry, donation, food; Topic 2: heroine, drugs,

6. In pairs, compare your answers to activity 5 and make comments about the topics using those words.

Working in pairs, students share and compare their answers in the previous task. Then, challenge them to talk about food donation and drug addiction using the words in activity 5. Monitor and help when necessary.

7. Look up the words related to prosodic features in the glossary. Then listen again and identify how they were used in both announcements.

Glossary page 186

Before listening, you ought to ask the students to look up the prosodic features given in the activity and say how important they are in speech. You may want to write a sentence on the board and challenge students to read it using different prosodic features. Then, you can invite them to listen to the recording again. This time, students should mark the prosodic features that they believe are used in the announcements.

Answer: Answers will vary

PROSODY AND BODY LANGUAGE


Prosody helps listeners to process and understand the incoming message. Therefore, it has an essential role in speech communication. Prosodic feature awareness would then be the conscious capability of a language user to comprehend, interpret and manipulate the language.

Adapted and retrieved from: Yenkimaleki, M. (2016) *The effect of teaching prosody awareness on interpreting performance: an experimental study of consecutive interpreting from English into Farsi*. Retrieved from: <https://www.tandfonline.com/doi/full/10.1080/0907676X.2017.1315824>

8. In pairs, read and discuss these questions.

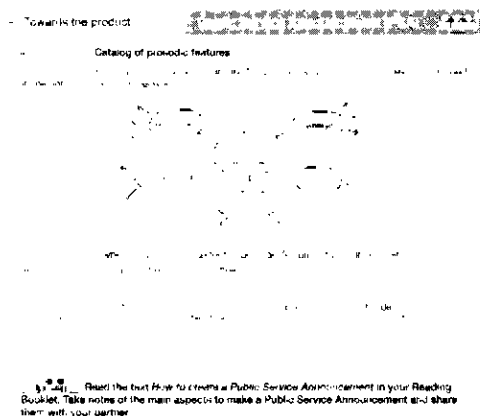
Working in pairs, students read and discuss the questions. Monitor and help with the necessary vocabulary or encourage them to use dictionaries. Then, discuss the questions with the whole class.

Answer: Answers will vary.

9.  Choose a topic in activity 5 and talk about it. Use some of the prosodic features in activity 7 and body language to express your opinions.

You may organize students into groups of four or six students. You could invite them to discuss one of the topics mentioned in the PSAs. You can suggest using expressions to give opinion as well as prosodic features and non-verbal language to influence in the opinion of the other students.

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≡ Towards the product






Public Service Announcement (PSA)

SUBPRODUCT 1: Catalog of prosodic features


- Ask students to make use of the list of problems compiled in the diagram in activity 2, on page 35 (section Getting Ready). You should explain to them that they need to create a diagram similar to the model provided in order to represent the problems that they brainstorm. Encourage students to add other social problems.
- Invite students to go back to activity 7, on page 39 (Lesson 2) and create a catalog of prosodic features. You may encourage them to search for information on the Internet.
- Explain to students that this is the first step of the product, so they need to include the diagram and catalog in their portfolio. They will use them again when they work on the final product on page 46.

Finally, invite students to self-evaluate their performance using the prompts.

10.    Read the text *How to create a Public Service Announcement in your Reading Booklet*. Take notes of the main aspects to make a Public Service Announcement and share them with your partner.

Students go to the Reading Booklet and read the text *How to create a public service announcement*. While reading, the students circle what they consider as relevant aspects to create a PSA. Then, in pairs, they make comments about their findings. Monitor and help when necessary.

Answers: Answers will vary.

2.  Listen to the dialogues and confirm your predictions in activity 1.

You can play the recording and invite students to listen carefully. Then students check if their predictions in the previous exercise are correct or not. In case their predictions are wrong, you may also ask them to say in what ways their predictions differ to the ideas in the listening. Monitor and check as a class.

Answers: Drug addiction and unhealthy lifestyle.

TRANSCRIPT

1.

Sage: Hey Brian, what's up? How are your classes going?

Brian: They're not. No matter how much I try, I just can't seem to get anything done.

Sage: Sounds like you have some stuff happening.

Brian: I'm really confused in class and I can't seem to get going. I'm tired and sometimes I even fall asleep in class.

Sage: Do you think you get enough sleep at night?

Brian: Not really. I have to work and study, so I probably only get about four or five hours if I'm lucky.

Sage: What about exercise?

Brian: The only exercise I get is walking back and forth to class.

Sage: Hmmmm... I bet you're eating a lot of junk food, too, right?

Brian: Yeah, I am, but I don't have the time to sit down and eat regular food.

Sage: It really sounds like a vicious cycle! What you could work on is breaking that vicious cycle.

Brian: Wow! but where can I start?

Sage: First, you'd better do some exercise to stop your body from tiring out, and you should change your diet.

Brian: I'll start now!

2.

Layla: Good afternoon, Mrs. Green.

Mrs. Green: Good afternoon Layla.

Layla: Thanks Mrs. Green for meeting with me during your lunch hour. I appreciate it.

Mrs. Green: No problem. I'm happy to help. What can I do for you?

Layla: I've started abusing drugs! What can I do to overcome this awful problem?

Mrs. Green: First, you ought to take the decision to make a change. This is what you want. Am I right?

Layla: Yes, you are!

Mrs. Green: Great. Then you should start a good medical treatment and I can help you with that.

Layla: Thank you, Mrs. Green

Mrs. Green: You are welcome.

3.  Read and listen again. Label the dialogues as formal or informal.

Explain to students that now they are going to be able to read the dialogues and listen to them at the same time. Play the recording pausing after each conversation to give students enough time to classify them as formal or informal according to the way the interlocutors communicate with each other.

Answers: a. Informal, b. Formal

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2

Layla: Good afternoon, Mrs. Green.

Mrs. Green: Good afternoon, Layla.

Layla: Thanks, Mrs. Green, for meeting with me during your lunch hour. I appreciate it.

Mrs. Green: No problem. I'm happy to help. What can I do for you?

Layla: I've started abusing drugs! What can I do to overcome this awful problem?

Mrs. Green: First, you ought to take the decision to make a change. This is what you want. Am I right?

Layla: Yes, you are!

Mrs. Green: Great. Then you should start a good medical treatment, and I can help you with that.

Layla: Thank you, Mrs. Green.


Mrs. Green: You are welcome.

 In groups, discuss the aspects in both dialogues that make them formal or informal.

 Choose one of the dialogues in activity 3 and practice it with a partner.


 In pairs, write either a formal or informal dialogue about a different situation.

 In pairs, act out your dialogue in front of the class.

4.  In groups, discuss the aspects in both dialogues that make them formal or informal.

Invite students to work in groups of three or four. You could suggest reading the dialogues again and search for elements that indicate whether a conversation is formal or not. Then students should discuss their findings. Monitor and check as a group.

Possible answers: The type of expressions, greetings, the interlocutor.

5.  Choose one of the dialogues in activity 3 and practice it with a partner.

Working in pairs, students should select and practice one of the dialogues studied in this lesson. Students can adapt it according to their needs. Monitor and check pronunciation. If time

is available, you might invite some volunteers to perform the conversation in front of the class.

6. In pairs, write either a formal or informal dialogue about a different situation.

This time, students will have the challenge of creating a new dialogue about another daily problem. You can tell the students that they need to decide who will be the interlocutors and according to that determine the level of formality of the conversation. Monitor and provide help when necessary.

7. In pairs, act out your dialogue in front of the class.


You should give students enough time to practice their new dialogue. Remind them that they need to consider the use of appropriate prosodic features like volume, tone, pause, etc. and non-verbal strategies such as body posture, gestures, facial expressions, etc.

Page 45

Towards the product

Repertoire of expressions and script

In pairs, read about Mark's concerns and give some advice to him



In pairs, take turns to express worries and give each other suggestions as in the example

Example: A: I have a problem. I don't know what to do about it. B: ...

≡ Towards the product



Public service announcement (PSA)

SUBPRODUCT 2: Repertoire of expressions and script

- a. You may invite students to revise the unit searching for expressions they could use in the product. If possible, they can also surf the internet to find other additional expressions that might be useful for their announcement.
- b. Explain to the students that a script will help them plan each scene in the announcement. They may think about the elements they want to include in the announcement and the way they are going to be used.
- c. Explain to students that this is the second step of the product, so they need to include the list of expressions and script in their portfolio. They will use them again when they work on the final product on page 46.

Finally, invite students to self-evaluate their performance using the prompts.

8. In pairs, read about Mark's concerns and give some advice to him.

Working in pairs, students take turns to read each situation aloud and suggest some solutions to his problems. Remind students the use of appropriate expressions to give advice.

Answers: Answers will vary.

9. In pairs, take turns to express worries and give each other suggestions as in the example.

Have students work in pairs. Students should mention several problems that they may have. Tell students that the situations do not need to be real. Then, they suggest some advice as shown in the example. Walk around the classroom and help if necessary.

Answers: Answers will vary.



FINAL DESTINATION

Product

Product

- Work in groups. Share your diagram with everyday problems, catalog of prosodic features (Subproduct 1, page 41), list of expressions and script (Subproduct 2, page 45) in your portfolio.
- Decide the purpose of your PSA by choosing one of your everyday problems in the diagram.
- Write the script of the announcement. Decide the number of scenes and the necessary expressions that you want to add.
- Include appropriate prosodic features and non-verbal language to the announcement.
- If possible, record your announcement with a cell phone or the camera of a personal computer. If it is not possible, read your announcement in front of your classmates.
- Share your announcement with the class and express your opinion of your partners' product.

It seems to me that I feel that I'd say that I finally I

What did you think of the PSA? How did you feel about the PSA? How did you feel about the PSA?

Public service announcement (PSA)

1. **Work in groups. Share your diagram with everyday problems, catalog of prosodic features (Subproduct 1, page 41), list of expressions and script (Subproduct 2, page 45) in your portfolio.**

In the same groups, students check and take turns to read the information they have recorded in their portfolio.

2. **Decide the purpose of your PSA by choosing one of your everyday problems in the diagram.**

You should get students to have a look at their diagram and take one of the problems in it as the objective of their announcement.

3. **Write the script of the announcement. Decide the number of scenes and the necessary expressions that you want to add.**

Students should decide the number of scenes in the PSA, the message they want to express and include appropriate expressions to express solidarity as well.

4. **Include appropriate prosodic features and non-verbal language to the announcement.**

You could encourage students to have a look at their catalog of prosodic features and choose the elements that may contribute to the message in the announcement. At the same time, challenge them to suggest the non-verbal language they want to use.

5. **If possible, record your announcement with a cell phone or the camera of a personal computer. If it is not possible, read your announcement in front of your classmates.**

Students practice the announcement and then record it with the help of a camera in a cellphone or personal computer, if possible. If these resources are not available, you should encourage students to make an oral presentation in front of their classmates. Remind them to choose one member of the group to read the announcement aloud.

6. **Share your announcement with the class and express your opinion of your partners' product.**

Students should share their final product with the class. Remind them to use the expressions in the Useful Language window to express their opinions about the announcement of their partners. Finally, ask students to make a copy of the script and announcement which must be included in their portfolio.

Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation Instrument

Descriptive rating scale

Make a copy of the Descriptive rating scale on page 180 per student. Complete the evaluation according to their performance in the unit and consider it as evidence of their progress.

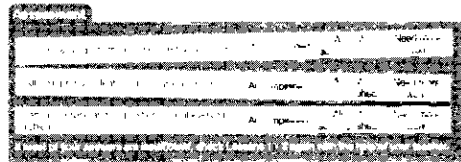
FINAL CHECK



1. Read this e-mail. Identify and explain the problem to your partner.

2. In pairs, write a formal or informal dialogue in your notebook to give some advice about John's problem.

3. In pairs, act out your dialogue, adding the necessary prosodic features and non-verbal language.



In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. Read this e-mail. Identify and explain the problem to your partner.

You may invite students to read the text in silence. While reading, students should underline the problem. Then, they write about it using their own words.

II. In pairs, write a formal or informal dialogue in your notebook to give some advice about John's problem.

Working in pairs, students create a short dialogue either formal or informal where they need to use some expressions to give advice and suggestions to John's problems.

III. In pairs, act out your dialogue, adding the necessary prosodic features and non-verbal language.

You should give students enough time to practice the dialogue. Make sure students include enough prosodic features and nonverbal

language, too. Finally, students perform the dialogue in front of the class.

IV. Evaluate your progress according to your performance in the Unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 3, students can complete the social practice mind map on page 178.

FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 3.



Reading Booklet

How to Create a Public Service Announcement

TEACHING TIP

You should guide students in annotation by directing them to do more than highlighting or underlining. You might encourage them to have a conversation with the text by writing notes on the text while reading—this keeps students engaged and often increases comprehension. Annotations may include:

- Defining new words
- Asking questions
- Making personal connections with the text
- Highlighting heading and subheadings
- Summarizing paragraphs

Adapted from: Barber, S. (November, 2016). 6 techniques for building reading skills Retrieved from: <https://www.edutopia.org/article/6-techniques-building-reading-skills-susan-barber>

BEFORE READING

- 1. In groups, discuss some Public Service Announcements you already know and their purpose.**

Give students time to discuss the Public Service Announcements they know.

Answers: Answers will vary.
- 2. Suggest words that you believe might be related to Public Service Announcements. Discuss in your group and with the class.**

Students work in groups to fill in the spaces with keywords that they believe are related to PSAs. Then, you might encourage students to share and compare their ideas with the class. You can challenge students to support their ideas.

Answers: Answers will vary.
- 3. Have you ever made a PSA? If yes, write what it was about.**

Students think about their own experiences and write about it.

WHILE READING

- 4. In pairs, discuss and record an everyday problem that you believe could be aired through a PSA.**

Students work in pairs to suggest additional situations that should be broadcasted. You may encourage them to give reasons.

Possible answers: Food donation, promote a healthy lifestyle, to prevent grooming, etc.

- 5. In pairs, discuss two aspects about PSAs that have been mentioned up to now and that have called your attention.**

Working in pairs, students select a couple of characteristics of PSAs that have already been read and they think are interesting.

AFTER READING

- 6. In pairs, take some words from the box and express ideas about PSAs.**

You may get students to organize in pairs. You can invite them to read and check the meaning of the concepts in the box. Then students talk about PSAs reusing the keywords. Monitor and check grammar when necessary.

- 7. In pairs, answer these questions about the text.**

Give students enough time to check reading comprehension. Students read the questions in pairs and take turns to give their answers based on the information they have read. Check with the class.

Answers: a. The goal of the PSA, b. Every day and simple language, c. They try to get the audience to do more than one thing, d. Only when necessary.


- 8. In groups, read and discuss these sentences from the text.**

Students work in groups. They read the sentences taken from the text and give their opinion about what they believe the sentences want to express. Finally, students share ideas with the whole class.

Answers: Answers will vary.

TEACHING TIP

You may encourage students the use of appropriate expressions to show **agreement** (*I agree (with) / I am in agreement (with) / absolutely / that's a good point too / I couldn't agree more / etc.*) and **disagreement** (*I disagree (with) / I am in disagreement (with) / I totally disagree (with) / etc.*).

9.  In groups, choose a social issue to make a PSA and do the following activities:

Students choose a social issue, write two reasons for choosing it and discuss some ideas to express the PSA.

Answers: Answers will vary.

TRANSCRIPT

How to Create a Public Service Announcement

A Public Service Announcement (PSA) is a free “commercial” for a non-profit organization. It is aired voluntarily by individual radio and/or TV stations.

How do I start?

You start with the goal of the PSA: What do you want it to accomplish?

What is the goal of a PSA?

It is to get someone to take a specific action. For example, to stay in school, to stop smoking, to avoid abusing drugs, etc.

Is it important enough?

Your first question must be, “Is this message important enough to broadcast?”

And your second question must be, “Is this message relevant to the broadcast audience?”

Use real language

Have you ever noticed how some commercials speak in a language that you only seem to hear in commercials? Don’t speak that language in your PSA! Use the language you use every day.

Use emotion

People act based on emotional reasons to react and wake up.

Make it personally relatable

A PSA is nothing more than a conversation with the audience. So you have to make your message personal to them and make it easy for them to relate to.

Deliver exactly one ‘core message’

Many PSAs (and many commercials) make the mistake of trying to get the audience to do more than one thing. A PSA can ask people to donate food. Or money. Or time. But it shouldn’t ask for all three.

And to deliver that message effectively, you must do so with clarity. It’s not the audience’s job to figure out what you really mean.

Music

Use music only when it enhances the impact of the message.

Sound effects

Don’t use sound effects just because they’re fun to use. Use them only if they increase the impact of the message you’re trying to communicate.

How long should it be?

Usually, the length of your PSA is determined by the broadcast station that might air it. Most often, it’s either 30 seconds or 60 seconds.

Language Bank answers

- 1. a.** Shouldn’t eat, **b.** Should do, **c.** Should drink, **d.** Shouldn’t sleep
- 2. a.** You’d better take an umbrella. **b.** You’d better not go to school. **c.** We’d better take a taxi.
- 3. a.** better close **b.** should call **c.** could visit **d.** to finish **e.** better not **f.** could go **g.** not get **h.** shouldn’t tell



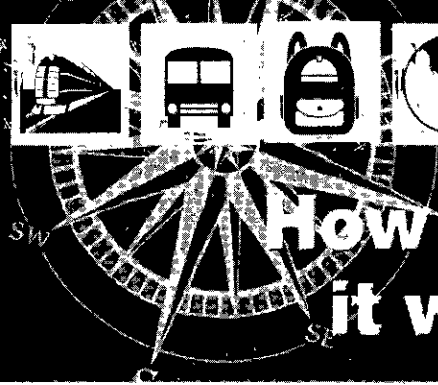
UNIT 4

Social practice of the language:
Paraphrase information to explain
the function of a machine.

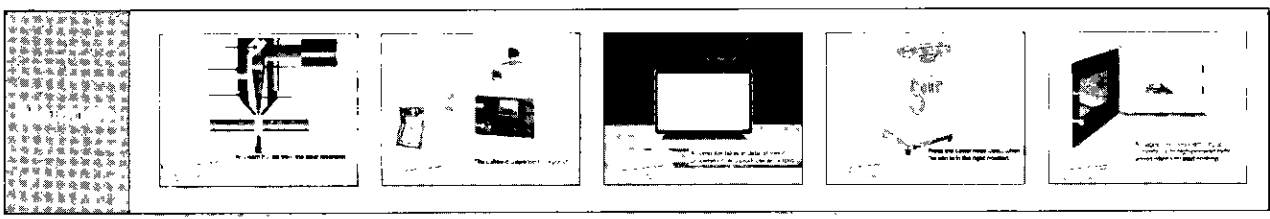
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How does it work?



<p><i>[Faded text from the original document, likely bleed-through from the reverse side]</i></p>	16 classes (50 minutes each).
	Educational and academic.
	Search and selection of information.
	Paraphrase information to explain the function of a machine.
	Infographic.
	<i>Simple and compound machines.</i>
	<ul style="list-style-type: none"> • Select and review materials. • Read and understand information. • Write information. • Edit texts.
	<ul style="list-style-type: none"> • Provide students with graphic materials that show how a machine works and guide their attention to the interpretation of images and texts, so students are able to: <ul style="list-style-type: none"> - Evaluate text organization and determine patterns. - Reflect on the use of images and/or illustrations. - Express purpose and addressee. - Define with other criteria to select information. • Help and explain to students how to value and reinforce text comprehension and give them support to: <ul style="list-style-type: none"> - Infer implicit information, posing plausible alternatives. - Distinguish between terminology and expressions used in British and American variants. - Evaluate main ideas and the information in them which elaborates more content. - Establish relationships between text and images. - Monitor the use of own reading strategies and those of others. • Think aloud the steps and actions to follow in order to write and organize information and paraphrase information and help students to be able to: <ul style="list-style-type: none"> - Paraphrase information, using a range of expressions and pertinent linguistic resources. - Order and relate ideas and explanations in a diagram. - Complete a diagram with notes that explain main ideas. • Promote feedback among students, give them time and opportunities to share their texts. Give them support to: <ul style="list-style-type: none"> - Read to revise spelling and punctuation. - Order statements in a sequence. - Adjust language according to addressee and purpose. - Elaborate final versions. - Share proposals to spread and socialize texts.
	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> - list of statements - notes - graphics resources
	Anecdotic record.



Social practice of the language

DIGITAL PRODUCTS

- Environment
- Communicative activity

ELECTRONIC APPLIANCES

- Read to learn
- Read and understand
- Write information
- Write text
- Paragraph
- Simple and compound sentences

Lead-in

Ask students to go to page 48 and tell them that they are going to start a new unit. Encourage them to talk about the role of machines in their lives. You may ask questions such as the following: *Which room has the most machines at your house? What would happen in a world without machines? How do they usually used to make something work?*

Once the students understand what this unit is about, ask them to pay attention to the title of the text that you will read in the Reading Booklet; in this case, Simple and compound machines.

EXTENSION ACTIVITY

Students can brainstorm a list of machines that they usually use and compare their list with other students.

In pairs, start a conversation about the picture on page 48. Use the given questions and prompts below. Take turns to ask and answer the questions by using your own ideas to answer.

Answer these questions.

- What are the most common machines in your house?
- Which machine do you use most often?
- How do you use it?
- What are the most important machines in your house?

Show your answers to activity 2 with your partner.

Complete this diagram with the types of machines you know. Give examples.



GETTING READY

1. In pairs, start a conversation about the picture on page 48. Use the given questions and prompts below. Take turns to ask and answer the questions by using your own ideas to answer.

In order to activate prior knowledge, explain to students that the prompts are the model of a dialogue. Working in pairs, students first take turns to read aloud the questions and prompts given in the exercise. Then both students practice the dialogue based on the information they can infer from the picture at the beginning of this unit. Walk around the classroom and help as necessary. Check the activity as a class.

You may invite students to focus on the picture and say as much as possible about it. You can ask questions such as *What is your first impression? What can you see? What do you think this lesson is going to be about?* Then students should try to infer the meaning of the word machine.

Answers:

Answers will vary.

TEACHING TIP

Have students predict what the lesson is about by making them guess the meaning of the target vocabulary from context. To do so, you may write the word machine on the board. Use prompts such as

- *What is a machine?*
- *What can you with it?*
- *Where can you use it?*
- *You can use it for....*
- *There are different types of machines.....*

2. Answer these questions.

Read the questions aloud and make sure students understand them. Then give them time to answer the questions individually.

3. Share your answers to activity 2 with your partner.

Students now share their answers to the previous activity, taking turns to ask and answer the questions.

Answers:


Answers will vary.

4. Complete this diagram with the types of machines you know. Give examples.

Invite students to complete the diagram using their prior knowledge on machines.

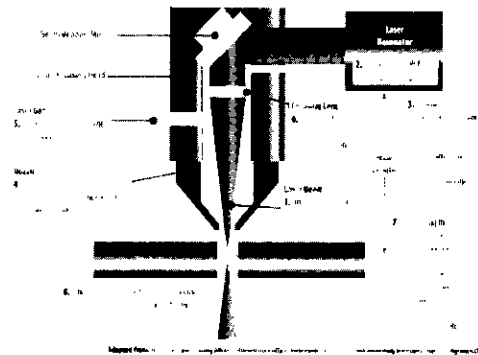
Answers:

Answers will vary.

 Take a quick look at the text below. What kind of information does it give? Discuss it in your group.

Why lasers are used for cutting

 Glossary page 57



 Read and listen to the infographics. Answer the questions in your group.

What is the main purpose of the infographic? What information does it give? Discuss it in your group.

 Read and listen to the infographic. Answer the questions in your group.



ON THE ROAD

LESSON 1: Reviewing an infographic

1. Take a quick look at the text below. What kind of information does it give? Discuss it in your group.

Students look at the text and make predictions about its content. Tell them to consider the title and the graphic elements as they make their predictions.

Answers:

Answers will vary.

2. Read and listen to the infographics. Answer the questions in your group. Glossary page 187

In order to understand the text organization, students look at the infographics and discuss about the concepts that they believe may determine the corresponding text organization. Then read the texts and answer. Check the activity as a class. Encourage students to support their ideas based on their own knowledge and details in the text.

Answers:

- a. To show how the parts of the machine work.
- b. The cause is the process of the machine functioning (steps 1 – 7) and the effect is the cutting of the metal plate (step 8).
- c. In the line that says “Think about using a magnifying glass to focus the sun’s rays onto a leaf, and how that can start a fire”.



To read information about how to make an infographic, you can visit <https://coschedule.com/blog/how-to-make-an-infographic/>

If possible, have students visit this link. Here they will find complete information about infographics. This activity will help them comprehend the topic of the unit so they can understand the texts they read as they go through the unit.

Page 51

Read the title of the text. Is drinking coffee in space the same as drinking it on Earth? Discuss it with your partner.

The first zero-gravity real coffee machine

HOW IT WORKS

MAKING CONNECTIONS
What other things can you learn with infographics? In what subjects? How?

Read and listen to the text. Then answer the questions with your partner.

LESSON 2: Comprehending infographics

1. **Read the title of the text. Is drinking coffee in space the same as drinking it on Earth? Discuss it with your partner.**
Students read the title of the text and based on this, they discuss the question sharing their ideas.

Answers:

Answers will vary

2. **Read and listen to the text. Then answer the questions with your partner.**

Glossary page 187

Have students read the sentences carefully and decide if they are true or false. They should do this activity orally, taking turns to read the statements and answer. Model the activity saying *In my opinion, the answer is true because the text says that...* Monitor and help when necessary.

Answers:

- a. The text is an instructive manual.
- b. The main idea of the text is to show how the parts of the zero-gravity coffee machine work.
- c. First, the pouch is hooked up and fastened using a rapid coupling/uncoupling system. The water is then aspirated and pressurized by a non-conventional electrical system. Next, the coffee capsule is inserted and after that, the coffee is dispensed in a pouch. Finally, the astronaut takes it and drinks the coffee using a straw.

Making connections

Invite students to make connections between the text and other disciplines. To do this, you can organize students into groups of four. They read the questions in the activity and discuss the answers. Finally, check the activity as a class.

Page 52

Read and listen to the text. Then take turns to paraphrase how computers work.

How a computer works


MAKING CONNECTIONS
What other things can you learn with infographics? In what subjects? How?

Read and listen to the text. Then answer the questions with your partner.

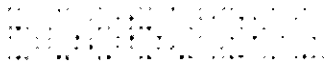
Choose a machine on pages 50 and 51. Explain how it works to your partner.

PARAPHRASING INFORMATION TO EXPLAIN HOW A MACHINE WORKS

verbs in the present simple
Examples:
travels, travels, travels

3.  Read and listen to the text. Then take turns to paraphrase how computers work.

Explain to students that they have to read the text, paying special attention to the sections that describe how computers work. Then encourage them to close their books and paraphrase the information in the text, in pairs.



PARAPHRASING INFORMATION TO EXPLAIN HOW A MACHINE WORKS ...

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to paraphrase how a machine works. Explain to them that the tense in bold is used to explain or describe a process. To help them, write the following extra examples on the board:

*Using a special plastic pouch, the astronaut **draws** water from the dispenser located onboard the Space Situation.*

*The astronaut **takes** it and **drinks** the coffee using a straw.*

LANGUAGE BANK

For more information about the Present Simple, students can go to page 162 and work with the activities on page 163.

COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, they can work with the communicative activity on page 149.

4.  Choose a machine on pages 50 and 51. Explain how it works to your partner.

Students now choose the machine on page 50 or the one on page 51. They should explain how it works to their partner. As they make their descriptions, monitor and check the use of the verbs in the present simple tense.

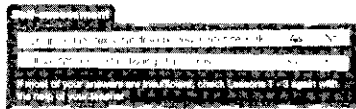
Read and number the steps in order. Then listen to the conversation carefully, and check your answers.

Imagine that you are using an electric kettle for making the English cup of tea for your granny. Think about the steps with your partners, and then paraphrase the instructions in activity 1. Use the expressions in the box. Follow the example.


Example: First, you have to fill the kettle with water. Then, you have to plug it in.

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...

Listen to the instructions. Check your answers to activity 2 with your partner.



LESSON 3: Writing information

1.  Read and number the steps in order. Then listen to the conversation carefully, and check your answers.

Read the instruction and make sure students understand what they need to do in order to organize the information of a conversation that they are going to listen to in this activity. Then read the excerpts of the conversation in each box and explain that these statements are related to the steps of how a machine works. Explain to students that they need to number each box in order to reorganize the text in a sequential order. Then play the recording and let them listen and check their predictions. Finally, you can ask them some questions to check comprehension, like for example *What is the conversation about? What is the machine involved in the conversation? What other additional information is given?*

Answers: From left to right 2-5-4-3-6-1

TRANSCRIPT

How to make an English cup of tea for my granny

First, fill the electric kettle with water.

Then, plug it in.

After that, switch it on.

Next, boil water.

Later, put some tea into the teapot and leave it for 2-4 minutes.

Finally, pour the tea into the cup.

Answers:

Answers will vary

5. 26 Now listen and read the conversation in activity 4.

Students now listen and read the conversation. They can read and listen twice if necessary.

6. Choose a machine from the texts that you have read in the unit. Then write a dialogue following the model in activity 4. Include the expressions in the box.

Using the information in the box, as well as the expressions they learned in activity 4, students write a dialogue following the model.

Answers:

Answers will vary

7. Role-play the dialogue you wrote in activity 6 with your partner.

Students now practice and role-play the dialogue they wrote in activity 6.

Help students recognize main ideas and supporting ideas. You may explain the differences by telling them that the main ideas are those that express the most important information while the supporting ideas help you to understand this kind of information. Invite them to read the excerpts from the text on page 52. Go to page 52 if necessary and read the text aloud.

Answers:

a. Main idea b. Main idea c. Supporting idea d. Supporting idea

9. Now, complete a diagram with the ideas from the text on page 52. Check your ideas with your partner.

Now, make students read the text on page 52 again. Ask them to identify the main ideas and the information in it that supports them. Then, explain to them that they are going to complete the diagram with the information they found. Invite them to compare their ideas with their partner.

Self-assessment

Students have the opportunity to self-evaluate their progress using the prompts. In case they tick the *no* option, revise the activities on this page and help with comprehension.

Page 55

1 Read these excerpts from the text on page 52. Then write what type of ideas are the ones in the boxes: main idea (the point of the paragraph) or supporting idea (detail that supports the main idea).

Computer is an information processor that is an electronic machine that processes information

It receives information from the keyboard, mouse, scanner, etc. and sends it to the printer and the screen.

It receives information from the keyboard, mouse, scanner, etc. and sends it to the printer and the screen.

It receives information from the keyboard, mouse, scanner, etc. and sends it to the printer and the screen.

2 Now, complete a diagram with the ideas from the text on page 52. Check your ideas with your partner.

Main idea Supporting idea

Self-assessment

1. I can identify the main idea and supporting ideas in a text.

2. I can describe how a machine works.

If your answer is No, check Lessons 1 – 3 again with the help of your teacher.

Page 56

Towards the product **Information**

List of statements

1. The computer is a machine that processes information.

2. It receives information from the keyboard, mouse, scanner, etc. and sends it to the printer and the screen.

3. It receives information from the keyboard, mouse, scanner, etc. and sends it to the printer and the screen.

4. It receives information from the keyboard, mouse, scanner, etc. and sends it to the printer and the screen.

5. It receives information from the keyboard, mouse, scanner, etc. and sends it to the printer and the screen.

1 Read the text Simple and Compound Machines in your Reading Booklet. Complete the table classifying machines as simple and compound.

Simple machines	Compound machines
-----------------	-------------------

8. Read these excerpts from the text on page 52. Then write what type of ideas are the ones in the boxes: main idea (the point of the paragraph) or supporting idea (detail that supports the main idea).

Reflect on the structure of an infographic. What is the role of the images? In what sense are the statements that describe how a machine works 'expressed'?

COMPREHENSION





Infographics

Step 1: Make a list of statements

- a. Ask students to go back to the texts related to machines they have studied before and read them again. Explain to them that they have to choose a machine from these texts or that they could also choose another machine of their interest.
- b. Students identify or find information about how the machine that they chose works.
- c. Students identify and underline the verbs that describe how the machine works.
- d. Students make a list of statements that explain how the machine works in a separate sheet of paper.
- e. Remind students to include their list in their portfolio.

Finally, invite students to evaluate their own performance using the prompts.

10.   Read the text *Simple and Compound Machines* in your Reading Booklet. Complete the table classifying machines as simple and compound.

Ask students to open their Reading Booklet and give them time to read the text. As they read, suggest underlining the main ideas in the text. You may also suggest reading the glossary.

Background: Rube Goldberg

In order to give more details about compound or complex machines, you can mention an important inventor.

Rube Goldberg

Rube Goldberg was born in San Francisco, California. He was a cartoonist, an inventor, an engineer, and a sculptor. Rube Goldberg most famous is his series of cartoons that depicted what later became known as Rube Goldberg machines. His ability to imagine such machines was informed in part by his study of engineering at Berkeley, something that his father encouraged.

Rube Goldberg machines were complex contraptions that completed simple tasks in overly complicated ways. In his cartoons, they were created by a character called Professor Lucifer Gorgonzola Butts.

Adapted from: Wood, D (n.d). Rube Goldberg: Biography, Cartoons & Inventions. Retrieved from <https://study.com/academy/lesson/rube-goldberg-biography-cartoons-inventions.html>



For more information about Rube Goldberg Machines, visit <http://coolmaterial.com/roundup/rube-goldberg-machines/>
<https://www.rubegoldberg.com/>

Learning to learn

Students can reflect on the structure of infographics answering these questions individually or in pairs. You should check answers as a class.

CHECK YOUR PROGRESS

Take a look at the pictures below, discuss which machines make your life easier with your partner. Justify your ideas.



Now, choose a machine and describe how it works. Answer the questions below. Use the expressions, connectors, verbs, and expressions you know.

- How does it work?
- What are its advantages?
- What are its disadvantages?

Evaluate your progress according to your performance in Lessons 1-3.

Machine	How it works	Advantages	Disadvantages
Washing machine	It washes clothes.	It saves time.	It is expensive.
Vacuum cleaner	It cleans the floor.	It makes the house clean.	It is noisy.
Microwave oven	It heats food.	It is fast.	It is not healthy.

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. Take a look at the pictures below, discuss which machines make your life easier with your partner. Justify your ideas.

Give students time to look at the pictures. In pairs, they describe what they see and discuss which machines they think make their life easier giving arguments for their answers.

II. Now, choose a machine and describe how it works. Answer the questions below. Use the expressions, connectors, verbs, and expressions you know.

Students should have a dialogue about the machine they choose. They ask and answer questions and use what they have learned in the unit.

III. Evaluate your progress according to your performance in Lessons 1 - 3.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case they have doubts, revise the specific contents studied up to now.

Read and infer to the text. Look up the words in the glossary.



Lift the cutter head up to the top of the can as it's cutting through the paint.

Press the cutter head down when the can is in the right position.

Allow the opener's magnet to catch hold of the can as it's cutting through the paint.

Remove the lid from the opener's magnet. Push the lid down.

Notes and Graphic resources

Now read the text again and correct punctuation. Pay attention to capital letters, commas and periods. Use the example below as a model.

Example The can of self paint is very easy to use. It is very convenient. It is very easy to use.

Write the words of the gaps in the correct order.

Example The can of self paint is very easy to use. It is very convenient. It is very easy to use.

Towards the product

Notes and Graphic resources

The can of self paint is very easy to use. It is very convenient. It is very easy to use.

Read and listen to the text. Look up the words in the glossary.

LESSON 4: Editing texts

1. Read and listen to the text. Look up the words in the glossary.

Tell students to take their time to go through the text and look up the words in the glossary. Ask them to read the text twice. Explain to them that, at this stage, the text may seem confusing as the punctuation is not checked.

2. Now read the text again and correct punctuation. Pay attention to capital letters, commas and periods. Use the example below as a model.

Students read the text and check punctuation. To help them, you may read the text aloud and help them by emphasizing the correct use of punctuation marks. It is advisable that you check students previous knowledge on this topic. Otherwise, you should briefly explain each of the punctuation marks and their correct use.

the type of marks they have to use in order to correct and check their writing. It illustrates common errors and distinguishes different marks according to each case. Invite them to check their writing using the marks.

7. Write a final version of the instructions in your notebook. Then share it with your group.

Finally, students correct their work and write a final version of their instructions. Then they share their description with their group, paraphrasing how the machine they chose works.

Self-assessment

Students evaluate and reflect on their performance. In case they tick the *no* option, you can revise the activities on this page again and guide them in the writing and editing of their description.

Page 60

FINAL DESTINATION

Product

The screenshot shows a digital workspace titled 'Product'. On the left, there is a small image of a person working at a desk. On the right, there are four numbered instructions:

- Open your portfolio. In groups, work with your list of statements in Subproduct 1 (page 56) and your notes and graphic resources in Step 2 (page 58).
- Revise and edit your list of statements and notes. Use the Editor's mark as a guide.
- Write the final version of your list of statements and your notes. Use them to create an infographic that describes how your machine works. Add illustrations, arrows, diagrams and extra information.
- Display your infographic in a visible place of the classroom. Explain how your machine works.

Below the instructions, there is a checklist with three items: 'Done', 'Not done', and 'Not done'. At the bottom, there is a section titled 'First of all After Later then next after that finally' with a corresponding diagram.

Infographics

At this stage, you can suggest checking their previous work through the lessons (Towards the product). Ask them to share their ideas with you and their classmates. Then, invite them to form groups and organize their work in order to work on the Final Destination project.

You should tell your students, that during this period, they are going to work on their product (Infographics) based on all the activities related to the social practice of language in this unit (Paraphrase information to explain how a machine works).

1. Open your portfolio. In groups, work with your list of statements in Subproduct 1 (page 56) and your notes and graphic resources in Step 2 (page 58).

Students check and take turns to read the information they have recorded in their portfolio

2. Revise and edit your list of statements and notes. Use the Editor's mark as a guide.

They revise and edit their statements by using the Editor's mark.

3. Write the final version of your list of statements and your notes. Use them to create an infographic that describes how your machine works. Add illustrations, arrows, diagrams and extra information.

Once they have finished the edition of their texts, ask them to paste them on a piece of cardboard and make the infographic.

4. Display your infographic in a visible place of the classroom. Explain how your machine works.

Students present their infographic paraphrasing the information to explain how their machine works. They should use the vocabulary learned during the unit and the expressions in the Useful language window.

Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation Instrument

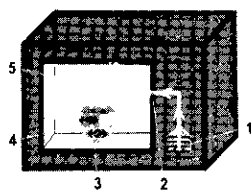
Anecdotal record

Make a copy of the Anecdotal record on page 181 per student. Complete the anecdotic record according to their performance in the unit and consider it as evidence of their progress.

Page 61

FINAL CHECK

I. Read and listen to the text. Underline the main ideas.



How does a microwave turn electricity into heat?

- 1. Inside the microwave, there is a magnetron. It sends a stream of microwaves that heat the food. When you turn on the microwave, the magnetron starts to work.
- 2. The magnetron sends a stream of microwaves that heat the food. When you turn on the microwave, the magnetron starts to work.
- 3. The magnetron sends a stream of microwaves that heat the food. When you turn on the microwave, the magnetron starts to work.
- 4. The magnetron sends a stream of microwaves that heat the food. When you turn on the microwave, the magnetron starts to work.
- 5. The magnetron sends a stream of microwaves that heat the food. When you turn on the microwave, the magnetron starts to work.

II. In pairs, paraphrase the instructions in the text. Use expressions in the box.

Now: 34 minutes

III. Evaluate your progress according to your performance in the Unit

Question	Yes	No	More
1. I can understand the main ideas of the text.			
2. I can paraphrase the instructions in the text.			
3. I can evaluate my progress according to my performance.			

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. Read and listen to the text. Underline the main ideas.

Have students read the text and identify the main ideas about the microwave. Give them time to read it and underline the key information in the text.

II. In pairs, paraphrase the instructions in the text. Use expressions in the box.

Students can work in pairs and have a conversation about the text. Students should explain how the machine works and use appropriate connectors.

Answers:

Answer will vary.

III. Evaluate your progress according to your performance in the Unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 4, students can complete the social practice mind map on page 179.

FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 4.

**BEFORE READING**

1. Take a look at the picture on page 45 and answer:

Invite students to observe the illustration and describe answering the questions.

Answers:

Answer will vary

2. Read the title of the text. Complete the diagram with your own ideas about what you are going to read.

First, the students work individually to fill in the spaces with several ideas that they believe would be related to the reading. Then, in groups, they share and compare their ideas. You can challenge students to support their ideas.

Answer:

Answers will vary.

WHILE READING

3. Circle the simple machines. Underline the compound machines.

You can invite students to start reading the text. You should give them enough time to do this activity. While students read, they identify simple machines and compound machines that are mentioned in the text.


Possible answers:

Simple machines: screw, pulley, wedge, inclined plane, wheel and axle, lever


Compound machines:

Pencil sharpener, wheelbarrow, Pliers, Bicycles, scissors

AFTER READING


4.  Write a summary of the text. Compare your ideas with your partner.

First, you may challenge students to read the text and the glossary. Give them time to identify the main ideas and supporting ideas. Then ask them to summarize their ideas and write them in the space provided. Check the activity as a class.


5.  Discuss the similarities and differences between simple and compound machines. Complete the Venn diagram with your ideas.

Students complete the diagram and then discuss the similarities and differences between simple and compound machines.

Answers: Answers will vary

6.  In pairs, take turns to describe how the objects in the pictures work.

Have students look at the pictures and give them time to explain to each other how the objects work.

7.  In groups, do the following activities.

Students do the activities in groups.

TRANSCRIPT**Simple and compound machines**

Humans have developed several devices to make work easier.

Simple machines are just that. The simplest form of using one thing to accomplish something faster or better.

They are used to transform, transfer, multiply and change things.

Besides transform and transfer energy, they also can multiply speed and force, or change the direction of a force so you can accomplish work more quickly, easily, or both.

The lever, the wheel and axle, the inclined plane, the pulley, the screw, and the wedge, although the latter three are just extensions or combinations of the first three.

Compound machines

A combination of simple machines can form compound machines.

Some compound machines are made up of two simple machines such as a wheelbarrow that consists of a lever, a wheel, and axle.

Scissors are another good example of a compound machine. The edge of the blades is wedged. But the blades are combined with a lever to make the two blades come together to cut.

SIMPLE MACHINES**Lever**

Everyday tools and the objects we usually use are compound machines. Simple machines make up compound machines. Take a quick look around you! A can opener, the ice dispenser, or the stapler are compound machines.

A lever is a long tool such as a pole put under an object to lift it. This machine consists of a long beam and a fulcrum. The fulcrum is another object, perhaps a rock used to brace under the long tool. This gives the long pole something to push down against.

The mechanical advantage of the lever depends on the ratio of the lengths of the beam on either side of the fulcrum.

Some examples of levers are door handles, the claws of a hammer, crowbars, light switches, bottle openers, and hinges.

Wheel and Axle

The wheel and axle is a special kind of lever. It is a wheel with an axle or cylinder through its center. They rotate together around the same axis to transfer force. Gears are a form of the wheel and axle.

The wheel has always been considered a major invention in history; However, it really would not work as well as it does have it not been for the axle.

An axle is a rod or pole centered in the wheel that allows the wheel to turn around it. The wheel then spins in a balanced circle to be used as transportation on a bike or to turn the hands of a clock.

Inclined plane

An inclined plane is a flat surface with one end set higher than other, such as a ramp. One end is higher than the opposite end. The inclined plane allows things to go from a low point to a higher position or vice versa. It takes the same amount of work, but less force, to move an object up a ramp than to move it vertically.

Pulley

It is a version of a wheel on an axle that is combined with a rope, chain or other cord to support movement and change of direction. It is used to move something up and down or back and forth. Pulleys are used in window blinds, in ships to raise and lower sails, and elevators.

Screw

Screw is a nail-like metal fastener, having a thin end with a spiral groove and a head with a slot. It allows movement from a lower position to a higher, and it moves in a circle.

In some cases, a screw can also act to hold things together. Some examples of the uses of a screw are in a jar lid, a drill, a bolt, a light bulb, faucets, bottle caps and ballpoint pens. Circular stairways are also a form of a screw.

COMPOUND MACHINES

Bicycles

The pedals and wheels are made up of a wheel and axle system. It is an axle which goes through the center hole of the wheel, and the wheel is free to turn around the axle in order to make it possible for a bike wheel to revolve a rod which is an axle. A wheel and axle is a simple machine that makes it easier to move objects.

Pliers

Pliers are constructed with multiple levers. They are hand operated tools. They are used for holding and gripping small things or for bending and cutting wires.

Wheelbarrow

It is a compound machine made up of two simple machines: a lever and a wheel and axle.

Force is applied to the lever by picking up the handles. The lever applies upward force to the load, and the force is increased by the lever which makes the load easier to lift.

Language Bank answers

- a.** a. bigger **b.** more unhealthy
- high, simple,** busy, expensive, **famous**
Comparative: higher, **simpler, busier, more expensive, more famous** **Superlative:** the highest, the simplest, the busiest, the most expensive, the most famous
- Doubled consonant + er- est:** big- thin- smart- difficult-fast-young- long-friendly-modern
- a.** lives **b.** watches **c.** work **d.** eats
- a.** We don't go to school by bus. / Do we go to school by bus?
b. Monica doesn't leave home early in the morning./Does Monica leave home early in the morning?
c. My father doesn't finish work at 6:00./Does my father finish work at 6:00?
d. My friend and my sister don't work in a restaurant./ Do my friend and my sister work in a restaurant?
e. They don't live in the downtown./Do they live in the downtown?



UNIT 5
 Social practice of the language:
 Read plays

120692

Let's go to the theater!

	16 classes (50 minutes each).
	Literary and recreational.
	Literary expression.
	Read plays.
	Dramatized reading.
	<i>A Midsummer Night's Dream.</i>
	<ul style="list-style-type: none"> • Select and revise plays for a young audience. • Read brief plays and understand general meaning, main ideas and details. • Participate in dramatized readings.
	<ul style="list-style-type: none"> • Transmit enjoyment of theatre, devote specific time for the exploration of texts and help students achieve the following objectives: <ul style="list-style-type: none"> - Examine the order in which the development of actions is presented and the role that it plays in reading. • Help students raise awareness of the value of their knowledge of the world and culture to comprehend the general sense of the text so they can: <ul style="list-style-type: none"> - Raise awareness of the influence of attitudes, beliefs and values in the interpretation of the general sense of the text. - Value the purpose of punctuation marks in dialogues. - Practice intonation and pronunciation of words and expressions. - Establish the relationships between protagonists, secondary characters, and /or incidental characters. - Analyze forms of expressing details of actions. - Contrast present actions, actions in progress at the present time, actions that started in the past and conclude in the present. - Analyze strengths, own needs and other people's needs. • Involve students in the decisions about which parts to emphasize and how to do it during reading aloud. Promote that, with your guidance, they themselves organize reading so that they can achieve the following objectives: <ul style="list-style-type: none"> - Correct mistakes. - Use gestures, visual contact, body language and pauses. - Relate non-verbal language to the sense of dialogues in order to reinforce the message. - Solve pronunciation difficulties. - Monitor rhythm, speed rhythm, speed, intonation, own volume and the volume of others in order to improve fluency.
	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> - Selected plays. - Graphs with provoked emotions. - Tips for reading aloud.
	Graphs Organizer.





- Environment: ...
- Communicative activity: ...

Learning goals	Product	Reading product
• understand and perform plays for a young audience	• dramatic role-playing	• A Midsummer Night's Dream
• read short plays and understand their general meaning, structure and details		
• write a short dramatic role-play		

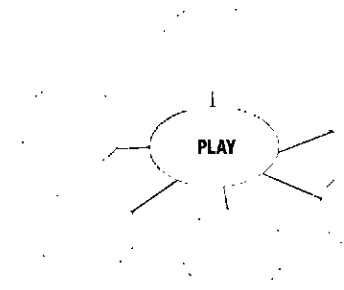
62

This fifth unit aims to present students brief plays to describe and contrast cultural aspects. Students will read and understand the general sense, main ideas and details of original and adapted plays, as well as, revise the use of tenses when contrasting actions.

Through the unit, students are going to work on a dramatized reading where they will put emphasis on different kinds of information they want to transmit to other students. In addition, students are going to read the text *A Midsummer Night's Dream* in the Reading Booklet.

Lead-in

To begin with, activate students' prior knowledge by asking if they have ever gone to the theatre to see a play or if they have ever read a play. You may also ask if they know something about the structure of a play, the genders, the characters or the plot. Get them in groups of three or four, write Play on the board, and invite them to brainstorm ideas. Ask them about some typical words or expressions that are related, and if they know how to say the same thing but in English. Finally, listen to their ideas and write some of them on the board. Tell them that this topic is what they will study in this new unit.



You may draw this diagram on the board to help students activate their prior knowledge.

1. Look at the picture on page 62 and describe what the children are doing.

2. In pairs, discuss the questions.

- What are they doing?
- What are they saying?

3. Look at the plays. Then in pairs discuss the following questions:

- What are the characters doing?
- Describe these characters.
- What are they saying?
- What are they thinking?
- What are they feeling?



GETTING READY

1. Look at the picture on page 62 and describe what the children are doing.

Tell students to look at the picture on page 62 and ask them to say what the kids are doing and what they think the unit is about.
2. In pairs, discuss the questions.

Have students discuss the questions and express their own ideas about theatre and plays. Motivate them to say as much as they can and to justify their opinions.

Answers:

Answers will vary

3. Read and listen to the following excerpt from a dialogue in a play.

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100. ...

4. Discuss these questions with your partner.

- a. ...
b. ...
c. ...
d. ...

6. Read and listen to the following excerpt from a dialogue in a play.

Have students follow the reading of the excerpt as they listen. You may also play the recording a second time and ask them to focus on stage directions and play elements.

7. Discuss these questions with your partner.

Give students time to discuss the questions in pairs. Invite them to give as many details as they can from the reading.

Answers:

Answers will vary.

- a. forbidden love
b. love between Romeo and Juliet but hate between their families.
c. students' possible answer: love
d. tragedy

LESSON 2: Understanding main ideas and details

1. Look at the title and the picture of the text. Predict what the play is about.

2. Read and listen to the excerpt from a play. Check your predictions in activity 1.

Glossary page 187

Caesar and Cleopatra

THE GIRL ...

CAESAR ...

THE GIRL ...

CAESAR ...

THE GIRL ...

CAESAR ...

THE GIRL ...

CAESAR ...

THE GIRL ...

CAESAR ...

THE GIRL ...

CAESAR ...

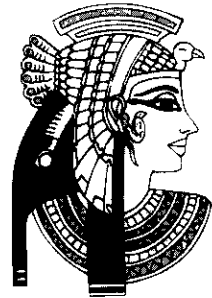
THE GIRL ...

CAESAR ...

THE GIRL ...

CAESAR ...

THE GIRL ...



3. Discuss these questions with your partner.

- a. ...
b. ...

LESSON 2: Understanding main ideas and details

1. Look at the title and the picture of the text. Predict what the play is about.

Tell students to have a look at the title and the illustration. You may ask them: What do you know about Caesar and Cleopatra? What do you think the text is about? You could also encourage them to take notes of their predictions.

Answers: Answers will vary.

2. Read and listen to the excerpt from a play. Check your predictions in activity 1.

Glossary page 187

Have students read and listen to the excerpt individually. If necessary, play the recording one more time and invite students to read so that you make sure they understand the text. Make them check their predictions and check the activity as a class.

3. Discuss these questions with your partner. The questions in this activity have the purpose

III. Evaluate your progress according to your performance in Lessons 1 and 2.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

Page 72

LESSON 3: Participating in dramatized readings

1. In pairs, choose three plays you have read so far in this unit. Then complete the chart.

2. In pairs, talk about the plays you chose in activity 1. Take turns to ask and answer these questions.

3. Complete the diagram with the words you think are related to prosodic features.

72

LESSON 3: Participating in dramatized readings

1. In pairs, choose three plays you have read so far in this unit. Then complete the chart.

Invite students to choose three plays and describe them completing the chart.

Answers:

Answers will vary.

2. In pairs, talk about the plays you chose in activity 1. Take turns to ask and answer these questions.

Students discuss the questions about the plays in activity 1. Encourage them to take turns to make the questions and answer them. Monitor and help as necessary.

Answers:

Answers will vary.

3. Complete the diagram with the words you think are related to prosodic features.

Read the information in the Background information window. Explain to students what prosodic features are and then give them time to complete the diagram. Check the activity as a class.

Answers: intonation-stress-rhythm-pitch-volume-pause-tempo.

Background information

Prosodic features (sometimes known as *suprasegmental phonology*) are those aspects of speech which go beyond phonemes and deal with the auditory qualities of sound. In spoken communication, we use and interpret these features without really thinking about them. There are various conventional ways of representing them in writing, although the nuances are often hard to convey on paper.

The following are some examples of prosodic features:

Intonation: the rise and fall of the voice in speaking.

Pause: pause as hesitation is a non-fluency feature.

Pitch. Different pitch levels, or *intonation*, can affect meaning.

Stress. Stress, or emphasis, is easy to use and recognize in spoken language, but harder to describe. A stressed word or syllable is usually preceded by a very slight pause, and is spoken at slightly increased volume.

Volume. Apart from the slight increase in loudness to indicate stress, volume is generally used to show emotions such as fear or anger.

Tempo. Tempo, or speed, is to some extent a matter of idiolect. Whilst its use is not wholly systematic, it can indicate the difference between, for example, impatience and reflectiveness.

Adapted from: Prosodic features of speech. Retrieved from <http://www.litnotes.co.uk/prosodicspeech.htm>

4 Read the following exchanges aloud. Practice including prosodic features. Check prosodic features in the Glossary, if necessary.

<p>I THE GIRL - <i>urgently</i> Overpower me! CAUSAR - <i>softly</i> ... yes, please. I'm a very obedient man. I can't imagine making you angry and causing you grief's sake.</p>	<p>II ROMEO - <i>slowly</i> ... I know. I am the one who's suffering. Meaningful and concise. Great! JULIET - <i>Worried</i> ... I don't appear? Sounds terrible? Awful. I am?</p>
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5 Now, dramatize your reading. Apply the prosodic features in activity 5 and follow the given stage directions in your excerpt. Check the concepts in the Glossary, if necessary.

Glossary page 186

4. Read the following exchanges aloud. Practice including prosodic features. Check prosodic features in the Glossary, if necessary.

Glossary page 187

Students practice reading and including the corresponding prosodic features. They correct themselves when necessary.

5. Now, dramatize your reading. Apply the prosodic features in activity 5 and follow the given stage directions of your excerpt. Check the concepts in the Glossary, if necessary.

Glossary page 187

Students now dramatize their reading, following stage directions and including the corresponding prosodic features. Remind them to check the prosodic features in the Glossary, in case they need it.



Dramatized Reading

SUBPRODUCT 2: Tips for reading aloud.

- Invite students to think of all the things they need to consider when reading a play aloud. Elicit ideas and write them on the board. Ask students to take notes of these ideas.
- Explain to students that they have to write a list of tips for reading plays aloud and that they can use their notes to do it.
- Tell students that they are going to use this list later, when they work on their final product on page 74 so they should include it in their portfolio.

Finally, invite students to evaluate their own performance using the prompts.

Self-assessment

Students evaluate and reflect on their performance. In case they tick the *no* option, you can revise the activities on this page again and invite them to read the plays aloud one more time.



FINAL DESTINATION

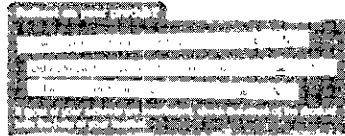
Product

Product



- 1. Open your portfolio. In groups, work with your list of plays in Subproduct 1 (page 70) and your tips in Subproduct 2 (page 73).
- 2. Explore the literary elements and identify the ones that you have learned in this unit.
- 3. Present your excerpt to your class. Explain why you chose them, using the expressions in the Useful language window.
- 4. Read the excerpt from the play aloud, following the tips in your list. Respect stage directions to provoke the spectator and use prosodic features.

We have decided to read because the subject that we are going to read is



74

A dramatized reading

At this stage, you can suggest checking their previous work through the lessons (Towards the product). Ask them to share their ideas with you and their classmates. Then invite them to form groups and organize their work in order to work on the Final Destination project.

You should tell your students, that during this period, they are going to work on their product (A dramatized reading) based on all the activities related to the social practice of language in this unit (Read plays.)

1. **Open your portfolio. In groups, work with your list of plays in Subproduct 1 (page 70) and your tips in Subproduct 2 (page 73).**
Ask students to open their portfolio and use the material in it in this new product.
2. **Explore the literary elements and identify the ones that you have learned in this unit.**
Students can work in groups and have a

conversation about the elements in the play they chose. Students should express opinions using appropriate contrasting tenses.

3. **Present your excerpt to your class. Explain why you chose them, using the expressions in the Useful language window.**

Have students socialize their product by presenting the excerpts that they are going to dramatize and explain why they have chosen them. Remind them to use the expressions in the Useful language window.

4. **Read the excerpt from the play aloud, following the tips in your list. Respect stage directions to provoke the spectator and use prosodic features.**

Students should read the text they chose aloud, applying what they have learned in the unit about stage directions, conveying emotions and prosodic features. Invite them to use the expressions in the Useful language window as they present their dramatized reading.

Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation Instrument

Graphic organizer

Make a copy of the graphic organizer on page 182 per student. Complete the graphic organizer according to their performance in the unit and consider it as evidence of their progress.

FINAL CHECK

FINAL CHECK

Listen and read the excerpt from *Macbeth* by William Shakespeare.

Macbeth

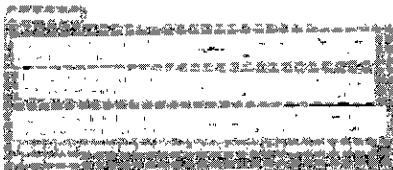
Macbeth is a play by William Shakespeare. It is a tragedy about a man who becomes a king through evil means.



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I. In pairs, take turns to dramatize and read the play aloud. Follow the corresponding directions and use prosodic features.

II. Evaluate your progress according to your performance in the Unit.



75

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. Listen and read the excerpt from *Macbeth* by William Shakespeare. Give students time to read and listen to the text. They should examine the elements of the text they have learned so far as they read.

II. In pairs, take turns to dramatize and read the play aloud. Follow the corresponding directions and use prosodic features. Students should be ready to read a play aloud. Give them time to practice and familiarize with the text. Monitor and help them with the vocabulary or any other information.

Answers:
Students' performance.

III. Evaluate your progress according to your performance in the Unit. Students should answer the Assessment chart. They read the sentences and tick the options

that best represent their performance during the unit. In case they have doubts, you may revise the specific contents studied up to now.

SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 5, students can complete the social practice mind map on page 180

FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 5.



Reading Booklet

A Midsummer Night's Dream

BEFORE READING

1. Read the title and brainstorm ideas about the play in your group.

Prior to the reading of the excerpt of the play in the next activity, you may invite students to have a look at its title and make predictions about the topic of the reading. Students exchange ideas in their groups and then with the whole class.

Answers:
Answers will vary.

2. Take a quick look at the text on page 61. Can you recognize punctuation marks? Underline them and explain their function.

You can invite students to start reading the excerpt of the play in silence. You should give them enough time to do this activity. While students read, they identify punctuation marks and signs mentioned along the text.

Possible Answers:
Exclamation marks express irony, surprise, fear
Question marks are used to emphases
Ellipsis express incomplete ideas
Colons indicate a spoken text / dialogue.
Stage directions are in italics.
Parentheses are used to include Stage directions.

WHILE READING

3. Label the play elements with the words in the box.

Students explore a play script structure. Give them time to recognize it. Then help them check their answers.

Answers
a. Title. b. Author. c. List of characters. d. Character description.

e. Setting. f. Summary. g. Stage direction. h. Stage direction.
i. Stage direction. j. Dialogue k. Stage direction. l. Stage direction.
m. Stage direction. n. Stage direction. o. Stage direction.

4. 🧑🧑🧑🧑 Talk with your partner what can be a solution to their problem.

Students should share their ideas about the solution to the problem. They should say as much as they can.

AFTER READING

5. 🧑🧑🧑🧑 In groups,, answer these questions about the text.

You should invite students to read the questions first and underline the key words. Have them read the play again and underline the parts of the text that they think answer the questions. Give them enough time to express themselves and exchange their ideas. Students read the questions in pairs and take turns to give their answers based on the information read in the text and own knowledge due to some information must be deduced.

Answers

- To complain about her daughter Hermia, who doesn't want to marry Demetrius because she is in love with Lysander.
- Egeus.
- She will either be executed or never see another man again.

6. 🧑🧑🧑 In order to describe the plot of this scene, complete the statements with your partner.

You may explain to students that this is the first scene of the first act. Ask them about the conflict of the play and invite them to complete the ideas in order to describe part of the storyline of the play. Help students recognize what a plot is, which will be useful for them to understand the story. Finally, get students to work in groups in order to complete the statements. Check the answers as a class.

Answers

- Theseus.
- Hermia to marry Demetrius./ for the full penalty of law.
- Lysander.
- Hermia.
- Escape.
- Demetrius/ she doesn't love.

7. 🧑🧑🧑🧑 In groups, describe the characters and their participation in the play. Include adjectives your descriptions and support your ideas.

Answers:

Answers will vary.

8. 🧑🧑 In pairs discuss the following statements:

In pairs, you may get students to read the sentences carefully and decide if they are true or false. Optionally, you could ask your students to correct the false information. Monitor and help when necessary.

Answers: will vary

- Since she belongs to me, I can do what I want with her, I can either make her marry Demetrius, or have her killed.
- If he's grateful to me for this information, it'll be worth my pain in helping him pursue my rival Hermia.

TRANSCRIPT

A Midsummer Night's Dream

An adaptation from the first act of the play by William Shakespeare

Characters description

Theseus: The heroic duke of Athens engaged to Hippolyta.

Hippolyta: The legendary queen of the Amazons, engaged to Theseus.

Egeus: Hermia's father, who brings a complaint against his daughter to Theseus. Egeus has given Demetrius permission to marry Hermia, but Hermia, in love with Lysander, refuses to marry Demetrius.

Hermia: Egeus's daughter, a young woman from Athens. She is in love with Lysander and is Helena's childhood friend.

Demetrius: A young man from Athens who was initially in love with Hermia, and then in love with Helena.

Lysander: A young man from Athens who is in love with Hermia.

Helena: A young woman from Athens, she is in love with Demetrius. Demetrius and Helena were once betrothed, but when Demetrius met Hermia, he fell in love with her and abandoned Helena.

Philostrate: Theseus's Master of the Revels, responsible for organizing the entertainment for the duke's marriage celebration.

Scene I. Athens. The palace of Theseus.

In Athens, Theseus and Hippolyta are preparing their wedding. Helena, Lysander, Egeus and Demetrius are angry with Hermia. Hermia and Lysander agree to stay in the forest to run away together. Hermia reveals Helena his escape plan and she decides to reveal the plan to win the love of Demetrius.

Enter Theseus, Hippolyta, Philostrate, and Attendants.

Theseus: Our wedding day is almost here, my beautiful Hippolyta. We'll be getting married in four days, on the day of the new moon. But it seems to me that the days are passing too slowly.

Hippolyta: No, you'll see, four days will quickly turn into four nights.

Theseus: Go, Philostrate, get the young people of Athens ready to celebrate and have a good time.

Philostrate exits.

Enter EGEUS, HERMIA, LYSANDER, and DEMETRIUS

Egeus: Long live Theseus, our famous and respected Duke!

Theseus: Thanks, good Egeus. What's new with you?

Egeus: I'm here, full of anger, to complain about my daughter Hermia. This man, Demetrius, has my permission to marry her. But this other man, Lysander, has cast a magic spell over my child's heart. You've connived to steal my daughter's heart, making her stubborn and harsh instead of obedient (like she should be). Since she belongs to me, I can do what I want with her, I can either make her marry Demetrius, or have her killed.

Theseus: What do you have to say for yourself, Hermia? Think carefully. You should think of your father as a god, since he's the one who gave you your beauty. Demetrius is an admirable man.

Hermia: So is Lysander.

Theseus: You're right, Lysander's admirable too. But since your father doesn't want him to marry you, you have to consider Demetrius to be the better man.

Hermia: I wish my father could see them with my eyes.

Theseus: No, you must see them as your father sees them.

Hermia: Your grace, please forgive me. But please, tell me the worst thing that could happen to me if I refuse to marry Demetrius.

Theseus: You'll either be executed or you'll never see another man again.

Hermia: I'd rather wither away than to give up my virginity to someone I don't love.

Theseus: Take some time to think about this.

Demetrius: Please give in, sweet Hermia.—And Lysander, stop acting like she's yours. I've got more of a right to her than you do.

Lysander: Her father loves you, Demetrius. So why don't you marry him and let me have Hermia?

Egeus: It's true, rude Lysander, I do love him. That's why I'm giving him my daughter. She's mine, and I'm giving her to Demetrius.

Lysander: (to THESEUS) My lord, I'm just as noble and rich as he is. I love Hermia more than he does. And beautiful Hermia loves me. Why shouldn't I be able to marry her? courted Helena, and made her fall in love with him. That sweet lady, Helena, loves him.

Theseus: I have to admit I've heard something about that, and meant to ask Demetrius about it, but I was too busy.

They all exit except LYSANDER and HERMIA

Lysander: What's going on, my love? Why are you so pale?

Hermia: Probably because my cheeks' roses needed rain, which I could easily give them with all the tears in my eyes.

Lysander: Oh, honey! Listen, in books they say that true love always faces obstacles.

Hermia: If true lovers are always thwarted, let's try to be patient as we deal with our problem.

Lysander: That's the right attitude. So, listen, Hermia. I have an aunt who is a widow. She lives about twenty miles from Athens, and she thinks of me as a son. I could marry you there, where the strict laws of Athens can't touch us. So here's the plan. Sneak out of your father's house tomorrow night and meet me in the forest.

Hermia: Oh, Lysander, I swear I'll be there tomorrow.

Lysander: Keep your promise, my love. Look, here comes Helena. Helena enters.

Hermia: Hello, beautiful Helena! Where are you going?

Helena: Oh, teach me how you look the way you do, and which tricks you used to make Demetrius fall in love with you.

Hermia: The more I hate him, the more he follows me around.

Helena: The more I love him, the more he hates me.

Hermia: Don't worry. He won't see my face ever again. Lysander and I are running away from here.

Lysander: Helena, we'll tell you about our secret plan. Tomorrow night, we plan to sneak out of Athens.

Hermia: (to HELENA) Goodbye, old friend. Pray for us, and I hope you win over Demetrius!—Keep your promise, Lysander. We need to stay away from each other until midnight tomorrow.

Lysander: I will, my Hermia. Goodbye, Helena. I hope Demetrius comes to love you as much as you love him!

Hermia and Lysander exits.

Helena: I'll go tell Demetrius that Hermia is running away tomorrow night. He'll run after her. If he's grateful to me for this information, it'll be worth my pain in helping him pursue my rival Hermia. At least I'll get to see him when he goes, and then again when he comes back.

Language Bank answers

1. MARCELLUS

It looks like you've offended it.

BARNARDO

Look! it's going away.

HORATIO

Stay, Speak, Speak, I order you speak!
The GHOST exits

MARCELLUS

It's gone, It won't answer now.

BARNARDO

What's going on Horatio? You're pale and trembling. You agree now that we're not imagining this, don't you?
What do you think about it?

HORATIO

I swear to God if I hadn't seen this with my own eyes, I'd never believe it.

MARCELLUS

Doesn't it look like the king?

HORATIO

Yes, as much as you look like yourself. The king was wearing exactly this armor when he fought the king of Norway. And the ghost frowned just like the king did once when he attacked the Poles traveling on the ice in sleds. It's weird.

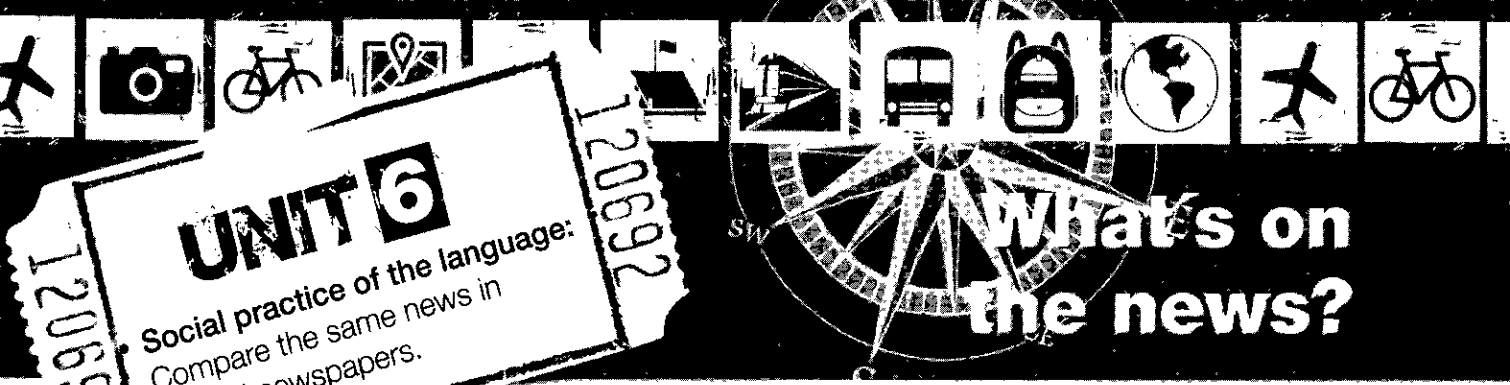
MARCELLUS

It's happened like this twice before, always at this exact time. He stalks by us at our post like a warrior.

HORATIO

I don't know exactly how to explain this, but I have a general feeling this means bad news for our country.

2. Answers will vary

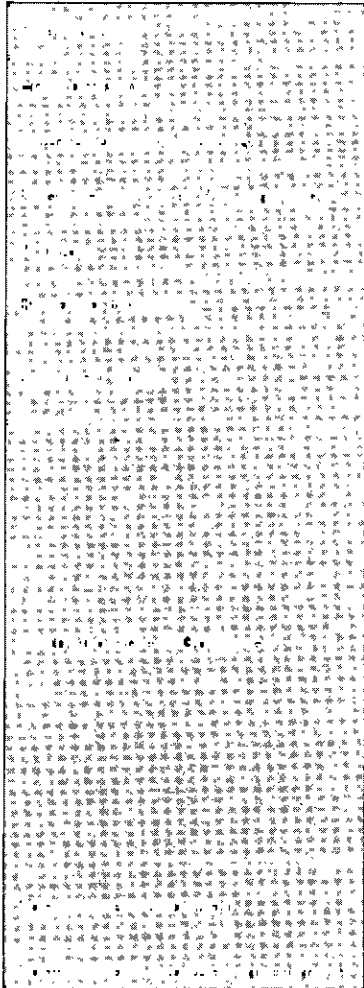


UNIT 6

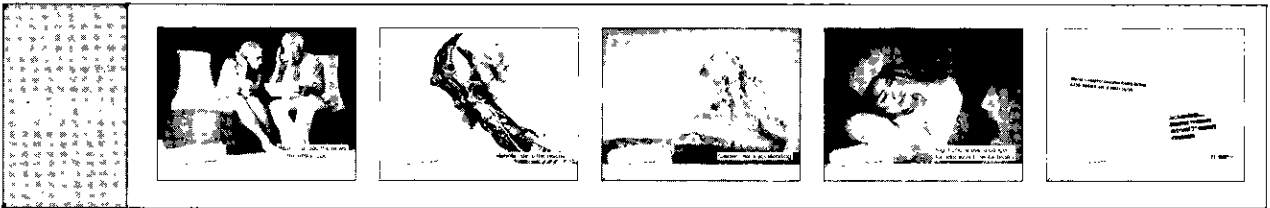
Social practice of the language:
Compare the same news in
several newspapers.


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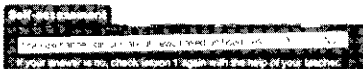
What's on the news?



16 classes (50 minutes each).
Family and community.
Exchanges associated with media.
Compare the same news in several newspapers.
Comparative table.
<i>Holiday Island Closes.</i>
<ul style="list-style-type: none"> • Revise news articles. • Read news articles. • Compare the same news item in different newspapers.
<ul style="list-style-type: none"> • Provide students with situations and examples in order for them to: <ul style="list-style-type: none"> - Select pieces of news according to headlines. - Analyze ways of asking for and giving opinions about headlines. - Anticipate content of news items from text structure. • Share opinions about news. (Demonstrate the use of reading strategies and guide students so that they can: <ul style="list-style-type: none"> - Anticipate content of news items from text graphic resources. - Make connections between prior knowledge and events. - Organize information according to basic questions. - Report what other people said. - Infer information from headlines. - Model reading strategies. • Monitor students' actions and help them find solutions so that they can: <ul style="list-style-type: none"> - Compare changes when describing identical events. - Classify resources when describing protagonists of events, place, time, etc. - Exchange opinions about events in the same news item.
<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> - Selected news. - Notes with information that answer basic questions.
Questionnaire.





3.  Write in the chart the latest news you know. Then in groups, discuss your opinions. Students should get together in small groups. Students should work together in small groups. They discuss about some news they know. Then they write the headlines of their news in the table.



 **ON THE ROAD**

LESSON 1: Revising news articles


1.  In groups, read these news headlines and classify them on: Literary (L), Academic (A), Familiar (F), Other (O).  Glossary page 188. Invite students to work in small groups. Ask them to take turns to read the headlines. While reading, students look up in the glossary the meaning of the highlighted words. After that, you may want to encourage them to give ideas about what news is behind each headline. Monitor and help when necessary.
Answers: Answers will vary.

EXTENSION ACTIVITY

You might invite students to work in pairs. It might be interesting for them to have a look at international news headlines. Motivate them to visit the suggested link and have them choose two or three headlines and read them aloud in class. Students could invite the class to guess the whole news. Monitor and help when necessary.

Making connections

Invite students to make connections between the news headlines and their own reality. To do this, you can organize students into groups of three. They could check the local news on newspapers or online. Encourage them to make a list of the most common news topics in their community and country. Finally, students should share their lists with the class. As students read their lists, you might write some key words such as *environment*, *health*, *crime*, *sports*, etc. on the board.

2.  Take turns to ask and answer questions about the headlines in activity 1. Follow the example.
- Read the example aloud and invite students to participate in dialogues about the news headlines. They should follow the model.
3. Now write the questions you asked in activity 2.

Ask students to write the questions they asked in the previous activity. Check the activity as a class.

- Possible answers**
- a. What's the news about Mexico?
 - b. What's the news about the world's longest nonstop flight?
 - c. What's the news about archeologists?
 - d. What's the news about weapons?

Self-assessment

Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the *no* option you could read the headlines again as a class, making pauses to monitor and check the messages they convey.

Listen to Pablo, Lupe and Kevin having a conversation. Complete the dialogue.



Pablo: Have you read the news on the chat apps?
 Lupe: No, what's it about?
 Pablo: It seems that in Europe users will need to be at least 16 years old to use the services.
 Lupe: Oh, really? What do you think about it?
 Pablo: I disagree with it.
 Kevin: Why?
 Pablo: Personally speaking, I feel people should be able to use technology without limits.
 Kevin: I partially agree with you. Young people should have limits.
 Pablo: Yes, I reckon you are right.

Compare your answers to activity 4. Then listen again to check activity 4.

Choose a Mexican piece of news you have seen or heard recently in any field. Take notes of your opinion about it.

- Choose a Mexican piece of news you have seen or heard recently in any field. Take notes of your opinion about it.

Ask them to choose a Mexican piece of news and write down in the space provided.

- Have a conversation about the news you chose in activity 6. Follow the model of the conversation in activity 4.

You can tell students to adapt the dialogue in activity 4 according to their needs. Encourage them to use their notes in the previous activity to express their opinions. Have students practice the dialogue and, finally, invite some volunteers to perform it in front of the class. Monitor and check pronunciation.

Read the headlines. Which is the most worrying? Discuss it with your partner.

The truth about the...
 News...
 ...

Now read and listen to the news.

Go to page 158

- Listen to Pablo, Lupe and Kevin having a conversation. Complete the dialogue.

Get students to read the whole dialogue first and predict words they could use to fill in the gaps. Then play the recording twice and invite students to listen and complete. You can ask your students how close they were with their predictions.

Answers: Chat apps- Europe-16 years old-why-feel-right.

TRANSCRIPT

Pablo: Have you read the news on the chat apps?
 Lupe: No, what's it about?
 Pablo: It seems that in Europe users will need to be at least 16 years old to use the services.
 Lupe: Oh, really? What do you think about it?
 Pablo: I disagree with it.
 Kevin: Why?
 Pablo: Personally speaking, I feel people should be able to use technology without limits.
 Kevin: I partially agree with you. Young people should have limits.
 Pablo: Yes, I reckon you are right.


- Compare your answers to activity 4. Then listen again to check activity 4.

Students should check their answers in the previous task with a partner. Then they listen again to check the activity.

LESSON 2: Reading news

- Read the headlines. Which is the most worrying? Discuss it with your partner.
 Before reading, you may invite students to make predictions about the topic of the news article based on the headline and picture. Students exchange ideas with their partner first and then with the whole class.

2.  Now read and listen to the news.

 Glossary page 188

While students read the news article, they look up the meaning of the highlighted words in the glossary. Then students check if their predictions in the previous exercise were correct or not. In case their predictions were wrong, you may also ask them in what ways their predictions differ to the ideas in the text. Monitor and check as a class.

Self-assessment

Invite students to answer the question and evaluate how much they comprehended the text. If students tick the *no* option, read the article again, this time as a class, and help them with comprehension, making questions as you go through the reading.

Page 81

www.english.com

ASTEROID 2016 WF23 IS EXPECTED TO SWIM PAST EARTH ON AUG 29 ACCORDING TO NASA

2.1 Complete the table of comparison between the two texts. Add two new aspects.

2.2 Discuss the following statements in groups.

2.3 Complete the table of comparison between the two texts. Add two new aspects.

READING NEWS...

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to learn to compare the same news in several newspapers. Explain to them that the words in bold are used to report information. Quotation marks are used when a writer wants to quote someone else's words in an article. To help them, write these other examples on the board:

John said, "I hate when it's hot outside."

You can also tell students that to write about the same thing without using quotation marks, they would need to make some changes like in this example.

John said he hated when it was hot outside.

LANGUAGE BANK


For more information about reported speech, students can go to the Grammar Bank on page 166 and work with the activities on page 167.

COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, they can work with the communicative activity on page 151.

EXTENSION ACTIVITY

You could invite students to work in pairs to find more examples of reported information, with or without quotations, in other national or international news. You may get students share their findings with the class. Monitor and help when necessary.

3.  Complete the table of comparison between the two texts. Add two new aspects.

Students read the texts based on news. Then fill in a table of comparison between both texts. This activity is carried out in groups. You may start giving one or two examples.

Answers: Answers will vary.

Learning to learn

You could highlight that this type of questions can be effective to reflect on one's learning because they:

- give a purpose for reading.
- help readers focus attention on what they are going to learn.
- help readers think actively while they read.
- help students check how much they understand the text.

Adapted from: Seven strategies to teach students text comprehension. Retrieved from <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

4. Discuss the following headlines in groups.

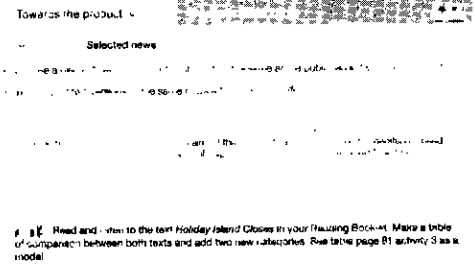
Get students in the same groups and invite them to read the quotations aloud. Then students discuss how they understand these quotations and what message, in their opinion, the author intended to convey. Check the activity as a class.

Answers:

Answers will vary

Making connections

Invite students to make connections between the news article and their own reality. To do this, get students in pairs. They read both questions in the activity and discuss the answers. Finally, students should share their opinions with the whole class. Encourage students to use appropriate expressions.





≡ Towards the product

Comparative table

SUBPRODUCT 1: Selected news.

- You may encourage students to read current news in English. They should select one article that is interesting to them. Then tell them that they need to find the same news in a different newspaper.
- Explain to students that this is the first step of the product, so they need to include the two versions of the same news article in their portfolio. They will use them again when they work on the final product on page 88.

Finally, invite students to self-evaluate their performance using the prompts.

5.   Read and listen to the text *Holiday Island Closes* in your Reading Booklet. Make a table of comparison between both texts and add two new categories. See table page 81 activity 3 as a model.

Students go to the two page 81 activity 3 and see the model of a table of comparison. You may invite students to suggest what the story is about through the observation of the pictures of the news. Students share their ideas with a partner. Then they make the table adding new categories to compare the texts. You may also ask them to read aloud their answers. Provide help if necessary, and read the text *Holiday island closes*. You may invite students to suggest what the story is about through the observation of the pictures of the news. Students share their ideas with a partner. Walk around the classroom and provide help when needed. Then ask them to go back to activity 3 on page 81 and explain to them that they have to draw and complete a similar diagram about the news in the articles.



Creating a visual

Students use their five senses to create a mind picture of what is going on in the text. By visualizing what is happening in the text, students are more likely to notice and remember details.


Questions for students to think about while creating a visual

- Why is this visual important to the story?
- How does that visual help you better understand the story?

Adapted from: Lynch, E. (April 2017). How to teach reading comprehension strategies in your school. Retrieved from <https://www.sadlier.com/school/ela/blog/how-to-use-and-teach-reading-comprehension-strategies-in-your-school>

CHECK YOUR PROGRESS

4. Read and listen to the news articles. Pay attention to the similarities and differences.

 Glossary page 188

The Modern News

Glacier loss is accelerating

When it comes to climate change, the news is full of alarming headlines. One of the most recent is about the accelerating loss of glaciers. According to a new report, the world's glaciers are melting at a rate that is double that of a decade ago. This is a significant concern because glaciers are a vital source of fresh water for many communities. The report also notes that the loss of glaciers is contributing to rising sea levels, which could have devastating effects on coastal areas.

Speed of glacier retreat worldwide 'historically unprecedented', says report

Researchers have recorded rapid rises in meltwater and alarming rates of glacial retreat which are accelerating at a pace double that of a decade ago.

Useful expressions


Example: A: ... B: ...

Evaluate your progress according to your performance in Lessons 1 and 2.


1. Read and listen to the news articles. Pay attention to the similarities and differences.	2. In pairs, exchange opinions about the news in the articles in activity 1 using appropriate expressions as in the example.
3. Evaluate your progress according to your performance in Lessons 1 and 2.	

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I.   Read and listen to the news articles. Pay attention to the similarities and differences.

 Glossary page 188

Give students time to read the news article individually.

- II.  In pairs, exchange opinions about the news article in activity I using appropriate expressions as in the example.

You can encourage students to express what they think about the news they have read. Remind them the appropriate use of expressions to give opinions, as shown in the example. You could also encourage students to brainstorm other expressions that they might use in their conversation.

- III. Evaluate your progress according to your performance in Lessons 1 and 2.

Students should answer the Assessment chart. They read the sentences and tick the options


that best represent them. In case they have doubts, you may revise the specific contents studied up to now.

Page 84

Read and listen to the news article

Share page 188



The Informer Teenagers' sleep quality and mental health at risk over excessive mobile phone use



Read the text again and underline the main ideas. Create some questions about the article.

Take turns to ask and answer the questions you created in activity 2.

LESSON 3: Contrasting news articles

1.  **Read and listen to the news article.**
 Glossary page 188
 Tell students that they are going to read and listen to a new article. Give them time to read, listen and look up the words in the glossary.
2. **Create some questions about the information in the article. The questions must be introduced by words like *what, when, where, who, how long, how many, why.***
 Students can read the whole text again and underline the main ideas. Then they write questions using the suggested words.
3.  **Take turns to ask and answer the questions you created in activity 2.**
 Get students to work in pairs and take turns to ask and answer the questions they created in the previous activity.
Answers: Answers will vary.

EXTENSION ACTIVITY

Get enough copies of the news article in activity 1 and cut it into sections. Organize them into small groups and give each of them a set of the articles. You can challenge them to reassemble the article in the correct order. Be sure to make sensible cuts, so that either the sense of the piece or the language syntax can be used to put the story in order.


Page 85

Read and listen to the news article



Share page 188

THE JOURNALIST

Wide awake: Late-night phone use harms teenagers' mental health and sleep quality.



Compare this article with the other version (page 84 activity 1) in groups, analyze differences and similarities between them.

4.  **Read and listen to the news article.**
 Glossary page 188
 Student read and listen to this second version of the news. While reading, students look up in the glossary the meaning of the highlighted words.
5.  **Compare this article with the other version (page 84 activity 1). In groups, analyze differences and similarities between them.**
 Working in groups of four, you may challenge students to find similarities and differences from the point of view of information, details provided, etc. Students can compare their conclusions with other groups as well. Finally, check the activity as a class.
Answers: Answers will vary.

TEACHING TIP

Students need to have the possibility to use the new vocabulary as much as possible in a meaningful, less controlled way. As in any lesson, teachers should refrain from jumping in and correcting during this stage. This is the students' time to apply the new language in a free environment. Any mistakes should be noted for the feedback and correction stage.

Adapted from: Farmer, J.A. (n.d). How to Effectively Use News Articles in the EFL Classroom. Retrieved from <http://iteslj.org/Techniques/Farmer-News.html>

Page 86

6. Read, listen and circle the words you hear in this third version of the news article.

Night phone use a danger for adolescent mental health

Medical Magazine

Share your answers in activity 6 with your partner. Then check them with your teacher.

6. Read, listen and circle the words you hear in this third version of the news article.

Glossary page 188

Prior to the listening, you may invite students to read the article in silence. While reading, students look up in the glossary the meaning of the highlighted words. Then, play the recording twice and make students identify the words they hear. Play the recording again, pausing after each paragraph to let students check their answers. Finally, invite confident students to help you read aloud the text and confirm the answers.

Answers: a. indicators, b. adolescents, c. annually, d. quality, e. investigated, f. self-esteem, g. showed, h. reported, i. benefits, j. demonstrate, k. habits

TRANSCRIPT

Night phone use a danger for adolescent mental health

Provided by Murdoch University

Medical Magazine

Research conducted by Murdoch and Griffith Universities in Australia tracked changes in late-night mobile phone use, sleep, and mental health indicators over three years in a large sample of Australian teens.

They found that adolescents' late-night mobile phone use was directly linked to poor quality sleep, which subsequently led to poorer mental health outcomes, reduced coping, and lowered self-esteem.

The study surveyed 1100 students from 29 schools annually over four years in total, starting in Year 8 and following them until Year 11.

Students were asked what time of the night they received or sent text messages and phone calls, and their perceptions of their sleep quality.

The researchers also investigated adolescents' symptoms of depressed mood, involvement in delinquency or aggression, and their coping and self-esteem over time.

Results showed that in Year 8, more than 85 per cent of students owned a mobile phone and around one-third of these students reported they never texted or received phone calls after lights out. But three years later 93 per cent of the students owned mobiles and only 22 per cent of these Year 11 students reported no late night mobile use.

Dr Vernon said "these results are concerning, although the answer is not as simple as just banning adolescent phone use."

"There are many potential benefits of mobile technology, but these results demonstrate the importance of adults meeting teens where they are, enforcing electronic curfews, and teaching good sleep habits during the high school years," Dr. Vernon has said.

TEACHING TIP

It might be a good idea to briefly review the vocabulary studied so far in this lesson. It is best to elicit this information and to call for examples. This will not only reinforce the information, but you could check if your students have understood what has been covered up to now.

Adapted from: How to Effectively Use News Articles in the EFL Classroom. Retrieved from <http://iteslj.org/Techniques/Farmer-News.html>

7. Share your answers in activity 6 with your partner. Then check them with your teacher.

Now give students time to check and compare their answers to activity 6.

Towards the product

Notes

2.3.3 In groups, give your opinion on the topic of the two versions of the news using the expressions on page 83, activity 3 (Check your progress).

2.3.4 In groups, complete the table to compare the news in activities 1 and 4

9. In groups, complete the table to compare the news in activities 1 and 4. You can get students to work in groups. You may invite them to go back and read the articles again. As they read, students should pay attention to the aspects suggested in the table. To help students you may ask: *How long are the headlines? How many words do they have? What type of visuals do they have? Do they give different pieces of information? Etc.*

FINAL DESTINATION

Product

≡ Towards the product



Comparative table

Step 2: Notes

- a. Students should read their news articles in their groups and ask comprehension questions that will let them obtain basic information. Ask them to write notes of the answers in a separate sheet of paper.
- b. Explain to students that this is the second step of the product, so they need to include their notes in their portfolio. They will use them again when they work on the final product on page 87.

Finally, invite students to self-evaluate their performance using the prompts.

8. In groups, give your opinion on the topic of the two versions of the news using the expressions on page 83, activity 3 (Check your progress).

Working in groups, students exchange their points of view of the topic of the news. Invite students to use the suggested expressions to give opinions. Monitor and check when necessary.



1. Open your portfolio and share your selected news articles (Subproduct 1, page 82) and notes (Subproduct 2, page 87) with your partners.
2. Take turns to suggest comparisons between the two versions of the same piece of news.
3. Design a comparative table to contrast the most relevant aspects of two versions of your news article. See model on page 87.
4. Stick the paper on a piece of cardboard to make a poster. Write an appropriate headline at the top and include the necessary visuals that fit with your news.
5. Put all the posters together and display them in a visible place of the classroom. Use your comparative table to talk about the similarities and differences of your news articles.

My opinion is
To be honest
I do think
I'm an expert but

Version	Headline	Visuals	Information
Version 1			
Version 2			

Comparative table

1. Open your portfolio and share your selected news articles (Subproduct 1, page 82) and notes (Subproduct 2, page 87) with your partners. In the same groups, students check and take turns to read the information they have recorded in their portfolio.
2. Take turns to suggest comparisons between the two versions of the same piece of news.

You may encourage students to read their news articles in groups. Then, invite them to compare different components in their news such as the type of visuals (pictures, graphs, etc.), source, style, formality, vocabulary and structures used, etc.

3. Design a comparative table to contrast the most relevant aspects of the two versions of your news article. Use the table in exercise 9, on page 87 as a model.

You can challenge students to draw a comparative table where they can record the information they want to contrast. Walk around the classroom and provide help when necessary.

4. Stick the paper on a piece of cardboard to make a poster. Write an appropriate headline at the top and include the necessary visuals that fit with your news.

Students need to place their comparative table on a piece of cardboard, decide which ideas they are going to represent visually and write a headline news at the top. Let students make comments about what they have done so far. Then, invite them to check again their work and add any other extra ideas. Give them enough time to finish their task.

5. Put all the posters together and display them in a visible place of the classroom. Use your comparative table to talk about the similarities and differences of your news articles.

Students exhibit their work in a visible place in the classroom. Encourage them to take turns to present the information in front of the class. Remind them to use the expression in the Useful language window as they share their product. Finally, ask them to make a copy of the comparative table and include it in their portfolio.

Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation Instrument

Questionnaire

Make a copy of the Questionnaire on page 183 per student. Complete the evaluation according to their performance in the unit and consider it as evidence of their progress.

FINAL CHECK

Read and listen to these two news articles about the same topic

January, page 188

Threatened olive ridley sea turtles found dead off Mexico

Mexican authorities have found 100 dead olive ridley sea turtles off the coast of the state of Veracruz, according to a report from the National System of Aquaculture and Fisheries (SEAP). The turtles were found on the beach of the town of San Mateo, Veracruz, on January 15. The turtles were found in a state of dehydration and some had injuries. The report also mentions that the turtles were found in a state of dehydration and some had injuries. The report also mentions that the turtles were found in a state of dehydration and some had injuries.

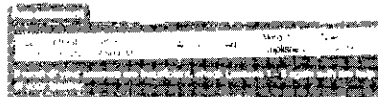
Hundreds of Endangered Sea Turtles Found Dead Off Mexico

Hundreds of endangered sea turtles were found dead off the coast of Mexico, according to a report from the National System of Aquaculture and Fisheries (SEAP). The turtles were found on the beach of the town of San Mateo, Veracruz, on January 15. The turtles were found in a state of dehydration and some had injuries. The report also mentions that the turtles were found in a state of dehydration and some had injuries.

IT'S A SIGHT no one ever wants to see. It's the sight of hundreds of dead sea turtles washed up on the beach. The turtles were found in a state of dehydration and some had injuries. The report also mentions that the turtles were found in a state of dehydration and some had injuries.

In pairs, have a conversation about the main differences in the news articles in activity 1.

Evaluate your progress according to your performance in the Unit



In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. Read and listen to these two news articles about the same topic.

Glossary page 188

You can invite students to read both texts in silence. While reading, students look up in the glossary the meaning of the highlighted words.

II. In pairs, have a conversation about the main differences in the news articles in activity 1.

Encourage students to compare both versions of the same piece of news in the previous task. Students should use appropriate expressions to express opinion.

III. Evaluate your progress according to your performance in the Unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

Social practice mind map

As a synthesis of Unit 6, students can complete the social practice mind map on page 181.

FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 6.



Reading Booklet

Holiday Island Closes

BEFORE READING

- In small groups, read both headlines of the same news and figure out the story behind them. Write some of your ideas in the space provided.

Students can work in groups of four. You may invite them to read carefully the headlines of the news and suggest the information they convey. You should have them write some brief ideas about their conclusions.

Answers: Answers will vary.

- What do they have in common?**

Students look at the news articles' features and identify the elements in common.

Answers:

Both articles cover the same news.

- How do they differ?**

Students examine the material once again and identify the differences.

Answers:

The first article is from an online periodical while the second is taken from a newspaper. The second article is shorter.

- In pairs, find ideas that have been reported using the exact words that someone else used. How can you identify them?

Students read to identify the parts of the texts that refer to reported ideas. Encourage them to justify their answers providing evidence when necessary.

- In groups, read both headlines again and compare them. Brainstorm ideas and complete the table.

You can invite students to work in groups of three or four. You may invite them to focus on

the headlines once again. This time, you need to ask them to make comparisons about the specific aspects shown in the table. Then, they fill in the table with brief information. Check the activity as a class.

Answers:

Version 1	13 words	Yes	Answers will vary
Version 2	10 words	None	Answers will vary

AFTER READING

- In pairs, analyze both texts. Then answer the table.

Working in pairs, students take turns to read both texts. When they finish, they complete the table. You may invite them to underline the main idea in both texts. You can check their answers aloud. Then, they can work finding similarities, differences, what is the author's purpose or intention. Finally check their answers with the whole class.

- In pairs, explain what these numbers refer to.

Invite students to work in pairs. You can get them to focus on the numbers shown in the exercise. You should tell them that they have to find the information that is related to those numbers and write full sentences with them. Give an example and write it on the board. Monitor and help if necessary. To check answers, invite some volunteers to read their sentences aloud.

Answers:

26 (The closure of Boracay starts on 26 April).

4 (President Duterte announced the closure of Boracay on 4 April.)

36,000 (It is estimated the loss of 36,000 jobs with the closure of Boracay.)

6 (Boracay will be closed for 6 months.)

2 (The island receives about 2 million guests each year.)

- In groups, identify who these people are and what they think. In groups, identify who these people are and what they think about the situation at Boracay.

Working in small groups, students scan both articles to find the information related to the people's names in the boxes. Then, students share their findings with other groups in the classroom. Monitor and check the activity as a class.

Answers:


Rodrigo Duterte (Philippine's President. He announced the closure of Boracay)

Jonas Leones (Environment undersecretary. He believes in strong measures to restore the previous condition of the place.)

Jose Clemente III (President of the Tourism Congress of the Philippines. He does not want the complete closure of the place.)

Menardo Guevarra (senior deputy executive secretary. He said that calamity funds would be used to keep affected workers afloat.)

Antonio La Vina (former Philippine environment undersecretary. He said that the new casino and resort contradict the efforts of cleaning up Boracay.)

9.  In groups, discuss on the similarities and differences of both versions of the news article. Write some ideas to fill in the diagram.

Organize students into small groups. You can encourage them to have a conversation comparing both news versions. Then, you should invite them to write some of their conclusions in the corresponding sections in the diagram. Monitor and check as a class.

Answers: Answers will vary.

TRANSCRIPT

Holiday Island Closes

PHILIPPINES' POPULAR TOURIST ISLAND CLOSES FOR SIX MONTHS TO LET "CESSPOOL" BEACHES RECOVER

By Helen Coffey
The Independent

Boracay is to close for six months on 26 April. The decision was announced by President Rodrigo Duterte on 4 April, after he dubbed the island a "cesspool" during a visit the previous month.

The island is lauded for its white sand beaches, but problems of sewage being dumped into the sea by local hotels and restaurants, and buildings constructed too close to the shoreline, mean it is under threat.

Environment undersecretary Jonas Leones told The Guardian: "An iron fist is needed to bring it back to its previous condition."

Jose Clemente III, president of the Tourism Congress of the Philippines, said "We expect partial, rather than full, closure."

The closure is estimated to potentially lead to 36,000 job losses and £767m loss of tourist-related revenue.

However, senior deputy executive secretary Menardo Guevarra said that calamity funds would be used to keep affected workers afloat during the closure period.

PHILIPPINES TO CLOSE BORACAY ISLAND TO TOURISTS FOR SIX MONTHS GULF NEWS

The Philippines has announced that Boracay will be closed to tourists for six months over concerns that the once idyllic white-sand resort has become a "cesspool" tainted by dumped sewage.

Philippine President Rodrigo Duterte ordered the shutdown to start April 26, his spokesman Harry Roque said late Wednesday on Twitter.

The decision jeopardizes the livelihoods of thousands employed as part of a bustling tourist trade on the island that each year serves some two million guests and pumps roughly \$1 billion revenue into the Philippine economy.

But the Philippines gave the green light to begin construction next year of a casino and giant resort complex.

"The casino contradicts all the efforts now of cleaning up Boracay," former Philippine environment undersecretary Antonio La Vina said.

Language Bank answers

- Past Simple Interrogative with verb Be:
Question Word: Where, How, Who, Etc.
Be: Was, were
Subject: I, he, she, it, we, you they
Question mark: ?
 - Past Simple Interrogative with other verbs:
Question Word: What, Where, When, How, Why, Who, Etc.
Auxiliary: did
Subject: I, you, he, she, it, we, they
Infinitive Verb: eat, live, go, travel, happen, meet
Question mark: ?
- Reported Speech
Example: The final exam will be in June.
The teacher **said / has said**, "the final exam will be in June." Or
The teacher **said / has said** the final exam **would** be in June.
When reporting, the tenses change as follow.
Present: Past
Lara has told me, "I need to study more".
(Present)
Lara has told me (that) she needed to study more. **(Past)**
He has said, "I met with the director." **(Past)**
He has said (that) he had met with the director.
(Past perfect)
Will: Would
May: Might
Can: Could
Must: Had to
- When did they see the movie?
 - Where were you last week?
 - How long did it rain?
 - Where did you sit?
 - How did he go to school?
 - Who did you go with?
 - What time did she get up?
 - Why were the shops closed?
- Scientists informed/have informed, "the climate is changing." Or "The climate is changing," scientists informed/have informed.
 - The policeman said / has said, "the accident happened last night." Or "The accident happened last night," the policeman said / has said.

Notes

- c.** The Prime Minister announced/ has announced, "there will be a new immigration law." Or "There will be a new immigration law," the Prime Minister announced/ has announced.
 - d.** Pamela told me/ has told me, "I want to visit Cairo one day." Or "I want to visit Cairo one day," Pamela told me/ has told me.
- 4. a.** Scientists informed/have informed (that) the climate was changing.
- b.** The policeman said / has said (that) the accident had happened the night before.
 - c.** The Prime Minister announced/ has announced (that) there would be a new immigration law.
 - d.** Pamela told me/ has told me (that) she wanted to visit Cairo one day.



UNIT 7

Social practice of the language:
 Improvise a brief monologue on a topic of interest.

120692

Let's improvise monologues!

<p>120692</p>	16 classes (50 minutes each).
	Literary and recreational.
	Recreational expression.
	Improvise a brief monologue on a topic of interest.
	Game <i>Improvised monologues</i> .
	<i>Monologues</i> .
	<ul style="list-style-type: none"> • Check genres of monologues • Plan a monologue • Present a monologue • Promote feedback
	<ul style="list-style-type: none"> • Facilitate word and expression repertoires about topics chosen by students and opportunities to use them when planning monologues. • Provide students with the necessary conditions to achieve the following objectives: <ul style="list-style-type: none"> - Recognize different types of monologues. - Choose monologue genre. - Analyze characteristics of the chosen genre. - Negotiate rules to play. - Revise word repertoires, own expressions and expressions of others. • Provide models of behavior associated with speaking and listening so students comprehend them and achieve the following objectives: <ul style="list-style-type: none"> - Value the time of use of body language that is more suitable for the monologue. - Discuss how to use body language to provoke desired emotions. - Define strategies to monitor speech. - Take audience needs and knowledge into consideration when choosing topic. - Offer proposals and value proposals made by others. • Stimulate students' confidence and help them improvise when speaking so they achieve the following objectives: <ul style="list-style-type: none"> - Control emotions. - Use appropriate speech register. - Choose appropriate conventions. - Self-evaluate performance. • Focus students' attention on positive and constructive attitudes towards foreign language use so that they achieve the following objectives: <ul style="list-style-type: none"> - Value strengths of language mastery and language competence. - Contribute to solve problems in order to improve performance. - Explicit used strategies. - Value opinions of others.
	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> - Catalog of strategies to use body language. - List of topics for monologues. - Participation rules.
	Rubric.





- Environment: ...
- Communicative activity: ...

- Check content of monologues
- Plan a monologue
- Present a monologue
- Prepare a feedback

The objective of this unit is to teach students to improvise monologues of their interests. Through the unit, they will check some types of monologues, plan a monologue, perform it to the class and, finally, students will generate useful feedback to improve performance.

At the end of the unit, students will work on a product where they will play a game of improvised monologues. Also, they are going to read the text *Monologues* in the Reading Booklet, where they will have the opportunity to read other extra monologues.

Lead-in

You may invite students to work in pairs in this activity. Have students take turns to speak for a minute about any topic they like. They must stay on topic for the entire sixty seconds without stopping.

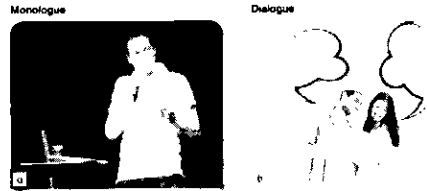
You should encourage them to pay attention to each other's speech habits such as pauses, hesitations, repetitions, etc.

After the second minute is up and both partners have spoken, open a discussion about students' impressions of their first experience with monologues. You may find out if the activity was a hard or an easy activity and if they were able to stay on topic. Get them to explain their ideas.

1. In pairs, look at the picture on page 90 and discuss the following questions.

- a. On what does she speak?
- b. How does she speak?

2. In pairs, talk about what you know about these two concepts.



3. In pairs, brainstorm ideas that you can relate to a monologue and complete the diagram.



GETTING READY


1. In pairs, look at the picture on page 90 and discuss the following questions. Have students work in pairs. Tell them to focus on the picture on page 90 and discuss the questions of the activity. You may ask further questions such as *What is she doing? How do you think she is speaking? Slowly, fast, softly?*
2. In pairs, talk about what you know about these two concepts.

Explain that the pictures illustrate the concepts of *monologue* and *dialogue*. Give students time to examine the pictures and say what they know about these two forms of oral expression. Elicit that a *monologue* is a speech presented by a single character while a *dialogue* is a conversation between two or more participants.

BACKGROUND KNOWLEDGE

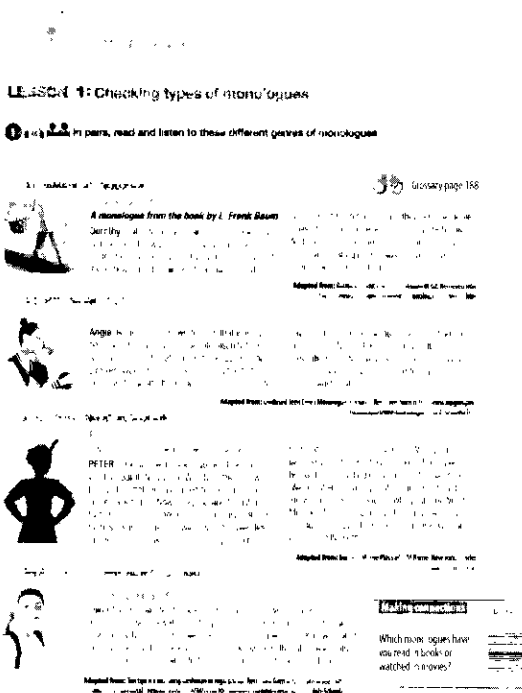
Monologue comes from the Greek words *monos*, which means *alone*, and *logos*, which means *speech*. It is a literary device that is the speech or verbal presentation given by a single character in order to express his or her collection of thoughts and ideas aloud. Often such a character speaks directly to the audience, or to another character. Monologues are found in dramatic medium like films and plays, and also in non-dramatic medium like poetry.

Adapted from: Monologue. Retrieved from <https://literarydevices.net/monologue/>


3.  In pairs, brainstorm ideas that you can relate to a monologue and complete the diagram.

Draw students' attention to the diagram. Tell them that they have to complete it with their own ideas, the ones that they can relate to the concept of monologue. Help them with questions like *What's the relationship between feelings and monologues? Can you perform a monologue without body language? Etc.*

Page 92



The screenshot shows a lesson page with the following content:


- LESSON 1: Checking types of monologues**
- 1.  In pairs, read and listen to these different genres of monologues.
- 1. **Monologue of a monologue** (with a **Glossary page 188** link)
- 2. **Monologue from the book by L. Frank Baum**
- 3. **Monologue from the movie 'The Godfather'**
- 4. **Monologue from the movie 'The Godfather'**
- 5. **Monologue from the movie 'The Godfather'**
- Making connections** section with a table:


Which movie figures have inspired a book or watched a movie?	



ON THE ROAD

LESSON 1: Checking types of monologues

1.  In pairs, read and listen to these different genres of monologues.

 Glossary page 188

Explain to students that they are going to read different genres of monologues. Before they read, draw their attention to the subheadings and explain briefly what each genre refers to. Then play the recording and invite students to read as they listen. Monitor and check the activity as a class.

EXTENSION ACTIVITY

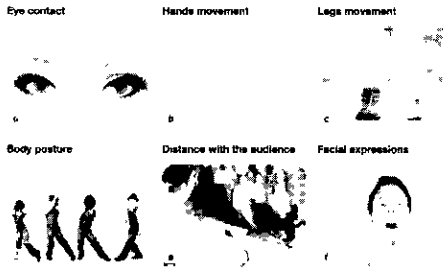
Students can work in groups in this activity. You may encourage them to choose one type of monologue and search more details and characteristics of the chosen genre. Then, you should invite them to share their findings with the whole class.

Making connections

Invite students to make connections between the monologues that they read and their own reality. To do this, you can organize them into groups of four to discuss the question suggested. You can give them enough time to remember and make comments about the books they have read and the movies they have watched with memorable monologues. Additionally, you could ask them to recite some few lines of a monologue that has made an impact on them.

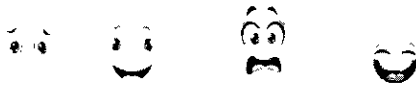
4. In groups, discuss which speech strategies you would use to perform your own monologue. Tick (✓) the options and explain your choices.

5. In groups, discuss how these aspects contribute to the expression of a message in a monologue.



6. Discuss and decide with your partners the most appropriate body language to use, according to the type of monologue that each of you want to perform. Consider the aspects in activity 5 in your decisions.

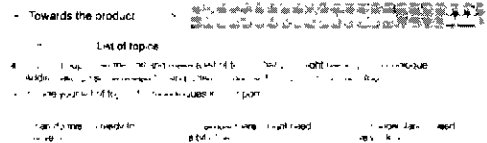
7. In groups, discuss how you can provoke the following emotions with body language



contribute to express the message and feelings that the students want to express in their monologues. To help students, you may ask some questions such as *What information can you communicate non-verbally? How? What message do you give when keeping distance with the audience? Etc.* Elicit answers.

7. In groups, discuss how you can provoke the following emotions with body language.

You may invite students to work in groups. Focus attention on the emoticons and encourage them to identify the emotions. Then, you may challenge students to express themselves those emotions with other body language features such a body posture, positions of arms, etc.



8. Read and listen to the text Monologues in your Reading Booklet. In pairs, choose one monologue, read it carefully and fill in this chart with your conclusions. Then share your information with the class.

4. In groups, discuss which speech strategies you would use to perform your own monologue. Tick (✓) the options and explain your choices.

You may organize students in groups of three or four. Invite them to think about the speech strategies that they would consider appropriate to perform their monologues in order to express the message that they want to communicate to the audience in a better way. After discussing, students tick the strategies they want to use and justify their choices.

5. In groups, discuss how these aspects contribute to the expression of a message in a monologue.

Encourage students to reflect on the importance of body language by discussing the resources in the pictures. Give them time to express their own ideas and check the activity as a class.

6. Discuss and decide with your partners the most appropriate body language to use according to the type of monologue that each of you want to perform. Consider the aspects in exercise 5 in your decisions.

Working in small groups, students should analyze the non-verbal language given in the previous task and determine which ones would

III. Evaluate your progress according to your performance in Lessons 1 and 2.

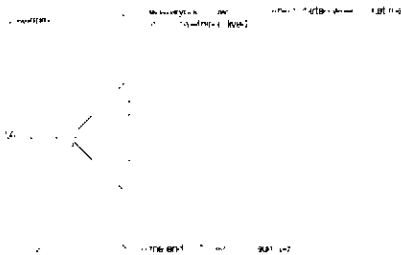
Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case they have doubts, you may revise the specific contents studied up to now.

LESSON 3: Performing a monologue

1. Prior to performing your monologue, take some final decisions following this chart as a guide.



2. Write some ideas that you want to include in your monologue. Follow your plan in activity 1 and some expressions given below.



LESSON 3: Performing a monologue

1. Prior to performing your monologue, take some final decisions following this chart as a guide.

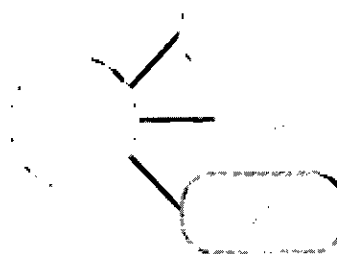
Suggest working in pairs in this activity. You might encourage them to put their ideas in order by using the chart given in the exercise. Students share their ideas with each other and then fill in the chart with their conclusions. Monitor and provide help as needed.

2. Write some ideas that you want to include in your monologue. Follow your plan in activity 1 and some expressions given below.

Individually, students should write brief ideas of their monologues on a sheet of paper. You can encourage them to think about the way they would like to begin the monologue using appropriate opening sentences that should call the attention of the audience. Students

brainstorm some main ideas that they want to mention in the middle of the speech and think of a closing expression in advance. You may invite them to use their ideas in the previous task and the useful phrases in the diagram or other phrases they prefer. Walk around the classroom and provide help when needed.

3. Prepare your monologue in pairs, taking turns of participation. Make sure to add these aspects in your monologue.

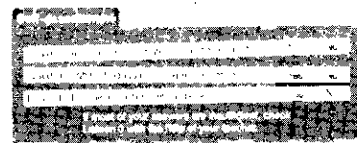


4. Perform your monologue in front of the class.

5. Evaluate your own performance of your monologue.

6. As a group, prepare two other monologues to perform. Follow the planning in activities 1, 2 and 3 and then perform your monologue in front of the class.

When students finish their monologue, they should evaluate their performance.



3. Prepare your monologue in pairs, taking turns of participation. Make sure to add these aspects in your monologue.

Students can work in pairs to share their monologues with each other. They may use their notes prepared in the previous task. You should encourage them to respect turns of participation. Also, invite them to use appropriate non-verbal language and speech strategies to express suitable emotions, depending on the type of monologue they have created such as drama, storytelling, etc.

4. Perform your monologue in front of the class.

Give students enough time to practice their monologues a bit more and add any other extra ideas. Then you can invite them to perform their monologues in front of the class.

Learning to learn

You can give students three useful tips to help them control their nerves:

- Be masters of the topic they are presenting.
- Take a deep breath before and even during the speech.
- Practice out loud. The best way to reduce anxiety is to rehearse.

Adapted from: 9 Helpful Tips to Calm Your Nerves Before Speaking. Retrieved from <https://www.inc.com/marcel-schwantes/9-simple-tricks-to-overcome-your-fear-of-speaking.html>

5. Evaluate your own performance of your monologue.

Students should answer the Self-assessment chart. They read the sentences and tick the options that best represent them. In case they have doubts, you may revise the specific contents.

Self-assessment

Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the no option you can check the types of monologues again as a class.

6. As a group, prepare two other monologues to perform. Follow the planning in activities 1, 2 and 3 and then perform your monologues in front of the class.

Motivate students to work in groups and think of two other topics that they would like to talk about. Once they have identified these topics, invite them to prepare the performance of their monologues by planning each step carefully, using diagrams like the ones they used in activities 2 and 3. Once they have planned and prepare their monologues' scripts, they should be ready to perform them in front of the class.

LESSON 4: Promoting feedback

1 To perform a monologue, you need to analyze your English strengths. Use the diagram to reflect on your abilities in groups.



2 In groups, make a list of the usual difficulties you may face when performing monologues.

Common challenges

Example: ...

LESSON 4: Promoting feedback

1. To perform a monologue, you need to analyze your English strengths. Use the diagram to reflect on your abilities in groups.

Let students work in groups of four. You might invite them to think of positive aspects they could detect in their English. Suggest paying attention to the aspects shown in the diagram. Each group may take notes and, finally, they can share their conclusions with the class.

2. In groups, make a list of the usual difficulties you may face when performing monologues.

Working in small groups, you can encourage students to think about the common obstacles they might face when improvising monologues. They write a list of brief ideas as in the examples provided. Then, they share their answers with other groups.

... Towards the product ...

Rules of participation

1. ...

2. ...

3. ...

3. In groups, explain the challenges suggested in activity 2.
4. In groups, think about strategies to solve the challenges discussed in activity 2 in order to improve performance.

...

...

≡ Towards the product

Game: Improvised monologues

SUBPRODUCT 3: Rules of participation

- Ask students to make use of the rules of participation compiled in activity 4, on page 93 (Lesson 1). You should encourage them to think about other additional rules that could be included in the product.
- Explain to students that this is the third step of the product, so they need to include their rules of participation in their portfolio. They will use them again when they work on the final product on page 102.

Finally, invite students to evaluate their own performance using the prompts.

3. In groups, explain the challenges suggested in activity 2.

In the same groups, you can invite students to take turns to describe and give examples of the difficulties mentioned in the previous task. Monitor and help if needed.

4. In groups, think about strategies to solve the challenges discussed in activity 2 in order to improve performance.

The same groups need to suggest some solutions to each difficulty they had written on the list in activity 2. Students should follow the examples provided as models. Monitor and check the activity as a class.



FINAL DESTINATION

Product



- Working in groups, open your portfolio and share your catalog of strategies to use body language (Subproduct 1, page 93), list of topics (Subproduct 2, page 96) and rules of participation (Subproduct 3, page 101) with your partners.
- Choose some topics from your list. Then, exchange ideas, experiences and opinions related to them.
- Cut out eight cardboard cards and write your chosen topics on each of them.
- Choose some rules of participation from your portfolio such as time limit.
- Choose who is going to be the first player and the drinkkeeper.
- Place the cards face down and then the first player picks up a card at random, reads the topic and improvises a monologue. Remember to use appropriate non-verbal language and speak strategies as well!

Product

To start with

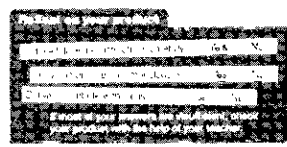
Let me see you what

- It's a fact that

I eat but not feel

* would like to know

in short



Game: Improvised monologues

1. Working in groups, open your portfolio and share your catalog of strategies to use body language (Subproduct 1, page 93) and list of topics (Subproduct 2, page 96) and rules of participation (Subproduct 3, page 101) with your partners.

In the same groups, students check and take turns to read the information they have recorded in their portfolio.

- 2. Choose some topics from your list. Then, exchange ideas, experiences and opinions related to them.**

You could invite students to have a look at the list of topics and select eight topics they like the most. You may encourage them to have brief conversations about the chosen topic and take brief notes on the main words and expressions related to them.

- 3. Cut out eight cardboard cards and write your chosen topics on each of them.**

You can ask students to bring in advance eight cards where they are going to write one topic per card.

- 4. Choose some rules of participation from your portfolio such as time limit.**

You could encourage students to select a couple of rules to be used in the game, for example, they may establish a time limit of one or two minutes of speaking.

- 5. Choose who is going to be the first player and the timekeeper.**

You may tell students to determine who is going to begin the game and who is going to be in charge of measuring the time.

- 6. Place the cards face down and then the first player picks up a card at random, reads the topic and improvises a monologue. Remember to use appropriate non-verbal language and speech strategies as well.**

You can ask students to get all the cards together, mix them and place them face down. The first player needs to take a card, read it aloud and start the improvised monologue. You can challenge students to use suitable body language and apply some speech strategies to enrich and strengthen their monologues.

Remind them to use the expression in the Useful language window with phrases they could use to begin and finish their monologues.

Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation Instrument


Assessment rubric

Make a copy of the rubric on page 184 per student. Evaluate students' performance in the unit using the rubric and consider it as evidence of their progress.

Page 103

FINAL CHECK

FINAL CHECK

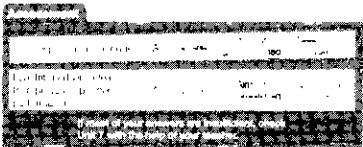


I Choose one topic from the box and brainstorm some ideas to perform a monologue about it then

II Perform your monologues in pairs. Provide feedback to your partner to let him/her improve his/her speech

III Perform your monologue in front of the class

IV Evaluate your progress according to your performance in the Unit




103

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I. Choose one topic from the box and brainstorm some ideas to perform a monologue about them.**

Focus students' attention on the topics given in the box. You should invite them to choose one of them and write some brief ideas. Remind them

to include necessary words and expressions as well as phrases to begin and end their monologue.

- II.  Perform your monologues in pairs. Provide feedback to your partner to let him/her improve his/her speech.**

Working in pairs, students take turns to perform their monologues. They may take notes of their partner's strengths and aspects he or she will need to improve to perform a better monologue.

- III. Perform your monologue in front of the class.**

You can ask each student to perform their monologues in front of the class. They should perform them following their partner's pieces of advice given in the previous activity.

- IV. Evaluate your progress according to your performance in the Unit.**

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

SOCIAL PRACTICE MIND MAP


As a synthesis of Unit 7, students can complete the template on page 182.

FLASHCARDS


To review the vocabulary of the Unit, you can show them the Flashcards for Unit 7.



BEFORE READING


- 1.  Have you ever performed or listened to a monologue? What was it about?**

Give students time to answer this question before they start reading. Tell them to write their answer in the space provided.

- 2.  Look at the pictures and predict the types of monologues you are going to read. Support your ideas.**

You may focus students' attention on the pictures. You can invite them to infer, in pairs, the genres of the monologues and give reasons for their answers. You could encourage them to complete the diagram with their deductions.

Answers: Monologue 1. Comedy-adventure; Monologue 2. Autobiographical; Monologue 3. Storytelling


- 3.  In pairs, brainstorm key words that you believe are going to be mentioned in each monologue.**

Working in pairs, students should predict the type of words that are going to be used in each monologue. You can invite them to fill in the table with their ideas.

WHILE READING

- 4.  In pairs, check if your predictions in activities 1 and 2 were correct.**


Students can work in pairs. While they read and listen to the monologues, they should check their predictions in the previous exercises.

- 5.  In pairs, add other key words to the table in activity 2.**


Working in pairs, students should complete the table in activity 2 with additional keywords that students find while they read the monologues. Check the activity as a class.

Possible answers: Monologue 1. Hole, rabbit, late, Alice; Monologue 2. Letters, tears, country.

AFTER READING

- 6.  In pairs, write brief summaries of each monologue with your own words.**

Working in pairs, students should read the monologues again and summarize them in a few lines. Monitor and check.

7.  In pairs, choose one monologue, divide it into lines and take turns to read them aloud. Include the necessary body language and speech strategies.


You may organize students in pairs in this activity. You can invite them to select one monologue and perform it. After dividing the text into lines, students should take turns to read each line. Remind students to add all the necessary elements to convey emotions. Then you could get volunteers to perform their chosen monologue to the class.

8. **Think of an anecdote of your life, and write a short monologue. These expressions may help you:**

The objective of this activity is that students create their own monologue. Encourage them to use their dictionaries and the expressions in the model as they work.

9. **Check your writing and perform your monologue in front of the class. Then ask for feedback.**

Students now revise their monologue and share it with a partner in order to receive feedback.

10.  In groups, give your opinion about the monologues you have read. Answer these questions.

Students work in groups to answer the questions of the exercise. Then, you could have them share their opinions with the class.

TRANSCRIPT

Monologues

Monologue 1: Alice in Wonderland

A monologue from the book by Lewis Carroll

Alice: [*Angrily*] Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice.

[*Calling after him*] I said, Mr. White Rabbit, where are you going? Hmm. He won't answer me. And I really want to know what he is late for. I wonder if I might follow him. Why not? There is not a rule that I cannot go where I want to. I will follow him.

Wait for me, please, Mr. White Rabbit. I'm coming, too! Ahhh! [*Falling*]

I have never realized that rabbit holes were so dark . . . and so long . . . and so empty. I guess I have been falling for about five minutes, and I still can't see the bottom! After such, after such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home.

I wouldn't say anything about it even if I fell off the top of the house! I wonder how many kilometers I've fallen up to now. I must be getting somewhere close to the center of the earth. I would like to know if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm quite sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

Monologue 2: Memories

I remember when I found out my family and I were coming to America like it was yesterday. My Mom had been cooking all day long to prepare a very special dinner for us. My sisters and I kept tugging on her apron asking her why we were having such a special dinner that night. She told us, "Your Dad has some very exciting news to tell you tonight, so this dinner will be very special!"

I remember Mom cleaning the pots and my sisters and I polishing the spoons. She had special bowls and plates and set the table with candles. When Dad finally arrived home, we were all sitting at the table waiting to hear the exciting news. None of us would dare say anything. We ate our dinner and Dad was so happy with all the special food we had helped Mom prepare.

When all the food was finished, and our plates were clean, Dad finally spoke. "My sweet little girls, do you know what day this is?" "Yes, Dad," I answered, as I was the oldest, nearly 12. "It's Friday." "And which Friday is it?" he asked. "It's Friday the 12th of August, Dad." "And what year is it?" he asked. "It's 1975." He asked me to say it altogether. Friday, August 12, 1975. "This is a day you will never forget," he said. "This is the day your Dad told you that we are moving to America!" My sisters jumped out of their seats and bounced over to Dad and threw their arms around his neck and kissed him. Then they ran over to Mom, kissed her, and gave her big hugs. I just sat at the table with first one small tear rolling down my cheek, then a steady stream as I cried and cried, filling my empty plate up with tears.

Mom grabbed my hand and pulled me over to her lap and hugged me softly. "What's going on sweet girl?" she said. I whispered in her ear through my sobs, "What about my friends? What about my teacher?" I remember how sad I was when my Mom put me down in my bed and covered me up. I remember my Dad coming into my room that night. He came closer and kissed my forehead. I remember him making up a story about our new life in a new country. I remember him telling me about all the new friends that I would make in our new town and our new school. The first few weeks in America I wrote lots of letters to my friends back home every day. Slowly, my letter writing stopped. I made all those new friends my Dad had told me I would.

1. GENERATION GAP

Do your parents make you listen to their music? Mine do. It's torture, I tell you. Listening to my mom's music especially. She likes this one band, Nirvana, and I swear you cannot understand a single word they are singing. My mom also likes this band called Aerosmith. She says that their music makes her feel like dancing and by dancing, I mean leaping and kicking and whipping her hair around in circles. (1)

It's so embarrassing. oh yeah, she likes the Rolling Stones. And I guess they are kind of cool. For ancient rock stars. She plays the Rolling Stones a lot in the car and must sing along with every word. This summer the air conditioner broke in our car, so she's been rolling down the windows, but that isn't stopping her from singing at the top of her lungs. (2)

I've tried to get her to listen to my favorite band, One Direction. She says they sound like embryos trying to put on a concert. See, I told you that she has terrible taste in music. One thing's for sure. When I grow up and have kids of my own, I will play One Direction in the car and wherever, and I will for sure not embarrass them! (3)

Adapted from: Generation Gap. Retrieved from <https://www.dramanotebook.com/monologues-kids-teenagers/>

2. Comic monologue

(1) Beginning

(2) Middle

(3) Ending



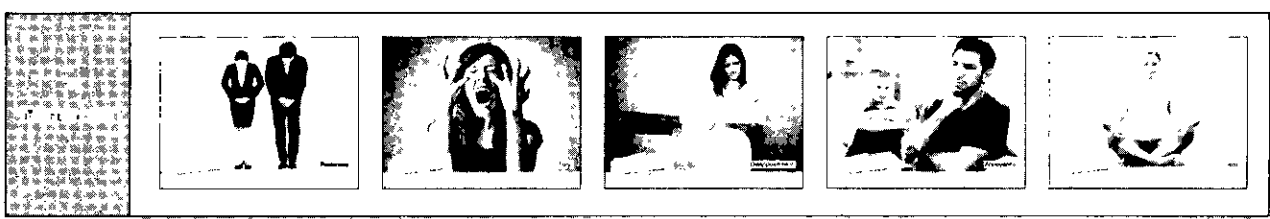
UNIT 8

Social practice of the language:
Express complaints about a product

120692

120692

	16 classes (50 minutes each).
	Family and Community.
	Exchanges associated with social environment.
	Express complaints about a product.
	Complaints.
	<i>Making complaints.</i>
	<ul style="list-style-type: none"> • Listen to and review complaints about products. • Interpret general sense, main ideas and details of complaints. • Make oral complaints.
	<ul style="list-style-type: none"> • Offer different examples of complaints and draw students' attention on what speakers say and how they say it so they can: <ul style="list-style-type: none"> - Analyze topic and purpose. - Appreciate effect of type of communication (face-to-face or at a distance). - Contrast speakers' attitudes. - Detect ways to adjust speaking and listening. - Exchange and appreciate one's own and others' experiences. • Model your attitude when listening to complaints and explain the processes you followed to understand and answer them; invite students to try those processes so that they can: <ul style="list-style-type: none"> - Clarify the meaning of words. - Infer general meaning. - Provide a reason for complaining. - Compare expressions to give a solution. - Classify expressions to convey emotions. - Appreciate one's own and others' behavior. • Encourage students to use knowledge and skills about language, in Spanish and in English, for them to: <ul style="list-style-type: none"> - Choose appropriate repertoire of words and expressions of complaint. - Adjust register according to addressee. - Rank information to be presented in complaints. - Express reasons and provide expressions to solve problems. - Use strategies to influence meaning and repair failed communication. - Express complaints and make adjustments to improve fluency. - Offer and receive feedback.
	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> - List of reasons to make complaints. - Table of expressions. - Outlines with notes to use body language.
	Interview.



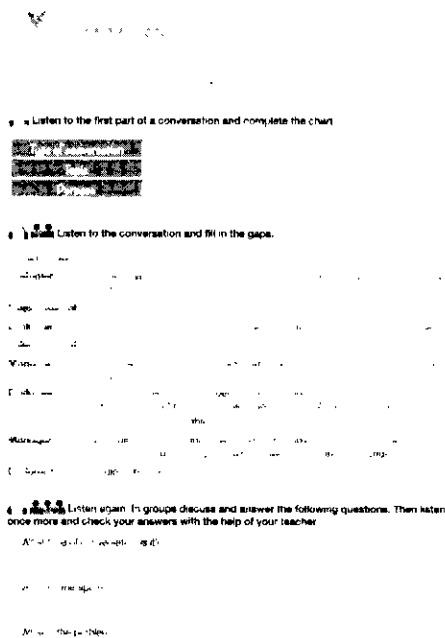
3. Remember the last time you or your family complained about a product. Take notes of how you solved the problem.

Students now work individually. Ask them to remember the last time that they or their family had a problem with a product they bought. Draw their attention to the example and explain that they have to take notes of the most important details of their experience, just like in the model.

4. Share your experience in activity 3 with your partner.

Now invite students to share their experiences using their notes in activity 3. Monitor and help as necessary.

Page 106



ON THE ROAD

LESSON 1: Reviewing complaints

1. Listen to the first part of a conversation and complete the chart.

Students listen to the first part of the conversation in order to complete the chart individually. You may ask them questions such as the following in order to help them predict the content of the conversation: *What do you think the conversation is about? How is it going to end?*

Possible Answers:

Type of conversation	In-person /face-to-face.
Topic	A problem with a product.
Purpose	To make a compliment/ To complain.
Solution	To have a reimburse / refund.

TRANSCRIPT

Sales assistant: Can I help you?

Customer: I'm afraid you can. I have a problem with a product I bought last week and it is useless!

2. Listen to the conversation and fill in the gaps.

Play the recording and have students check the predictions they made in activity 1. Then play the recording again and ask them to complete the conversation. Finally, play the recording one more time so students can check their answers.

Answers

Sales assistant: Can I help you?

Customer: I'm afraid you can. I have a **problem** with a product I bought last week and it is useless!

Sales assistant: **Last week?** Doesn't it work? Are you sure?

Customer: Yes, I am sure. It does not work. I'd like to see the **manager**, please.

Sales assistant: Sure. Wait a **minute** please. I will call him.

Manager: Good afternoon, I am one of the Smart Store **supermarket** managers. What is your problem?

Customer: I bought this electronic can opener last week and when I switched it on, I pushed down the lever but it did not rotate. It only made a strange noise and I could not **open** anything.

Manager: I am really sorry about this! We have two possible **solutions**. First, we can replace the can opener for you or you could receive a refund instead. What do you prefer?

Customer: I would rather receive a **refund**.

TRANSCRIPT

Sales assistant: Can I help you?
Customer: I'm afraid you can. I have a problem with a product I bought last week and it is useless!
Sales assistant: Last week? Doesn't it work? Are you sure?
Customer: Yes, I am sure. It does not work. I'd like to see the manager, please.
Sales assistant: Sure. Wait a minute, please. I will call him.
Manager: Good afternoon, I am one of the Smart Store supermarket managers. What is your problem?
Customer: I bought this electronic can opener last week and when I switched it on, I pushed down the lever but it did not rotate. It only made a strange noise and I could not open anything.
Manager: I am really sorry about this! We have two possible solutions. First, we can replace the can opener for you or you could receive a refund instead. What do you prefer?
Customer: I would rather receive a refund.

ASKER: ROLE INFORMATION

Complaining politely

It is really important to know that English Language is not as direct as other languages. Especially if people complain about something, politeness is a request. The idea is to follow rules for socially acceptable behavior.

When making a **complaint**, to start by saying **"Sorry"** / **"I 'm sorry to bother you"** or **"Excuse me"** / **"Excuse me, I wonder if you can help me"**, even though you haven't done anything wrong. Being polite will help you get what you want.

3. Listen again. In groups discuss and answer the following questions. Then listen once more and check your answers with the help of your teacher.

Read the questions as a class first. Then explain to students that they are going to listen to the conversation again in order to answer the questions. Invite them to discuss the answers in their groups. You should elicit their answers and ask for justification. Then, check and correct the activity as a class.

Answers:

- It is about a complaint.
- Customer, Sales Assistant, Manager
- The electric can opener doesn't work.

4. Which are the different ways of making complaints? Discuss it with your partner and write the answer in the space provided.

5. Listen, read and complete the text below.

1. How do you usually complain?
 2. How do you usually complain?
 3. How do you usually complain?
 4. How do you usually complain?
 5. How do you usually complain?
 6. How do you usually complain?
 7. How do you usually complain?
 8. How do you usually complain?
 9. How do you usually complain?
 10. How do you usually complain?
 11. How do you usually complain?
 12. How do you usually complain?
 13. How do you usually complain?
 14. How do you usually complain?
 15. How do you usually complain?
 16. How do you usually complain?
 17. How do you usually complain?
 18. How do you usually complain?
 19. How do you usually complain?
 20. How do you usually complain?

5. What way of making complaints do you think is the most effective? Share your opinion with your partner.

4. Which are the different ways of making complaints? Discuss it with your partner and write the answer in the space provided.

Explain to students that there are different ways of making complaints about a product. Ask them to get in pairs and discuss what ways they know and invite them to write their answer in the space provided.

Possible answers: Face to face , By phone, By email, By letter.

5. Listen, read and complete the text below.

Tell students that now they are going to listen to a recording related to the different ways of making complaints mentioned in activity 4. Then give them time to discuss their answers before listening to the text. Play the recording and let them listen, complete the text and check their answers. Check the activity as a class.

Answers

- face to face
- by phone
- email
- by letter.

interactive description:
What happened to Arnold Armstrong?
Why did he write the letter?
To whom did he write it?
Did he try to solve the problem by himself?
What did he do?
What does he demand?



<https://www.consumer.ftc.gov/blog/2015/09/how-write-effective-complaint-letter>

If possible, have students visit this link. Here they will find information about how to write a complaint letter. This activity will help them comprehend the topic of the unit so they can understand the texts that they are going to read as they go through the unit.

Making connections

Invite students to make connections between the text and their own reality. To do this, you can organize students into groups of four. They read the two questions in the activity and discuss the answer. Finally, check the activity as a class.

Page 110

3. In pairs, take a brief look at the reason for a complaint below. Then complete the diagram with your own ideas.



4. In pairs, think about a situation in which you have to make a complaint about a product. Then have a conversation between a customer and a manager using the expressions in the box.

Expressions:
 I'm sorry to hear that.
 I'm glad to hear that.
 I'm pleased to hear that.
 I'm disappointed to hear that.
 I'm surprised to hear that.
 I'm interested to hear that.
 I'm excited to hear that.
 I'm angry to hear that.
 I'm sad to hear that.
 I'm happy to hear that.

5. Look up these words in the Glossary. In pairs, complete the chart below. Justify your answers. Glossary page 189

Word	Definition	Example
1. Annoyance		
2. Calm		
3. Disappointment		
4. Politeness		
5. Fury		
6. Stress		

3. In pairs, take a brief look at the reason for a complaint below. Then complete the diagram with your own ideas.

Explain to students that the diagram aims to organize the ideas to make a complaint. Tell them that the reason of the complaint is given and that the purpose of the activity is that they continue developing the rest of the ideas. Give students time to complete the diagram and check the activity as a class.

Answers:

Answers will vary.

4. In pairs, think about a situation in which you have to make a complaint about a product. Then have a conversation between a customer and a manager using the expressions in the box.

Tell students that the objective of this activity is that they produce a conversation in which a complaint about a product is made. Explain to them that the expressions in the box are useful and that they should include them in their dialogue. If possible, go back to the conversation in activity 2, page 106 and revise it again.

Tell students that this conversation is a good example to follow. Motivate them to take notes of their ideas before they start speaking.

Answers: Answers will vary.

EXTENSION ACTIVITY

Give students time to practice the conversations by taking turns in their groups. Tell them that they can change the mood of the conversation if they want. For example, instead of having a very calm manner when complaining, they could be annoyed, furious or disappointed.

Afterward, invite some of them to act it in front of the class.

5. Look up these words in the Glossary. In pairs, complete the chart below. Justify your answers. Glossary page 189

Invite students to read the complaints and identify the mood expressed in each of them. They should work in pairs. Check answers as a class.

Answers:

- | | |
|-------------------|---------------|
| 1. Annoyance | 4. Politeness |
| 2. Calm | 5. Fury |
| 3. Disappointment | 6. Stress |

CHECK YOUR PROGRESS

57 In pairs, read and listen to the conversation. Report what the conversation is about to your partner.

Customer: Hello, my name is ...
 Customer: ...
 Customer: ...
 Customer: ...
 Customer: ...



58 Imagine you buy a product and you have a problem with it. Follow the model in activity 1 and have a dialogue between a customer and a customer support assistant.

Evaluate your progress according to your performance in Lessons 1 and 2.

Problem	Solution
...	...
...	...
...	...
...	...
...	...

- I. 57 In pairs, read and listen to the conversation. Report what the conversation is about to your partner.
 Students should be able to listen, comprehend and report the conversation to their partner. The description should be made in detail, mentioning the problem, the demanded solution and the emotions that are conveyed.
- II. Imagine you buy a product and you have a problem with it. Follow the model in activity 1 and have a dialogue between a customer and a customer support assistant.
 Students should be ready to produce a dialogue in which they make a complaint and demand a solution. To do this, they can follow the model in activity 1.
- III. Evaluate your progress according to your performance in Lessons 1 and 2.
 Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

59 In pairs, transform words and expressions to make effective complaints that you have studied so far in this unit.

60 In pairs, think of four products that you would like to buy. Imagine you buy them and they are faulty. Complete the diagram describing the problems.


61 In pairs, check your answers to activity 2 and then discuss how you would like the problems to be solved.

LESSON 3: Making oral complaints

1. In pairs, brainstorm words and expressions to make effective complaints that you have studied so far in this unit.
 Give students time to review their notes about useful words and expressions to make complaints effectively. You may tell them that they can add this list to their list in their portfolio as a support for future work.
Answers: Answers will vary.
2. In pairs, think of four products that you would like to buy. Imagine you buy them and they are faulty. Complete the diagram describing the problems.
 Explain to students that they have to think of four faulty products and complete the diagram describing the problems. Once they complete the activity, they can take turns to explain the problems to each other.
Answers: Answers will vary.

- c. Remind them to include their chart with expressions and their outlines in their portfolio. They will use the expressions and body language outline when they work on the final product on page 116.

Finally, invite students to evaluate their own performance using the prompts.

 To find information about body language, students can visit the following link: <https://www.wikihow.com/Communicate-With-Body-Language>

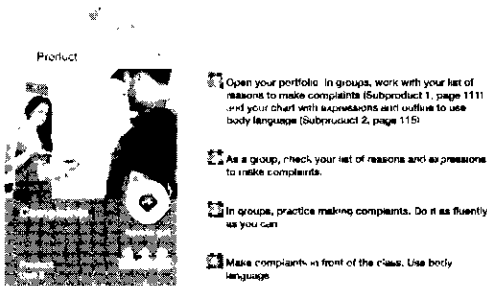
Self-assessment

Students evaluate and reflect on their performance. In case they tick the *no* option, you can revise the activities on this page again and guide them with comprehension.

Page 116

FINAL DESTINATION

Product

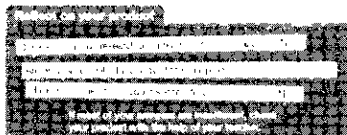


Product

- 1. Open your portfolio. In groups, work with your list of reasons to make complaints (Subproduct 1, page 111) and your chart with expressions and outline to use body language (Subproduct 2, page 115).
- 2. As a group, check your list of reasons and expressions to make complaints.
- 3. In groups, practice making complaints. Do it as fluently as you can.
- 4. Make complaints in front of the class. Use body language.

I have a comment to make
 Sorry to bother you but
 it's sorry to say this but
 in all... have a comment
 please

I think there is a slight
 problem with
 the... but there is a
 problem about
 the... student...
 the... ask



Complaints

At this stage, you can suggest checking their previous work through the lessons (Towards the product). Ask them to share their ideas with you and their classmates. Then invite them to form groups and organize their work in order to work on the Final Destination project.

You should tell your students, that during this period, they are going to work on their product (complaints) based on all the activities related to the social practice of language in this unit (Express complaints about products)

1. **Open your portfolio. In groups, work with your list of reasons to make complaints (Subproduct 1, page 111) and your chart with expressions and outline to use body language (Subproduct 2, page 115).**

Ask students to open their portfolio and use the material in it in this new product.

2. **As a group, check your list of reasons and expressions to make complaints.**

In the same groups, they revise their list of motives and expressions to make complaints.

3. **In groups, practice making complaints. Do it as fluently as you can.**

Once they have finished the edition of their lists, ask them to paste it on a piece of cardboard and make the posters.

4. **Make complaints in front of the class. Use body language.**

Students make complaints in front of the class using body language to express emotions and feelings.

Reflect on your product

Invite students to reflect on their work. Get them to read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation Instrument

Interview

Make a copy of the interview on page 185 per student. Give each student a copy of the interview and give them time to answer the questions and consider this instrument as evidence of their progress.

FINAL CHECK

Complete the following chart



In pairs, choose a problem and make a complaint about your faulty product. Use your notes in the chart in activity 1.

- A ...
- ...
- ...

Evaluate your progress according to your performance in the Unit

...
...
...
...

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. Complete the following chart.

Students should complete the table with the information related to making complaints.

Possible answers:

Politeness	Moving hands and arms	I would like a full reimburse/ refund	I bought myself a ... when I opened it ...
Fury	Touching one's head	I strongly demand a free replacement	
Deception	Staring		
Annoyance			
Stress			
Calm			

II. In pairs, choose a problem and make a complaint about your faulty product. Use your notes in the chart in activity 1.

Ask students to imagine a situation in which

they buy a faulty product. In pairs, they should make the corresponding complaint and use the notes in the previous activity.

III. Evaluate your progress according to your performance in the Unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 8, students can complete the social practice mind map on page 183.

FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 8.



Reading Booklet
Making complaints

BEFORE READING

1. Read and answer the following questions.

Encourage students to write about their own experience. Invite them to share their ideas with the class.

Answers: Answers will vary.

2. In groups, look at the pictures on pages 96 and 97 and think about what kind of complaints may exist.

Ask students to have a look at the headline of the text and predict what sorts of complaints they will find. Encourage them to add the possible reasons for them. Don't check their answers at this stage.

Answers: Answers will vary.

WHILE READING


3. Choose three expressions and give an example of a complaint.

Students choose three expressions from the list and give examples.


4. 5. 6. 7. Underline the expressions used to make this complaint.

As students read the text in silence, they underline the expressions to make complaint in the text.

AFTER READING


8.  In pairs, take a brief look at the examples of complaints you found in the text. Then complete the chart using the expressions provided. Check as a class.

Students complete the diagram with the information about complaints in the text.

9.  Imagine that you bought a new product that is faulty. Write a letter of complaint with your partner. Use some expressions from the texts that you have read.

Give students enough time to express themselves and interchange their ideas. Students write a letter of complaint based on the information they have read .

Answers: Answers will vary.

10.  Answer these questions in your group.

In groups, students answer the questions about the text.

TRANSCRIPT

Making complaints

There are people who are effective at making complaints properly. It is as simple as to know how to pitch the problem, know what to say, and what to do to get a full reimbursement, free replacement or both.

The rules of effective complaining are simple:

- Know what you want to achieve when complaining.
- Identify yourself.
- Learn how and when to complain.
- Make a thoroughly educated and informed complaint.
- Never shout, not be angry.
- Make few demands.
- Try to go in person or write a formal letter/email.
- If your phone you need to have patience.

Useful expressions to make complaints

- ⓐ *Excuse me but there is a problem about...*
- ⓑ *I want to complain about...*
- ⓒ *I'm angry about...*
- ⓓ *I'm afraid I've got a complaint about...*
- ⓔ *I'm afraid there is a slight problem with...*
- ⓕ *I have a complaint to make. ...*
- ⓖ *Sorry to bother you but...*
- ⓗ *I'm sorry to say this but...*

When you fail communicating ideas

- ⓐ *What I mean...*
- ⓑ *No, look...*
- ⓒ *I don't know exactly the name, but is the piece you use to...*

Ways of making complaints

Face to face

Complaining directly to a company or an organization gives you an opportunity to address your concerns within the shortest time possible and with the right person. Imagine you bought a faulty television from an electronic company. What do you think you have to do? Do you have to stay at home without doing anything? What are you going to do? To complain, obviously! You must go directly to the customer support service and tell them your problem.

So you may be not wasting your time because you are talking to the right person as the supervisor or manager, the person who has the authority to make decisions such as give you a refund or a replacement of your product.

Woman: Good afternoon. Can I help you?

Man: Good afternoon. - I'm sorry to bother you but I wish to make a complaint.

Woman: What's the trouble?

Man: I have a problem with this new electric fan.

Woman: I'm sorry to hear that. What's wrong with it?

Man: I'm afraid it's useless.

Woman: Useless ?

Man: Yes. When I opened it and I wanted to turn the fan on, it didn't work. It just made a noise like 'it didn't rotate at all.

Woman: Well, I am really very sorry about this, Mr. We'll be happy to replace the electric fan for you.

Man: I would rather receive a refund instead.

Woman: OK, we'll give you a refund instead, if you prefer.

Man: Thanks.

By phone

To complain by phone you need patience. As you can be passed around from department to department. However, if you get the supervisor, you will probably be successful. When you phone, always establish whom it is that you are speaking to. Asking for his name and position, and then tell him or her about your complaint. Do it in a polite way. Do not be rude. Ask him or her how he or she can help you. You should keep a note of the date and time of you are calling, as well as the gist of what is said.

Customer care representative:

What seems to be the problem?

Customer: I'm having problems with my new cell phone I bought it one month ago.

Customer care representative: We're sorry that you've had a problem with it. Could you bring in your cell phone? We promise you we'll check it and get back to you immediately if there is no problem with the product

Customer: OK, that will work for me.

By email

If you don't have time to go face to face to complain, you can write an email. Sometimes writing emails can be an effective way of making complaints without getting stressed or angry because you may be passed from one department to another. If you don't want to waste your time, writing an email is a solution for making complaints easily because sending emails is faster and easier when

we want our complaints to get to either customer service support or overseas. In most of the cases, getting your money back or your faulty product changed is as easy as to press enter.

To: mperez@staremail.com
From: Jina88@mymail.com
Subject: Complain

Received

Dear Mr Perez,

This is the manager of Casa Viva Hostel. I am writing because I just want to make a complaint. The problem is that from 20 towels ordered, 10 were totally dirty.

For that reason, I deserve a refund or you have to send me another set of towels ASAP.

I am looking forward to hear from you soon.

Yours sincerely,
Jina Lee.

May 14, 2018

ML Electronic Corporation
Human Resources Manager

Dear Mr. Mendez:

I wish to express my dissatisfaction with the iron, which I purchased from The Electrical Store in Newtown on 2 May, 2018. On using it for the first time, I found that this was a faulty product because the temperature control was damaged. When I tried to return the iron to the store last week, the sales assistant said that the store was unable to replace it or offer me a full reimbursement but advised me that it could be sent away for repair. As I needed to travel to Australia, I required immediately, and it was not clear how long a repair would take, this option was unsatisfactory. I felt disappointed when I realized that it was not a good solution for my request. I am writing to you to ask for a full reimbursement or a free replacement instead.

I look forward to hearing from you soon.

Yours truly,
Maria Gonzalez

Language Bank answers

1. Answers will vary.

2. **Infinitive:** use, rotate, like, be, study, read, win.
Past Simple: used, rotated, liked, was, studied, read, won.

Past Participle: used, rotated, liked, been, studied, read, won.

3. a. did you do

b. did he cook

c. did she wake up



UNIT 9

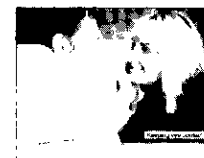
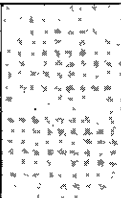
Social practice of the language:
Narrate personal experiences in a conversation.

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Telling Anecdotes

	16 classes (50 minutes each).
	Family and Community.
	Exchanges associated with information of oneself and others.
	Narrate personal experiences in a conversation.
	Autobiographic Anecdote.
	<i>How to tell personal Anecdotes.</i>
	<ul style="list-style-type: none"> • Listen and review conversations about personal experiences. • Understand general meaning, main ideas and details. • Share personal experiences in a conversation.
	<ul style="list-style-type: none"> • Offer examples of conversations and give time to explore uncertainties, fears and difficulties to share personal experiences for students to: <ul style="list-style-type: none"> - Ask questions about how ideas and people can be represented in different ways. - Appreciate effect caused by non-verbal language. - Analyze selection of expressions and repertoire of words. - Detect differences between British and American English. - Identify type of communication. - Share one's own and others' appraisals. • Direct attention to conversational skills and offer help so that students can: <ul style="list-style-type: none"> - Anticipate general meaning and main ideas. - Analyze use of connectors to link ideas. - Appreciate writing of expressions. - Contrast sentences of sequence. - Appreciate one's own and others' performance. • Challenge students to expand and develop their own repertoire of words and expressions and support them to: <ul style="list-style-type: none"> - Write sentences and put them in chronological order. - Include details in main ideas, such as time, place and way in which events happened. - Ask questions to expand information and check comprehension. - Tell personal experiences using direct and indirect speech. - Use strategies to emphasize meaning and for turn-takings. - Share identical experiences with different people. - Offer and receive feedback. • Collect evidence such as: <ul style="list-style-type: none"> - Schema with personal experiences. - List of questions.
Interview.	





- Environment
- Communicative activity
- Listen and review conversations about personal experiences
- Listen and repeat meaningful phrases and details
- Ask about other Anecdotes
- How to tell personal Anecdotes

Lead-in

To start the class, you may ask students about what they think they are going to learn in this unit. Ask them: *What was an important moment in your life? What do you think an anecdote is?* Elicit ideas from students and write them on the board. After this, write the definition on the board: "An anecdote is a short narrative of an interesting, amusing and/or autobiographical incident".

Look at the picture on page 118. What are the children talking about?

Choose one anecdote (a – c). In groups, take turns to share your experience.

- Write who, what, where, when, how?
- Describe the event
- Describe your feelings

Complete the following sentences with your own ideas.

- The most interesting part of my life was...
- The most important moment in my life was...
- The most interesting moment in my life was...

Now, choose one anecdote in activity 3. Then complete the following organizer.



GETTING READY

1. Look at the picture on page 118. What are the children talking about?

Draw students' attention to the picture and give them time to answer the question. You may do this activity as a class and write students' ideas on the board.

Answers: Answers will vary.

2. Choose one anecdote (a – c). In groups, take turns to share your experience.

Students work in groups of four. Invite them to choose an anecdote and say as much as possible about it. Monitor and check.

Answers: Answers will vary.

3. Complete the following sentences with your own ideas.

Students look at the prompts and complete them with their own ideas. Then check the activity as a class.

Answers: Answers will vary.

4. Now, choose one anecdote in activity 3. Then complete the following organizer.

Explain to students that they have to choose one

of the anecdotes that they described in activity 2 and elaborate more content about it using the diagram. Focus their attention on the *wh* questions so that they can complete the diagram with specific information.

Answers: Answers will vary.

Page 120

1. Look at the pictures in the text below. What do you think the anecdotes are about? Discuss it with your partner.

2. Read and listen to Joel's anecdotes. Pay attention to the expressions in bold.

3. What do the expressions in bold do in the text? Discuss this question in pairs.

This table shows the structure of an anecdote. Look at the example and complete it analyzing the anecdotes in activity 2.

Explain to them that the objective of this activity is focusing on the expressions in bold and the role that they play in the narration of events. Once students have read the text, you may ask them some general comprehension questions such as: *What was wrong with Joel? What problems did he have? How did he react? What is his attitude?*

3. What do the expressions in bold do in the text? Discuss this question in pairs.

Give students time to discuss what they think about the function of the expressions in bold. Encourage them to justify their answers using examples from the text.

Answers:

The expressions articulate the parts of the anecdote showing sequence.

4. This table shows the structure of an anecdote. Look at the example and complete it analyzing the anecdotes in activity 2.

Explain to students that anecdotes have a structure. You may share the content of the Background information window with them. Once you make sure students understand the structure of an anecdote, give them time to analyze the text and complete the table.

Background information

Anecdotes

Anecdotes are told in narrative tenses such as past simple, past continuous and past perfect. They have a structure that is articulated by sequencing words such as *first of all*, *after that*, *later on*, etc.

Introduction

The speaker begins by saying briefly what the story is about, without giving much detail.

Background

The speaker says where and when the story took place.

Action

This corresponds to the main part of the story.

Wrapping up

It brings the speaker back to the present by saying why he or she remembers the story.

Adapted from: Exam speaking: Tell a story or personal anecdote – tips.
Retrieved from http://learnenglishteens.britishcouncil.org/sites/teens/files/tell_a_story_or_personal_anecdote_tips.pdf

ON THE ROAD

LESSON 1: Reviewing personal experiences

1. Look at the picture in the text below. What do you think the anecdotes are about? Discuss it with your partner.

Students look at the picture and make predictions about the types of anecdotes in the text. You may ask them questions such as the following: *What does Joel's body language say? Why do you think he is covering his face?*

Possible answers

Joel looks embarrassed.

2. Read and listen to Joel's anecdotes. Pay attention to the expressions in bold.

Glossary page 189

Students read and listen to the anecdotes.

Answers

1	I'd like to talk about the time when I lived one of the worst moments in my stuttering days	It happened when I went out for a haircut. I was with my brother and we were both going to get cuts.
2	Another time	I was trying my phone skills and got enough courage to call a girl from school. Unfortunately, her name was Heather, which is quite hard for me to say. The H-e-a part always gets me. Sadly, she wasn't around... so her dad picked up.
	I quickly said my name, but couldn't make out my brother's name. I tried, and tried, saying, Daaaaaaan....Ddddddaaaaaa.	That was the shortest haircut I've ever had. Both my brother and I look at it and laugh now. It's the only thing you really can do.
	Suddenly, I started to feel that I was quickly tensed up and spit out, "is Heeeeeeeeeaaaaather there?"	After that, he always knew who I was when I called... at least he was nice about it.

Page 121

5. With your partner, take turns to retell Joel's anecdotes. Use the expressions in the box and prosodic features

It happened when I went out for a haircut. I was with my brother and we were both going to get cuts.

Write an account of an embarrassing experience. Remember to structure your story with an introduction, background, action and wrapping up. Also, use the expressions in activity 5. Then, share with your partner next to you and check it with your teacher.

7. Retell and share your anecdote with your group.

5. With your partner, take turns to retell Joel's anecdotes. Use the expressions in the box and prosodic features.

Ask students to work in pairs and retell the story together using the expressions to help them. Explain to them that these expressions are part of the anecdotes in the text and that they have to use them in order to retell the anecdotes in pairs. Check this activity as a class.

6. Write an account of an embarrassing experience. Remember to structure your story with an introduction, background, action and wrapping up. Also, use the expressions in activity 5. Then, share with your partner next to you and check it with your teacher.

Students work individually. Ask them to remember an embarrassing situation in their lives. Give them time to write their anecdotes and remind them to use the proper structure and the expressions in activity 5. Encourage them to share it with their partners and check orally and on the board.

7. Retell and share your anecdote with your group.

Invite students to work in groups and retell their anecdotes. Remind them to use prosodic features as they talk about their experiences.

TEACHING TIP

To help students tell anecdotes, remind them to use the following prosodic features:

Intonation: the rise and fall of the voice in speaking.

Pause. Pause as hesitation is a non-fluency feature.

Pitch. Different pitch levels, or intonation, can affect meaning.

Stress. Stress, or emphasis, is easy to use and recognize in spoken language, but harder to describe. A stressed word or syllable is usually preceded by a very slight pause, and is spoken at slightly increased volume

Volume. Apart from the slight increase in loudness to indicate stress, volume is generally used to show emotions such as fear or anger.

Tempo. Tempo, or speed, is to some extent a matter of idiolect. Whilst its use is not wholly systematic, it can indicate the difference between, for example, impatience and reflectiveness.

Put the text in the correct order. Then, exchange it with a partner and compare your answers.

It was on my way to my first day of school. I was really excited because it was a new school for me, so I wanted to get known to my classmates

After all this, I realized that I had to look at my shoes before I got to school.

Have I ever mentioned the time when I was nine?

And the strangest thing was that I could see a lot of children on their way to school too so thought to myself-I am ok because it is a school day. So, what happened? - I couldn't know until

You are not going to believe this, but I was wearing different shoes! You should have heard people laughing. Just when I thought things couldn't get any worse, something else happened. . .

To my surprise, when I got the school, it was not my new school. It was the old one.

At the beginning, people in my hometown were only looking at me. But then, they started laughing at the same time. I didn't understand anything.

Listen and check your answers to activity 8.

Remember an anecdotic experience that you have had at school and take notes of it in the space provided.

In pairs, take turns to share your anecdote in activity 10. You can use the expressions in bold in activity 8.

Put the text in the correct order. Then, exchange it with a partner and compare your answers.

Students can read the text aloud. In this way it can be easier for them to put the text in the corresponding order.

Answers: 1. C 2. A 3. E 4. D 5. B

Listen and check your answers to activity 8.

Explain to students that now they are going to listen to the anecdote so they will be able to check their answers to activity 8. If necessary, play the recording twice to give students time to check the activity.

TRANSCRIPT

Have I ever mentioned the time when I was nine?
 It was on my way to my first day of school. I was really excited because it was a new school for me, so I wanted to get known to my classmates
 At the beginning, people in my hometown were only looking at me. But then, they started laughing at the same time. I didn't understand anything.
 And the strangest thing was that I could see a lot of children on their way to school too so thought to myself-I am ok because it is a school day. So, what happened? - I couldn't know until
 You are not going to believe this, but I was wearing different shoes!
 You should have heard people laughing. Just when I thought things couldn't get any worse, something else happened. . .
 To my surprise, when I got the school, it was not my new school,

it was the older one.
 After all this, I learned that I have to look at my shoes before going out.

Remember an anecdotic experience that you have had at school and take notes of it in the space provided.

Students now think of an anecdote that they have had at school and take notes.

In pairs, take turns to share your anecdote in activity 10. You can use the expressions in bold in activity 8.

Motivate students to share their anecdotes and encourage them to use the expressions in activity 8.

Look at the pictures and do the following activities.



Listen to the anecdotes. What pictures in activity 1 are related to them?

Listen again and complete the chart.

Listen again and pay attention to the expressions in the box as they are mentioned in the anecdotes.

Answers: hat, cover, that

Create three sentences using the expressions in exercise 4. Share them with your partner and check with your teacher.

LESSON 2: Understanding main ideas and details

Look at the pictures and do the following activities.

Before students listen to the anecdotes, let them work with the pictures. In groups, they take turns to describe them and make predictions about the anecdotes they think are related to each picture. Help them with vocabulary and monitor the activity. You may check answers as a class.

Answers

Answers will vary.



TELLING PERSONAL ANECDOTES ...

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to talk about personal anecdotes. Explain to them that the words in bold are used to connect ideas and contrast experiences in the past.

LANGUAGE BANK

For more information about expressions to tell anecdotes, students can go to the Language Bank on page 172 and work with the activities on page 173.

6. In pairs, read and listen to the text. Then replace the words in bold by the ones in the box. Follow the examples in the box on top of this page. Compare with your classmate.

Answers:

- | | |
|-----------------|---------------|
| a. First of all | d. When |
| b. After that | e. Once |
| c. Suddenly | f. In the end |

7. Now listen and check your answers to activity 6.

Play the recording and give students time to check their answers to activity 6. Students can listen to the recording twice if necessary.

TRANSCRIPT

Castillo de Chapultepec

Last week we visited El Museo Nacional de Historia. *Castillo de Chapultepec* to do some research for our history class. First of all, we asked the assistant to help us. After that, we waited for twenty minutes until we could visit the first showroom. It was so crowded with people watching the fabulous objects there that we thought we were not going to see anything. Suddenly, the showroom got empty. When the people went out, we could enter without any problem. During our visit to that showroom, the guide told us that most of the objects in it were unique and authentic. Once we had read all the objects' descriptions, we started to take notes for our homework. Finally, we visited the other eleven showrooms. Luckily, we finished our homework and came back home early.

Self-assessment

Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the *no* option you can revise activity 6 again and help with comprehension.

Towards the product

Schema with personal experiences

How well do you know the following words? Write *yes* or *no* in the box.

First of all	When
After that	Once
Suddenly	In the end

Read the text *How to Tell Personal Anecdotes* in your Reading Booklet. Find the related to telling personal anecdotes. Share your findings with a partner and check with your teacher.

Read the text *How to Tell Personal Anecdotes* in your Reading Booklet. Find the related to telling personal anecdotes. Share your findings with a partner and check with your teacher.

Write your personal anecdotes.

≡ Towards the product






Autobiographic Anecdote

SUBPRODUCT 1: Schema with personal experiences.

- Explain to students that they need to brainstorm ideas about personal experiences in order to fill in the schema provided. Tell them that the prompts will help them develop their ideas.
- If possible, students can find more topics related to activity a. Ask them to read the prompts to help them think of more experiences.
- Explain to students that this is the first step of the product so they need to include their schema in their portfolio. They will use this list again when they work on the final product on page 130.

Finally, invite students to self-evaluate their performance using the prompts.

8.    Read the text *How to Tell Personal Anecdotes* in your Reading Booklet. Find tips related to telling personal anecdotes. Share your findings with a partner and check with your teacher.

Students read the text in the Reading Booklet with the purpose of identifying tips to tell personal anecdotes. Then they write them in the space provided. Encourage them to share their answers with a partner and check orally and on the board.

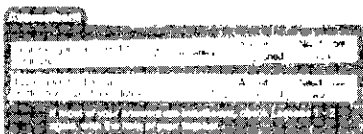
Page 126



CHECK YOUR PROGRESS

 Think about a personal experience. Write questions about it.

 Interview your partner about the personal experience in activity 1.

Evaluate your progress according to your performance in the Unit.




- I.  Think about a personal experience. Write questions about it.
Students remember a personal experience and complete the diagram with questions about it.
Answers: Answers will vary.
- II.  Interview your partner about the personal experience in activity I.
Now students take turns to interview their partner about the experience in activity I.
- III. Evaluate your progress according to your performance in the Unit.
Students should answer the Assessment chart.

They read the sentences and tick the options that best represent them. In case they have doubts, you may revise the specific contents studied up to now.

Page 127

Read the text in the bubbles. Then put the anecdote in the correct order.

 Listen to the anecdote and check your ideas in activity 1.

 Listen to the anecdote carefully. Then complete the chart. Check your ideas with your partner.

 Listen to the anecdote carefully. Then complete the chart. Check your ideas with your partner.




LESSON 3: Sharing personal experiences

1. Read the text in the bubbles. Then put the anecdote in the correct order.

Ask students to read the parts of the anecdote carefully. Then motivate them to put the anecdote in the correct order. You may also invite them to read the anecdote aloud.

Answers


1. c
2. a
3. d
4. b

2.  Listen to the anecdote and check your ideas in activity 1.

Students listen to the anecdote in activity 1 and check their answers as a class.

TRANSCRIPT

When my granddaughter Kelly was 8, she asked me, "Grandma, does God answer prayers?" "Yes, he does," I replied. Then she asked, "Will he give you whatever you ask for?" Again, I replied yes. Then Kelly lifted her arms and said, "Thank you, Jesus! Grandma's getting me a dog!"

3.  Listen to the anecdotes carefully. Then complete the chart. Check your ideas with your partner.

Tell students that now they are going to work in pairs and listen to three different anecdotes and complete the chart with the information.

Answers:

1	Friends sent a false text message	A few weeks ago	The school bus	Embarrassed
2	Birthday party	Two years ago	Home	Sad and happy
3	Dog lost	Winter	Basement / CITY	Sad

TRANSCRIPT

Anecdote 1

This happened a few weeks ago on the school bus. I was watching a video on my phone when I had to use the bathroom. I got up and went to use it.

After I got back to my seat, I realized that my phone wasn't there, and was instead in the hands of my friends, who gave me my phone after. I asked them what they did with it, and they told me to look for it. I eventually found it when I saw a message that was sent to my friend Carla. The weird part is that I never sent it.

I opened the message, and this is what it said. "I love you; do you want to be my girlfriend?" I immediately got nervous because this girl was a grade younger than me and I liked her as a friend. My friends started laughing at the look on my face and they told me what happened... This is why you should NEVER leave your phone in the open.

Anecdote 2

It was two years ago. It was my birthday. I was so sad at the beginning because when I got home I thought I was alone. Suddenly all my relatives were there saying "Happy birthday!" I felt very happy. They had organized a surprise party for me. It was the best birthday in my life!

Anecdote 3

I still remember the day I lost my dog Lupi. It was winter and there was a storm in the city, so we couldn't get out for 5 days. We were really sad and we thought she wouldn't come back! Suddenly, we heard a noise in the basement. It was incredible! Lupi was there and she had had 4 little puppies.


Self-assessment

Students reflect on the statement, considering their performance. In case they tick the *no* option, you can make them listen to the anecdotes again, making pauses if necessary and helping with comprehension.

Page 128

 In pairs, complete the conversation about personal experiences.

A: _____
 B: _____
 A: _____
 B: _____

 This is a list of non-verbal features. Why do you think they are important? Discuss with your class and check with your teacher.

Towards the product _____


List of questions

1. How did you feel when you saw the message?
 2. How did you feel when you saw the message?
 3. How did you feel when you saw the message?
 4. How did you feel when you saw the message?
 5. How did you feel when you saw the message?

4.  In pairs, complete the conversation about personal experiences.

You may direct students' attention to the follow-up questions in the conversations below. Explain to them that these conversations are incomplete. Encourage them to work in pairs and complete the conversations.

Answers: Answers will vary.

5.  This is a list of non-verbal features. Why do you think they are important?

Discuss with your class and check with your teacher.

Encourage students to read the list of non-verbal features and discuss why they think are important in a dialogue. You can model a short dialogue and ask students to pay special attention to these non-verbal features, so that they can get ideas to answer the question. Check orally and on the board. If it gets too

difficult to them, explain that non-verbal features to support comprehension.

☰ Towards the product



Autobiographic Anecdote

SUBPRODUCT 2: List of questions

- Ask students to go back to the texts that they have read so far in the unit, and complete a list of questions about them. Tell them to include follow-up questions too.
- Additionally, ask them to reflect on the body language, the non-verbal and prosodic features to use when telling, or writing down, an anecdote.
- Remind them to include their questions and their additional list in their portfolio.

Finally, invite students to self-evaluate their performance using the prompts.

Page 129

6. Now, use the questions in activity 4 and start a conversation with your partner. Don't forget the use of non-verbal features when speaking.

7. Read and listen to the anecdote below. Then, answer the questions about it with your partner and check with your teacher.

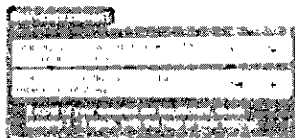


An elderly man went to a supermarket to buy some groceries. He was carrying a heavy bag of shopping. He was walking slowly and carefully. He was looking at the ground. He was thinking about how heavy the bag was. He was thinking about how old he was. He was thinking about how much he had to carry.

Answer the following questions.

- What was the man carrying?
- How was he walking?
- What was he thinking about?

8. Share your answers in activity 9 with your partner.



- Now, use the questions in activity 4 and start a conversation with your partner. Don't forget the use of non-verbal features when speaking.

Students start a conversation using the information in activity 4. Monitor and check their answers.

Answers:

Answers will vary.

- Read and listen to the anecdote below. Then, answer the questions about it with your partner and check with your teacher.

Have students read and listen to the anecdote. Make sure they understand it and encourage them to answer the questions.

Answers:

- He was going up the stairs with his grandson on his arms.
- He said that when the grandson gets older, he would be able to carry him upstairs.
- Because the grandson wasn't thinking about him growing up. He thought the grandpa would get smaller.
- Answers may vary.

- Answer the following questions.

Students read the questions and then answer them in the space provided.

- Share your answers to activity 9 with your partner.

Motivate students to share their ideas in activity 9 in pairs. Walk around the classroom and monitor their work, answering questions, if necessary.

Self-assessment

Students evaluate and reflect on their performance. In case they tick the 'no' option, you can revise the activities on this page again and guide them with comprehension.



FINAL DESTINATION

Product

Product

1. Open your portfolio. In groups, work with the schema of personal experiences in Subproduct 1 (page 125) and your set of list of questions in Subproduct 2 (page 128).
2. As a group, select a personal experience from your list.
3. Check your list of questions and answers. Check that they contain the information required when telling anecdotes.
4. Read your questions and answers aloud.
5. Organize your sentences into a text. Follow the structure you previously learned.
6. Tell your anecdotes by including prosodic elements and body language.

I'm going to tell you about
 This is my story about
 Later on
 At that time I was
 suddenly I had had
 was
 The story took place
 when I had had on that
 story
 the first time I had had
 the story
 No more
 I began
 in the end

Autobiographic anecdote

You should tell your students, that during this period, they are going to work on their product (Autobiographic anecdote) based on all the activities related to the social practice of language in this unit (Discuss own experiences and those of others in a conversation.)

1. Open your portfolio. In groups, work with the schema of personal experiences in Subproduct 1 (page 125) and your set of list of questions in Subproduct 2 (page 128).

In the same groups, students check and take turns to read the information they have recorded in their portfolio

2. As a group, select a personal experience from your list.

Explain to students that they are going to choose only one personal anecdote from their portfolio.

3. Check your list of questions and answers. Check that they contain the information required when telling anecdotes.

Revise the questions and answers. Help them if they need it.

4. Read your questions and answers aloud.

Some students read the questions and answer aloud in order to get familiar with intonation and pronunciation patterns.

5. Organize your sentences into a text. Follow the structure you previously learned.

Now, students organize their sentences into an anecdotic text. Give them time to check their notes in their notebook.

6. Tell your anecdotes by including prosodic elements and body language.

Now invite students to tell their anecdotes using body language and prosodic features.

Reflect on your product

Encourage students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation Instrument

Observation sheet

Make a copy of the observation sheet on page 186 per student. Complete the observation sheet according to students' performance and consider it as evidence of their progress.

FINAL CHECK

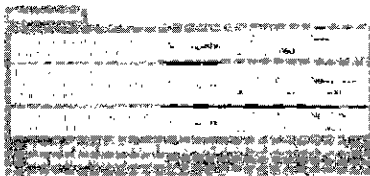
Write four anecdotes that you would like to share with your partner.
Example:

Interview your partner about his or her experience as using the questions in the chart. Complete the chart with the information that your partner gives you.

	Anecdote 1	Anecdote 2	Anecdote 3	Anecdote 4
What happened?				
Where was she / he?				
When did it happen?				
How did she / he feel?				

In pairs, take turns to tell each other the following anecdotes.

Evaluate your progress according to your performance in all the Unit.



In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. Write four anecdotes that you would like to share with your partner.

Students follow the example and brainstorm four anecdotes that they would like to share with their partner.

Answers: Answers will vary.

II. Interview your partner about his or her experiences using the questions in the chart. Complete the chart with the information that your partner gives you.

Students interview each other using the questions and complete the chart with the information about the anecdotes in activity I.

Answers: Answers will vary.

III. In pairs, take turns to tell each other the following anecdotes.

Students use their own ideas in and tell events in their lives.

IV. Evaluate your progress according to your performance in the Unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 9, students can complete the social practice mind map on page 184.

FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 9.

Reading Booklet
How to tell personal Anecdotes

BEFORE READING

1. Before you read, take a quick look at the title of the text on page 110. What do you think the text will be about? Discuss with your classmates.

Prior to the reading of the text, you may invite students to have a look at its title and make predictions about the topic of the reading. Students interchange ideas in their groups and, then, with the whole class.

Answers: They will vary.

2. Discuss in groups and complete the ideas. Then practice questions and answers by taking turns.

Have students complete the diagram about a personal experience and then share it with their group.

WHILE READING

3. Tell a partner an anecdote to make him/her laugh.

Motivate students to share a funny anecdote with their partner.

4. Underline the expressions in the Past Simple in red, the expressions in the Past Continuous in green and the ones in the Past Perfect in blue.

Students now recognize the tenses using the color code.

AFTER READING

5. In groups, answer the questions a-d.

Students analyze the text guided by the questions.

6. Write a summary of the text. Include main and supporting ideas.

Have students write a summary of the text.

7. Look at the chart below with some expressions that might help you to write an anecdote. Complete it, and share it with your group.

As a group, they complete a chart by using expressions they learned during this unit.

Answers: They will vary

TRANSCRIPT

How to tell personal anecdotes

What is an anecdote?

It is a short narrative of an interesting, amusing and autobiographical incident.

Basically, it is a short story about something that happened to you, or someone you know.

As the anecdotes are short, they will consist of one or two paragraphs.

Other names:

An incident, a slice of life, happening.

Why is an anecdote important?

An Anecdote is a common and highly effective device found throughout literature. It makes conversations or dialogues more personal and interesting. Usually, they are employed in a way that will make the audience and/or other characters laugh or think more deeply about a topic.

When do we tell anecdotes?

Every time you are talking to your friends or someone you know and you tell them something you did or you tell them what a person did, you probably are telling a personal anecdote.

Anecdote

We tell anecdotes if we want to talk about:

- A trip.
- A journey.
- A holiday.
- A special event.
- Something we did.
- Something we lost.
- A place we visited.

Why do we tell anecdotes?

- to give a personal perspective.
- to illustrate a point.
- to make people think about something.
- to make people laugh.
- to make people cry.
- to amuse.
- to entertain.

How to tell an anecdote?

First, have what you want to say in mind and ask yourself: Why do I want to tell this anecdote? What is the point of my story?

Then, think about your audience. Who is going to listen to your story? Do you know the person?

What is relevant when talking about personal experiences?

- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?
- How did I feel? How did people involved feel?

Which adjectives are related to anecdotes?

Some adjectives related to anecdotes are *funny, weird, sad, embarrassing, scary, surprising, exciting, cool, worse, amazing*.

- A funny anecdote.
- A weird anecdote.
- A sad anecdote.
- An exciting anecdote.
- A scary anecdote.
- An embarrassing anecdote.
- An amazing anecdote.

When telling stories /anecdotes, use **narrative tenses**.

Past Simple	Past Continuous	Past Perfect
I said yes	I was saying yes	I had said yes

If we want to keep people's attention, we use different tenses. You may also include the Present Simple.

Present Simple

I say yes/ He says yes

Example 1

"It was 5:00 a.m and he hadn't come yet, and his phone was not working. I had been so worried about the situation that I couldn't sleep. After that, I heard the door. Of course, it was him. He stumbled in, ignoring me".

Example 2

"Hey Monique, guess what happened yesterday? I rode my bike and I saw Patrick! We went to the cinema and then we went out for dinner - I was hungry because I hadn't eaten anything during the day because I had had a lot of work.- I have been working a lot these days and I started early in the morning"

Anecdote topics

- Trips
- Special events
- A birthday you remember
- When you lost something special

Structure of an anecdote

- Introduction
- Introduce the story.
- Examples:
 - *This story is about...*
 - *I'd like to talk about...*

Background

It is the setting of the anecdote. (time-place- action)

Examples:

I was at school in my first grade

Act

It gives details.

Examples:

Later on,

What happen next ...

Wrapping up

It is the closure of the story.

Examples:

After all this, ...

When I looked back on the story ...

Some tips when telling a personal anecdote

Introduce your anecdote briefly.

Tell what your anecdote is about.

Give the background (setting). Say what you were doing, where and when.

Tell what happened.

Use prosodic features and body language.

Use good voice.

Keep eye contact.

Purpose of anecdotes

To bring Cheer: Sometimes telling an anecdote just makes people laugh or describes a feature of a character in such a way that it becomes humorous.

To reminisce: People are talking about their pasts.

To caution: They are used in order to prevent accidents, in case people do not follow particular processes and techniques.

To tell a truth: People tell anecdotes to disclose a truth in a general way

Example 3

In the countryside, a farmer was tending to his horse named Buddy. Suddenly, a stranger came desperately and needed the farmer's help. The stranger had lost control of his vehicle and ran it off into a ditch. The stranger asked the farmer if his horse could pull the vehicle out of the ditch for him and told the farmer that the vehicle was small. The farmer said he would come, bring his horse, and take a look, but could not promise he could help if his horse might be injured in some way from attempting to pull the vehicle out of the ditch. The farmer saw that the stranger was correct and that the vehicle was small, so the farmer took a rope and fixed it so that his horse, Buddy, would be able to pull the vehicle out of the ditch. The farmer then said, "Pull, Casey, Pull," but the horse would not budge. The farmer then said, "Pull, Bailey, Pull," but the horse would not budge again. The farmer then said, "Pull, Mandy, Pull," and again the horse would not move. The farmer then said, "Pull, Buddy, Pull," and the horse pulled until the vehicle was out of the ditch. The stranger was so very grateful, but asked the farmer why he called the horse by different names? The farmer said, "Buddy is blind, and I had to make him think he had help to pull the car out of the ditch or he would not have pulled."

Example 4

"There was something elusively whimsical about Einstein. In his first year in Princeton, on Christmas Eve, some children sang carols outside his house. Having finished, they knocked on his door and explained they were collecting money to buy Christmas presents. Einstein listened, then said, "Wait a moment." He put on his scarf and overcoat and took his violin from its case. Then, he joined the children as they went from door to door; he accompanied their singing of Silent Night on his violin."

Language Bank answers

1. was waiting- saw
was sleeping-knocked
was studying - invited
2. Answers will vary.
3. Answers will vary.



UNIT 10

Social practice of the language:
Discuss points of view to participate in a round-table session.

120692

120692

Round-table discussion

	16 classes (50 minutes each).
	Academic and educational.
	Treatment of information.
	Discuss points of view to participate in a round-table session.
	A round-table discussion.
	<i>Global warming.</i>
	<ul style="list-style-type: none"> • Revise texts about topics of civics and ethics and select information. • Understand general meaning and main ideas. • Discuss points of view when participating in a round-table discussion.
	<ul style="list-style-type: none"> • Foster the exploration of sources and guide attention to identify their strengths and needs, so students are able to: <ul style="list-style-type: none"> - Define purpose of search for information. - Locate appropriate sources. - Select and record information that answer questions. - Compare components involved in textual organization. - Share with others self-regulation strategies. • Help students to: <ul style="list-style-type: none"> - Anticipate general sense. - Contrast personal points of view with main ideas in a text. - Detect changes of meaning caused by modifications in words. - Establish connections between personal points of view and information which elaborates more content on them, exemplifies and / or explains them. - Reflect with others on what is intended to say and how to say it. • Offer effective models that enable students to explore not only different discussions but also different ways to do it. Give them support to determine when they need help, when they do not and help them to: <ul style="list-style-type: none"> - Decide the way in which they will express their opinions using prosodic resources. - Monitor the use of prosodic resources. - Use non-verbal language and prosodic resources to create an effect. - Use strategies to influence on others' opinions.
<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> - List of topics. - Personal points of view cards. - Recommendations to monitor the use of prosodic features. 	
Checklist.	



3. **Read and listen to the following text.** Glossary page 189

Students should read the text individually and in silence. While reading, they look up the meaning of the highlighted words in the glossary.

EXTENSION ACTIVITY

Students could read the text again in pairs. Encourage them to underline the main ideas in each paragraph. Then they take turns to summarize each paragraph in few words. Monitor and help when necessary. Check with the class.

TEACHING TIP

Summarizing requires students to decide what is relevant to what they are reading and put it in their own words. Giving some instructions in summarizing may help students.

- Identify main ideas
- Connect the main or central ideas
- Eliminate information that is not necessary
- Remember what they read

Adapted from: Seven Strategies to Teach Students Text Comprehension.
Retrieved from <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

Towards the product

List of topics

After reading the text, students should be able to identify the main ideas and summarize each paragraph in few words. Monitor and help when necessary. Check with the class.

With your partner, compare the textual components in both texts in activities 2 and 3. Fill in the table with your observations and then check your answers with the rest of the class.

Discuss the questions with your partner and identify the information in the texts to support your ideas. Then check your answers with another pair.



A round-table discussion

SUBPRODUCT 1: List of topics.

- Encourage students to check several sources where they can get ideas of topics to be discussed. They should read them, make some comments and write them on the list.
- Explain to students that this is the first step of the product, so they need to include their list of topics in their portfolio. They will use them again when they work on the final product on page 145.

Finally, invite students to self-evaluate their performance using the prompts.

4. **With your partner, compare the textual components in both texts in activities 2 and 3. Fill in the table with your observations and then check your answers with the rest of the class.**

After reading the second text, you should encourage students to make comparisons of the components in both texts. Invite them to have a look at the table to have an idea of the elements they must contrast. You may ask some questions to help your students. For example, *How long are the headlines? Are they grammatically different? How? Which text has a glossary? Etc.* Then, students need to complete the table with their conclusions. Encourage them to check their answers as a class.

Answers:

1 st text	Question form. Four words	Ethno Connect	no	Standard formality	Shorter text
2 nd text	A phrase. Two words	Unesco	yes	Much more formal	Longer text. Contains bulleted paragraphs

5. **Discuss the questions with your partner and identify the information in the texts to support your ideas. Then check your answers with another pair.**

Students can work in pairs in this activity. They take turns to read the questions aloud. After they scan both texts to find the information that

answers the questions. You may let them share and compare their answers with other partners in the class.

Answers:

- a. Text 1/ personal space distance, eye contact, amount of body language, etc.
- b. Text 1/language skills, new ways of thinking, creative solutions to difficult problems and negotiating skills.
- c. Text 2/ In 2001.
- d. Text 2/ In terms of economic, intellectual, emotional, moral and spiritual growth.



The Question-Answer Relationship strategy encourages students to learn how to answer questions better. Students are asked to distinguish whether the information they used to answer questions about the text was textually explicit information (information that was directly mentioned in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

Questions can be useful because they:

- Provide students a purpose for reading.
- Focus students' attention on what they are going to learn.
- Help students to think actively as they read.
- Stimulate students to check their comprehension.
- Help students to review content and connect what they have learned with what they already know.

Adapted from: Seven Strategies to Teach Students Text Comprehension. Retrieved from <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

1. Before reading, look at the headline and the picture in activity 2 to predict the topic of the text.

2. Now read the text and check your predictions in activity 1. Glossary page 189

Working in a team is a common way of working in many jobs. It is a way of working where a group of people work together to complete a task. Working in a team can be a good way to learn and to improve your skills. It can also be a good way to share ideas and to solve problems. Working in a team can be a good way to learn and to improve your skills. It can also be a good way to share ideas and to solve problems.

What strategies have you used to understand unknown words in a text?

LESSON 2: Understanding main ideas

1. **Before reading, look at the headline and the picture in activity 2 to predict the topic of the text.**

Prior to the reading of the text, you may invite a pair of students to make predictions of the topic of the readings based on the headline of the texts and its picture. Students exchange ideas with each other and, then, with the whole class.

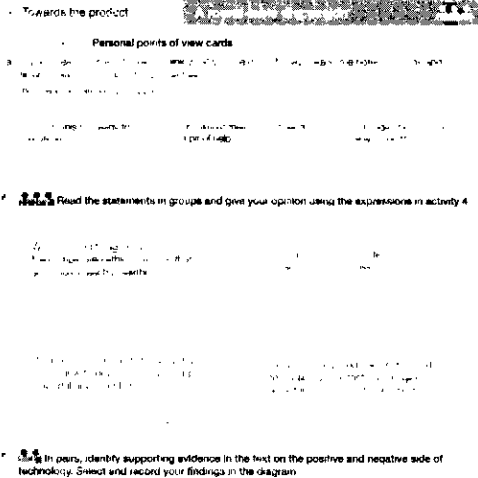
2. **Now read the text and check your predictions in activity 1.** Glossary page 189
Students read the text once. As they read, they look up the meaning of the highlighted words in the glossary. Then students check if their predictions in the previous exercise are correct or not. In case their predictions are wrong, you may also ask them in what ways their predictions differ to the ideas in the text. Monitor and check as a class.



https://lehrerfortbildung-bw.de/u_sprachlit/englisch/gym/bp2004/fb1/binnendiff/2_ue_mat/mat14/

If possible, have students visit this link. Here they will find further debate expressions that will help them express their ideas in a better way.

Page 139



≡ Towards the product



A round-table discussion

SUBPRODUCT 2: Personal points of view cards

- a. Get students to read the topics they have recorded in the previous step. You may invite them to think over those topics and write down brief ideas about their opinions. Then encourage them to read their points of view to their partners.
- b. Explain to students that this is the second step of the product, so they need to include their cards in their portfolio. They will use them again when they work on the final product on page 144.

Finally, invite students to self-evaluate their performance using the prompts.

5. Read the statements in groups and give your opinion using the expressions in activity 4.

Organize students in groups of four. Invite them to take turns to read the statements given in the activity and encourage them to exchange their points of view. You can help students by asking some basic questions such as *What's your opinion? Do you agree or disagree? Why?* Students should express their thoughts using the expressions studied in the previous task. Monitor and help when necessary.

6. In pairs, identify supporting evidence in the text on the positive and negative side of technology. Select and record your findings in the diagram.

You may invite students to read the text again and scan specific information that refers to advantages and disadvantages of technology. Then, students should fill in the diagram with their findings. Check the activity as a class.

EXTENSION ACTIVITY

You may invite students to work in small groups to discuss the following questions that you might write on the board.

- *Why do we need to associate ethics to technology?*
- *If we didn't involve ethics, what would happen?*
- *What's cyberbullying or digital piracy?*
- *Can you identify other ethical issues in the world of technology?*

CHECK YOUR PROGRESS

71. Read and listen to the news article. Then, with your partner, discuss some pros and cons regarding the main idea of the article.

The Newspaper Online
Fruit and vegetable waste could feed a British city for a year
 21 February 2018 By Josh Gabbatiss, Science Correspondent

REPORT SUGGESTS SUPERMARKETS PLAY KEY ROLE IN DRIVING OVERPRODUCTION AND FOOD WASTE

More than 10 million tonnes of food is thrown away in the UK every year, according to a new report. The report, published by the charity Food Waste Reduction Alliance, says that supermarkets are the main cause of the problem. It says that supermarkets are responsible for 40% of the food waste in the UK. The report also says that supermarkets are responsible for 40% of the food waste in the UK. The report also says that supermarkets are responsible for 40% of the food waste in the UK.

Abstract: The report, published by the charity Food Waste Reduction Alliance, says that supermarkets are the main cause of the problem. It says that supermarkets are responsible for 40% of the food waste in the UK. The report also says that supermarkets are responsible for 40% of the food waste in the UK.

72. In groups, discuss your opinions about the topic of the article. Justify your ideas using the expressions learned so far. Be open to accept different points of view on the subject.

Evaluate your progress according to your performance in lessons 1 and 2.

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I. **Read and listen to the news article. Then, with your partner, discuss some pros and cons regarding the main idea of the article.**
 Tell students that they are going to read and listen to a news article. Play the recording and let students read and listen to the text. Then, they work in pairs, taking turns to read the article again. While reading, they look up the highlighted words in the glossary. You can encourage them to circle the main ideas as they read the text. Then, you may encourage them to have a conversation to talk about their conclusions related to the pros and cons of the main idea of the article.
- II. **In groups, discuss your opinions about the topic of the article. Justify your ideas using the expressions learned so far. Be open to accept different points of view on the subject.**

Students should have a debate on the topic of the article. It is expected that they use expressions to give opinions and justify their ideas. Foster attitudes of tolerance and empathy.

Answers:

Answers will vary.

III. Evaluate your progress according to your performance in Lessons 1 and 2.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case they have doubts, you may revise the specific contents studied up to now.

73. Read and listen to the news article. Then, in pairs, listen again and identify the use of the following prosodic features.

Should Britain introduce electronic voting?

Abstract: The report, published by the charity Food Waste Reduction Alliance, says that supermarkets are the main cause of the problem. It says that supermarkets are responsible for 40% of the food waste in the UK. The report also says that supermarkets are responsible for 40% of the food waste in the UK.

Text: The text discusses the pros and cons of electronic voting. It mentions that electronic voting is more secure and faster than traditional voting. However, it also mentions that electronic voting is more expensive and that there are concerns about the security of the system.

LESSON 3: Discussing points of view in a round table

1. **Read and listen to the news article. Then, in pairs, listen again and identify the use of the following prosodic features.** Glossary page 189
 Prior to this activity, you can introduce the topic of the text by encouraging students to predict the topic based on the picture and the news headline. You can also ask some questions such as *What do you think electronic voting is? How do people vote in Mexico? Etc.* After that, you may tell students that they are going to read

and listen to the news article. Play the recording once. While reading, students look up the meaning of the highlighted words in the glossary. You may play the recording again and invite them to pay special attention to the prosodic features shown in the exercise. Students should tick the features they recognize as they listen. If necessary, play the recording once more. Monitor and help when necessary.

TRANSCRIPT

Should Britain introduce electronic voting?

By Alex Hern

The Guardian

Using technology instead of paper ballots reduces costs and could boost voter turnout – but questions remain over security and possible electoral fraud.

The problems with current, resolutely 19th-century method of running elections should be obvious. Votes can be miscounted, misread, or even simply misplaced. Counts consist of thousands of people across the country, paid overtime to stay up all night manually sorting and counting those votes. When they go wrong, they have to restart the count again.

But there is a better way. Electronic voting machines are used in some of the world's biggest democracies, including Brazil and India. The machines come in all shapes and sizes, from small touchscreen devices to larger units with physical buttons and a printed ballot paper on the front.

Antonio Mugica, the chief executive of electronic voting firm Smartmatic, says "The reason to bring technology into the election process is to increase integrity and security, but it has a series of important collateral benefits.

"One is cost reduction: so I'm sure Britain could spend less per election if it was using technology, and the security and integrity would be 10 to a hundredfold better."

Not everyone agrees that electronic voting is dramatically better, or even better at all. A switch to electronic voting would make electoral fraud easier. Jim Killock, the executive director of the Open Rights Group, says that voting has to be secret, secure and accountable.

Casting votes over the internet seems like the natural progression of democracy to the 21st century, but it requires a fairly fundamental rethink of how the electoral process should work.

In order to let people cast votes from home over the internet, we have to decide to give up some of the most important principles of our electoral system, like guaranteeing that a vote cannot be given away, stolen or forced, and ensuring secrecy of the ballot.

Adapted from: Hern, A. (2015, February). Should Britain introduce electronic voting? Retrieved from <https://www.theguardian.com/technology/2015/feb/26/should-britain-introduce-electronic-voting>

EXTENSION ACTIVITY

As further practice, invite students to listen and read the text in activity 1, page 140 (Check your progress) and identify prosodic features, too. After listening, students share their findings in pairs and, finally, check the activity as a class.

Page 142

>>> TO SUGGEST HYPOTHETICAL SITUATIONS IN ENGLISH WHEN DISCUSSING POINTS OF VIEW IN A ROUND-TABLE SESSION, REMEMBER TO >>>>>>>>

> -It [past tense sentence] + subject + would/could + infinitive verb

Example: Britain could spend less on elections if it used technology.
If Britain used technology, it could spend less on elections.

To practice this structure before you mark, write the following task.

1. In pairs, take turns to give your opinion on the news article in activity 1. Remember to include appropriate prosodic features, non-verbal language and hypothetical situations to influence your partner's point of view.

2. Fill in the cards with some notes of your points of view in activity 2. Then share your ideas with another pair.

3. Prior to the round-table discussion, write a set of questions about e-voting that you would like to ask the participants. Then check the questions with the rest of the class.

?



TO SUGGEST HYPOTHETICAL SITUATIONS IN ENGLISH WHEN DISCUSSING POINTS OF VIEW IN A ROUND-TABLE SESSION, REMEMBER TO ...

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit they will learn to express second conditional ideas and that this is useful when expressing points of view in a round-table session. Explain to them that the words in bold are used to express hypothetical situations. To help them, write these other examples on the board:

If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery)

If I **met** the Queen of England, I **would say** hello.

She **would travel** all over the world if she **were** rich.

She **would pass** the exam if she ever **studied**. (She never studies, so this won't happen)

Tell students 'were' can be used instead of 'was' with 'I' and 'he/she/it'. It has two uses.



<https://www.perfect-english-grammar.com/second-conditional-exercise-1.html>

LANGUAGE BANK

For more information about prefixes and suffixes, students can go to the Language Bank on page 174 and work with the activities on page 175.

COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, they can work with the communicative activity on page 155.

- 2. 👤👤** In pairs, take turns to give your opinion on the news article in activity 1. Remember to include appropriate prosodic features, non-verbal language and hypothetical situations to influence your partner's point of view. Get students to read the article again in pairs. While reading, invite them to underline the main ideas as well as to write some notes next to

each paragraph. Then, students express their points of view of the topic based on their notes and information underlined in the text. You can encourage them to persuade each other's opinions by using enough prosodic features such as voice, tone, pitch, etc., non-verbal language and expressing some theoretical circumstances as well.

- 3. 👤👤** Fill in the cards with some notes of your points of view in activity 2. Then share your ideas with another pair.

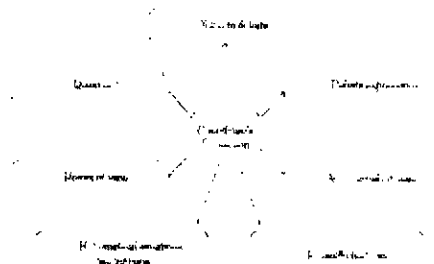
Working in pairs, students choose some opinions expressed in the previous task and complete the cards given. Walk around the classroom and help when necessary. Then encourage students to check their answers with a pair of students sitting close to them.

- 4. 👤👤** Prior to the round-table discussion, write a set of questions about e-voting that you would like to ask the participants. Then check your questions with the rest of the class.


The same pair of students as before, take turns to ask questions about the text. Then, they choose the best ones and fill in the diagram. Later, you may invite volunteers to read some of their questions and write them on the board. Check the activity as a class.

Page 143

👤👤👤👤 In groups, carry out a round-table discussion to debate on the topic of electronic voting. Check the elements you are going to need in your debate.



👤👤👤👤 Read and listen to the text Global Warming in your Reading Booklet. In groups, debate on the topic including the elements suggested in activity 5.

5.  In groups, carry out a round-table discussion to debate on the topic of electronic voting. Check the elements you are going to need in your debate.

You should invite students to work in groups of six or eight. Encourage them to exchange their opinions in a round-table format. First, they decide who the moderator of the discussion will be and how long they are going to debate. Then, students need to have a look at the diagram to check if they have in mind all the necessary elements to be used in the discussion. Monitor and help as needed.





≡ Towards the product

A round-table discussion

SUBPRODUCT 3: A set of recommendations

- Encourage students to suggest ways to record the use of prosodic features. Students brainstorm ideas and take notes.
- Explain to students that this is the third step of the product, so they need to include their recommendations to monitor the use of prosodic features in their portfolio. They will use them again when they work on the final product on page 144.

Finally, invite them to self-evaluate their performance using the prompts.

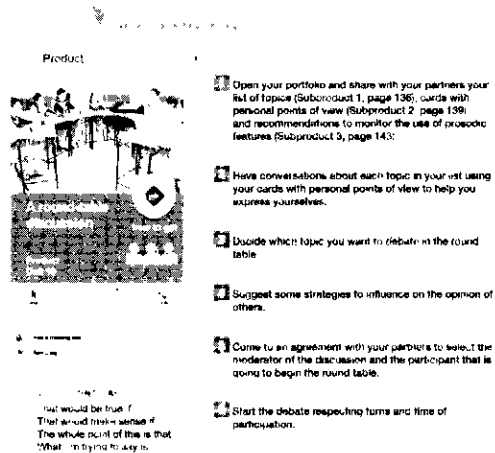
6.     Read and listen to the text *Global Warming in your Reading Booklet*. In groups, debate on the topic including the elements suggested in activity 5.

Working in groups, students read the article, look up the meaning of the highlighted words in the glossary and identify the general sense and main ideas. Then, you might invite them to prepare a set of questions, some notes with points of view and hypothetical situations, too. Later, invite them to follow the same steps as in activity 5 to carry out a round-table discussion.



FINAL DESTINATION

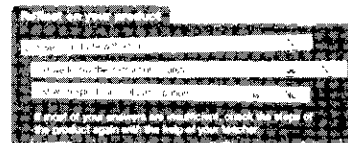
Product



Product

- Open your portfolio and share with your partners your list of topics (Subproduct 1, page 136), cards with personal points of view (Subproduct 2, page 139) and recommendations to monitor the use of prosodic features (Subproduct 3, page 143).
- Have conversations about each topic in your list using your cards with personal points of view to help you express yourselves.
- Decide which topic you want to debate in the round table.
- Suggest some strategies to influence on the opinion of others.
- Come to an agreement with your partners to select the moderator of the discussion and the participant that is going to begin the round table.
- Start the debate respecting turns and time of participation.

What would be true if
That would make sense if
The whole point of this is that
What I'm trying to say is...



A round-table discussion

- Open your portfolio and share with your partners your list of topics (Subproduct 1, page 136), cards with personal points of view (Subproduct 2, page 139) and recommendations to monitor the use of prosodic features (Subproduct 3, page 143). In the same groups, students check and take turns to read the information they have recorded in their portfolio.
- Have conversations about each topic in your list using your cards with personal points of view to help you express yourselves. You should give students enough time to share their topics and give their opinion on each of them. Have students use their cards with personal points of view to state their ideas much more easily.

3. Decide which topic you want to debate in the round table.

You may invite students to choose one of the topics they have talked about in the previous task. Students decide which is the selected topic and, optionally, may give reasons for their choice.

4. Suggest some strategies to influence the opinion of others.

You can challenge students to put forward a plan to persuade others' point of view. Students analyze some strategies and decide the ones they are going to accomplish.

5. Come to an agreement with your partners to select the moderator of the discussion and the participant that is going to begin the round table.

Students need to nominate both the student who will lead the round table and the one who will start the discussion.

5. Start the debate respecting turns and time of participation.

Students begin the round-table discussion. Encourage them to respect turns of participation and let each participant have an equal opportunity to be heard. Remind them to use the expressions in the Useful Language window to express their opinion about the announcement of their partners.

Reflect on your product

Invite students to reflect on their work. Get them to read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

Evaluation instrument


Checklist

Make a copy of the Checklist on page 187 per student. Complete the checklist according to their performance in the unit and consider it as evidence of their progress.

FINAL CHECK

2. **Read and listen to the text.** In pairs, express your opinion on its main ideas applying appropriate prosodic features.

Marine wildlife in danger of extinction





Notes:

In pairs, suggest hypothetical situations about the text in activity 1. Follow the example as a model.


Example: If the number of whales continues to decrease, the population will be in danger of extinction.

Mark your progress according to your performance in the Unit.

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I.   Read and listen to the text. In pairs, express your opinion on its main ideas applying appropriate prosodic features.

Working in pairs, students take turns to read the article aloud. While reading, they look up in the glossary the meaning of the highlighted words. After recognizing the principal ideas, get students to express their points of view on the topic. You can encourage them to persuade each other's opinions by using enough prosodic features.

II.  In pairs, suggest hypothetical situations about the text in activity I. Follow the example as a model.

The same pair of students as before, suggest hypothetical situations related to the topic. You can invite them to follow the example to create other similar ideas.

III. Evaluate your progress according to your performance in the unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case they have doubts, you may revise the specific contents studied up to now.

SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 10, students can complete the social practice mind map on page 185

FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 10.



Reading Booklet

Global warming

BEFORE READING

1. In groups, discuss the headline of the text and its picture to predict the principal ideas of the text.

Working in pairs, students should predict the type of words that are going to be mentioned in the text according to the headline. You can invite them to brainstorm ideas and take notes in the space provided.

Answers: Answers will vary.

2. In pairs, discuss if you know what global warming is and how it has affected your next environment. Write some conclusions.

In pairs, students discuss what they know about global warming and how it has affected them.

WHILE READING

3. In pairs, check if your predictions in activity 1 were correct.

Students can work in pairs. While they read and listen to the text, students should check their predictions in the previous activity.

4. Complete this table with information from the text.

Working in groups of four, you might invite students to find causes and effects of global warming and complete the table while reading the text. Check as a class.

Answers:

- Increasing amount of greenhouse gases due to natural reasons and human activities.	- Earth's average temperature has risen by almost 1°C.
- Deforestation.	- Fast melting of ice sheets and glaciers
- Burning of fossil fuels.	- It's increasing the average sea levels.
	- Drought.
	- Flooding.
	- Desertification.

AFTER READING

5. Write down some of your points of view about global warming and then have a conversation with your partner using your notes.

Have students take notes about their point of view of global warming. They should use these notes later to have a conversation about the topic with their partner.

6. In groups, take turns to suggest hypotheses about the topic of the reading as in the examples.

You can get students to work in groups. Encourage them to respect turns of participation to give hypotheses about the topic of global warming using the second conditional. You can write one of the examples given in the activity on the board and underline the grammatical elements students need to consider when suggesting hypotheses.

7. In pairs, write brief summaries of what global warming and greenhouse effects are.

Motivate students to write summaries of what they have learned about both global warming and greenhouse effects.

8. Ask questions in pairs about the text.

Focus attention on the diagram that students might use as a guide to ask basic questions to check the information on the text that they have already read. In pairs, students take turns to ask complete questions and answers. You may start giving one or two examples like *How much has the temperature increased? What is the consequence of climate change? Etc.*

TRANSCRIPT

Global warming

Global warming is the actual increase in temperature of the Earth's surface as well as its atmosphere. Average temperatures around the world have risen by 0.75°C (1.4°F) over the last 100 years about two thirds of this increase has happened since 1975. In the past, when the Earth experienced increases in temperature it was the result of

natural causes but today it is being caused by the accumulation of greenhouse gases in the atmosphere produced by human activities. The natural greenhouse effect maintains the Earth's temperature at a safe level making it possible for humans and many other lifeforms to exist. However, since the Industrial Revolution human activities have significantly enhanced the greenhouse effect causing the Earth's average temperature to rise by almost 1°C.

Many scientific research and international studies has shown, with more than 90% certainty, that this growth in temperatures is because of the greenhouse gases generated by humans. Activities like deforestation and the burning of fossil fuels are the main sources of these emissions. These findings are recognized by the national science academies in many industrialized countries.

Global warming is affecting many places in the world. It is increasing the speed of melting glaciers which is provoking average sea levels to rise. It is also changing precipitation and weather patterns in many different places, making some places drier, with more intense periods of drought and at the same time making other places wetter, with stronger storms and increased flooding. These changes have affected both nature as well as human society and will continue to have increasingly worse effects if greenhouse gas emissions continue to grow at the same speed as today.

Causes of global warming

The cause of global warming is the increasing amount of greenhouse gases in our atmosphere produced by human activities, like the burning of fossil fuels or deforestation. Greenhouse gases trap heat in the Earth's atmosphere to keep the planet warm enough to sustain life, this process is known as greenhouse effect. It is a natural process and without these gases, the Earth would be too cold for humans, plants and other creatures to live.

The natural greenhouse effect exists due to the balance of the major types of greenhouse gases. However, when abnormally high levels of these gases accumulate in the air, more heat gets trapped and leads to the enhancement of the greenhouse effect. Human-caused emissions have been increasing greenhouse levels which is raising worldwide temperatures and driving global warming.

Greenhouse gas emissions and the enhanced greenhouse effect

Greenhouse gases are produced both naturally and through human activities. Unfortunately, greenhouse gases generated by human activities are being added to the atmosphere at a much faster rate than any natural process can remove.

Global levels of greenhouse gases have increased dramatically since the dawn of the Industrial Revolution in the 1750s. Only a small group of human activities are causing the concentration of the main greenhouse gases to rise:

- The burning of fossil fuels such as coal and oil in order to power vehicles, machinery, keep warm and create electricity. Other important sources come from land-use changes like deforestation and industry.
- Methane is created by humans during fossil fuel production and use, livestock and rice farming, as well as landfills.
- Nitrous oxide emissions are mainly caused by the use of synthetic fertilizers for agriculture, fossil fuel combustion and livestock management.
- Fluorinated gases are used mainly in refrigeration and cooling.

Deforestation

Deforestation has become a massive undertaking by humans and transforming forests into farms has had big impacts as far as greenhouse gas emissions are concerned. For centuries, people have burned and cut down forests to clear land for agriculture. This has

a double effect on the atmosphere both emitting carbon dioxide into the atmosphere and simultaneously reducing the number of trees that can remove carbon dioxide from the air.

Effects of global warming

One of the most visible effects of global warming can be seen in the Arctic as glaciers and sea ices are melting at high speed. Global warming is harming the environment in several ways including:

Desertification

Increasing temperatures worldwide are making arid and semi-arid areas even much drier than before. Current research is also showing that the water cycle is changing, and rainfall patterns are shifting to make areas that are already dry even drier. This is generating water shortages and an intense amount of distress to the over 2.5 million people in dry regions which are degrading into a desert.

Increased melting of snow and ice

Around the world, snow and ice are melting at a much faster pace than in the past. Perennial ice cover in the Arctic is melting at the rate of 11.5% per decade and the thickness of the Arctic ice has decreased by 48% since the 1960s. During the past 30 years, more than a million square miles of sea ice has vanished. The continent of Antarctica has been losing more than 100 cubic kilometers of ice per year since 2002. Since 2010, the Antarctic ice melt rate has doubled.

Sea level rise

The Earth's sea level has risen by 21 cm since 1880. The rate of rise is accelerating and is now at a pace that has not been seen for at least 5000 years. Global warming has produced this by affecting the oceans in two ways: warmer average temperatures cause ocean waters to expand and the accelerated melting of ice and glaciers increase the amount of water in the oceans.

Tropical cyclone activity has seen an obvious upswing trend since the early 1970s. Interestingly, this matches directly with an observed rise in the oceans' temperature over the same period of time. Global warming also increases the frequency of strong cyclones. Every 1-degree C increase in sea surface temperature results in a 31% increase in the global frequency of category 4 and 5 storms.

Adapted from: Global Warming. Retrieved from <https://whatsyourimpact.org/global-warming>

Language Bank answers

1. **a.** transformation, **b.** argument, **c.** journalist, **d.** weakness, **e.** similarity, **f.** refusal, **d.** infection, **h.** singer, **i.** friendship
2. **a.** unpacked, **b.** overslept, **c.** unhappy, **d.** helpful, **e.** freedom, **f.** impolite
3. **a.** would pass – studied
b. would help – knew
c. didn't feel – wouldn't go
d. had – would sail
e. would lose – ate
f. would be – had
g. were – wouldn't go
h. would buy - decided
4. Answers will vary.



Questionnaire

UNIT 1

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check brief literary essays?		
read and understand the general sense of literary essays?		
read and understand the main ideas and details of literary essays?		
describe and compare cultural aspects?		
use prior knowledge to recognize the topic?		
answer questions about cultural aspects?		
suggest titles for descriptions?		
arrange sentences in the correct order in a paragraph?		
link my own experiences with information that I have read?		
paraphrase information that I have read?		

Assessment rubric

UNIT 2

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CRITERIA	Excellent (5)	Good (4)	Fair (3)	Not good (2)	Score
	Always understands general ideas.	Usually understands general ideas.	Hardly ever understands general ideas.	Never understands general ideas.	
	Understands most of the words and expressions related to the topic.	Understands some words and expressions related to the topic.	Barely understands the repertoire of words and expressions related to the topic.	Doesn't understand the repertoire of words and expressions related to the topic.	
	Makes useful connections with own reality and experiences.	Makes some useful connections with own reality and experiences.	Makes a few connections with own reality and experiences.	Can barely make connections with own reality and experiences.	
	Pays close attention to visual resources.	Sometimes pays attention to visual resources.	Hardly ever pays attention to visual resources.	Doesn't pay attention to visual resources.	
	Makes drawings to illustrate instructions.	Makes some drawings to illustrate instructions.	Makes a few drawings to illustrate instructions.	Can't make drawings to illustrate instructions.	
	Always identifies the correct sequence of instructions.	Usually identifies the correct sequence of instructions.	Hardly ever identifies the correct sequence of instructions.	Never identifies the correct sequence of instructions.	
	Elaborates instructions from different stages.	Usually elaborates instructions from different stages.	Barely elaborates instructions from different stages.	Can't elaborate instructions from different stages.	
	Edits a text, checking and correcting all spelling, grammar and punctuation mistakes.	Edits a text, checking and correcting most of spelling, grammar and punctuation mistakes.	Edits a text, checking and correcting only a few of spelling, grammar and punctuation mistakes.	Doesn't edit a text, checking or correcting spelling, grammar and punctuation mistakes.	
	Total score				____/32

Descriptive rating scale

UNIT 3

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CRITERIA					
Expresses support and solidarity with daily problems.					
Uses appropriate expressions to show support and solidarity.					
Determines situation of speech (family, school, etc.).					
Expresses reasons of interest in a problem.					
Chooses strategies to influence the opinion of others.					
Demonstrates impulse, spirit, and empathy, by means of nonverbal language.					
Contrasts effects created by prosodic resources and nonverbal language.					
I use nonverbal language and prosodic resources to create an effect.					
Defines ways of expressing according to the interlocutor.					
Recognizes consequences of offering support and solidarity to others in suitable moments.					

Anecdotal record

UNIT 4

Step 1		Date	
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Observation	
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Observation	
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Observation	
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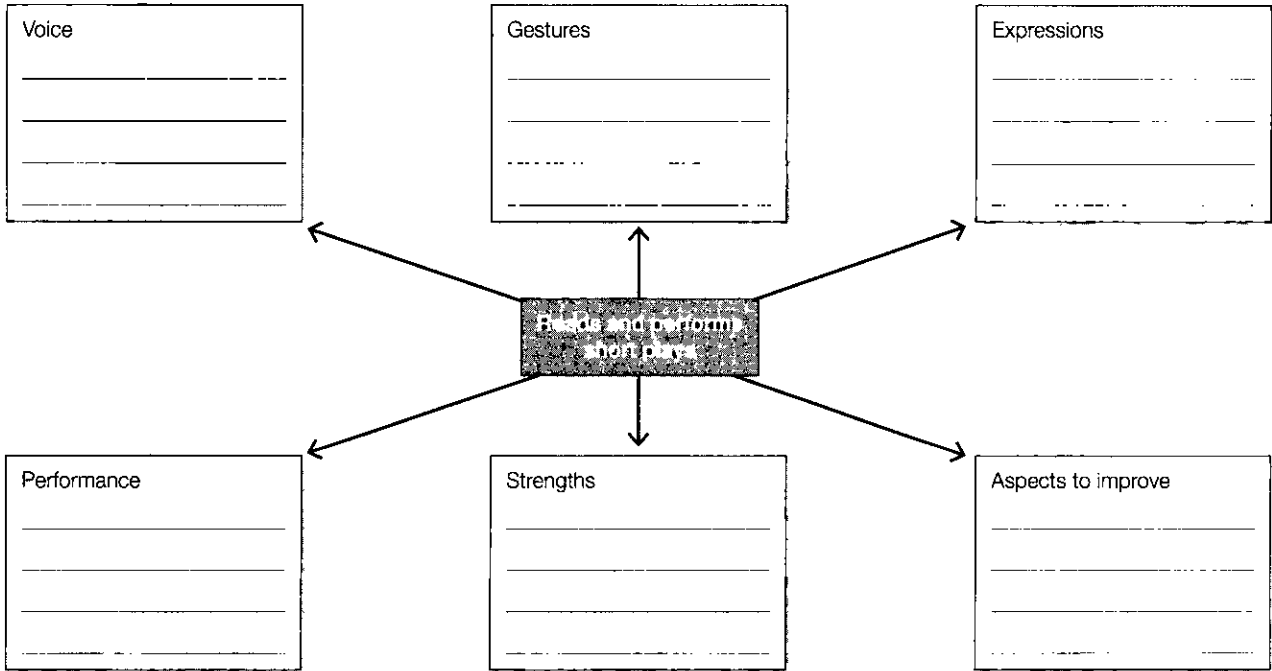
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PHOTOCOPIABLE

Graphic organizer

UNIT 5

Student name:		Date:	
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Questionnaire

UNIT 6

check and read news articles?		
contrast the same piece of news in several newspapers?		
analyze ways of expressing and requesting opinion about headlines?		
anticipate content of news articles from their graphical components?		
make connections between previous knowledge and reported event?		
organize information that answers to basic questions?		
differentiate ways in which protagonists' declarations of news appear?		
infer implicit information of news articles, making connections between headlines and first paragraphs?		
compare changes that appear to describe identical facts?		
exchange opinions about the same news articles?		

Assessment rubric

UNIT 7

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Criteria				Score
Improvisation of monologues				
Identifying types of monologues				
Respecting rules of participation				
Using appropriate speech strategies				
Contributions to solve problems to improve performance				
Use of body language				
Use of suitable words and expressions in monologues.				
Self-assessment of own performance				
Appreciating opinions of others				
Total score				<i> / 27</i>

Interview (teacher asks questions and student answers)

UNIT 8



1. In what ways can you express complaints?

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2. How can you infer the reason for a complaint?

--

3. What expressions can you use to express annoyance and regret?

--

4. What words did you learn to link ideas?

--

5. Can you understand general ideas in oral complaints? If not, why not?

--

6. What aspects were easy for you to deal with?

--

7. What aspects were difficult for you to deal with?

--

8. What remedial actions do you think you can take to improve?

--

Teacher's comments and observations:

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Observation sheet

UNIT 9

Student's name		Date	
----------------	--	------	--

Instruction	Pass	Fail	Score	Comments
listen and check conversations about personal experiences.				
appreciate the effect caused by non-verbal language.				
anticipate general meaning and main ideas.				
add details to show how events happened.				
ask questions about the past.				
narrate personal experiences in a conversation.				

Checklist

UNIT 10

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No.	Description			
1.	Discusses points of view to take part in a round table.			
2.	Checks texts of Civic and Ethical Formation.			
3.	Selects information from Civic and Ethical Formation texts.			
4.	Asks questions that guide the search of information.			
5.	Selects and registers information that answers questions.			
6.	Compares components involved in the textual organization.			
7.	Anticipates the general sense of a text.			
8.	Contrasts personal points of view with principal ideas of a text.			
9.	Detects changes of meaning caused by modifications in the words.			
10.	Thinks with others what wants to be said and how to say it.			
11.	Decides the way of expressing opinion depending on prosodic resources.			
12.	Monitors the use of prosodic resources.			
13.	Uses nonverbal language and prosodic resources to create an effect.			
14.	Uses strategies to influence the opinion of others.			

PHOTOCOPIABLE



These evaluation instruments are assessment tools you can use to measure students' work. They are scoring guides that seek to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score.

The evaluation instruments provided here include:

- Rubrics
- Questionnaires
- Observation sheets

The instruments included in this section differ from traditional methods of assessment in that they examine students in the actual process of learning, clearly showing them how their work is being evaluated. They communicate detailed explanations of what constitutes excellence throughout a task and provide a clear teaching directive.

The instruments' strength is their specificity, which means that individual students can fall between levels, attaining some but not all standards in a higher level. And while scores can be translated into final grades, it is important that we remind students that not every score counts.

These instruments are meant, above all, to inform and improve teachers' instruction while giving students the feedback they need to learn and grow.

These instruments can also be used in peer assessment and then used to provide feedback.

Prior to assessment, these evaluation instruments can be used to communicate expectations to students. During the assessment phase, they are used to easily score a subjective matter.

After an instrument is scored, it should be given back to students to communicate to them their grade and their strengths and weaknesses.

Students can use them to see the correlation between effort and achievement. Sharing the instruments with students is vital as the feedback empowers students to critically evaluate their own work.

Advantages of using a variety of evaluation instruments

- Teachers can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students.
- Students have explicit guidelines regarding teacher expectations.
- Students can use these instruments as a tool to develop their abilities.
- Teachers can reuse these instruments for various activities.
- Complex products or behaviors can be examined efficiently.
- They are criterion referenced, rather than norm referenced. Evaluators ask, "Did the student meet the criteria for Level 4?" rather than "How well did this student do compared to other students?"
- Ratings can be done by students to assess their own work, or they can be done by others, e.g., peers, teachers, instructors, U.T.P. people, etc.

Applying Evaluation Instruments

Self- assessment

Give copies to students and ask them to assess their own progress on a task or project. Their assessment should not count toward a grade. The point is to help students learn more and produce better final products. Always give students time to revise their work after assessing themselves.

Peer assessment

Peer-assessment takes some time to get used to. Emphasize the fact that peer-assessment, like self-assessment, is intended to help everyone do better work. You can then see how fair and accurate their feedback is, and you can ask for evidence that supports their opinions when their assessments do not match yours.

Again, giving time for revision after peer-assessment is crucial.

Teacher assessment

When you assess student work, use the same instrument that was used for self- and peer-assessment. When you hand the marked instrument back with the students' work, they will know what they did well and what they need to work on in the future.

Using the evaluation instruments provided in this section is relatively easy.

Identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance. Typically, the gradations increase/decrease in 1 point.

The last column shows the actual score assigned to this particular student, based on his or her actual performance. The overall total score is assigned by simply adding together the scores.

Once you have worked out students' scores, you can express them in gradations. Gradations are the descriptive levels of quality starting with the worst quality up to the best quality.

Always keep in mind that, however you use them, the idea is to support and to evaluate student learning.

Here is a description of each of the evaluation instruments provided:

Listening Comprehension

Use this instrument two or three times in a semester to assess where the students rank within the four categories and to determine where the strengths and the weaknesses of the class lie. After applying the instrument, ask the students to get into groups of four and analyze their results. As a class, discuss important points that may help improve listening skills in the future.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

1 = Unsatisfactory	3 = Very Good -
2 = Fair -	4 = Excellent

Reading Comprehension

The goal of this reading assessment instrument is to determine if the students have improved their reading comprehension skills. Use this

instrument once a month. Once you have applied this instrument, make the students identify their strengths and weaknesses and brainstorm ideas that could help them improve their performance in the future. This instrument also gives the teacher the opportunity to focus diagnostic attention on students whose performance has been identified as below standard. You must take into account that the maximum score corresponds to the highest expected results conceived by this teaching proposal for this level.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

1 = Unsatisfactory	3 = Very Good
2 = Fair	4 = Excellent

Extended-Response Reading

Use this instrument in any lesson that invites students to demonstrate comprehension by responding to open-ended questions. The aim of this instrument is to give information to the teacher on students' placement in the Reading Skills English Progress Map.

Use the checklist to assess reading tasks, to provide feedback to students and as a basis for discussion and feedback for each student as well.

To work out the score of each student, identify the level of student's performance, according to the scale provided by this instrument.

Behavior

Use this instrument when you detect some problems related to students' behavior. This rubric is meant to offer information on students' attitude and behavior in relation to their classmates and can be a useful source of information for course council. It can be applied by teachers or used for peer assessment.

After applying this instrument, make students identify the areas in which they got higher scores, and also the areas that they should pay more attention to in the future.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

0 = Unsatisfactory	2 = Very Good
1 = Fair	3 = Excellent

Beginner's Writing / Writing Process

Use these rubrics to assess your students' writing skills.

You can use them two or three times in a year. These instruments are very useful for teachers to grade a writing assignment. It is important to show students the instrument to be used beforehand so that they get better quality work; they know what they are supposed to produce and it saves problems afterwards as they can see where they can have points taken off.

These instruments should also be used after each task is complete, not only to evaluate the product, but also to engage students in reflecting on the necessary steps they must follow to produce a polished piece of writing.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

1 - 2 = Unsatisfactory	5 = Very Good
3 - 4 = Fair	6 = Excellent

Project

Use this instrument every time students do a project. Each student is evaluated along three dimensions, each having to do with the student's contribution to the work, the final product, and any other aspects the teacher considers important to assess, such as: how effectively the student accomplished his or her responsibilities as a member of the team or the quality of his or her interactions with the other team members.

These dimensions are assigned a score of 1 through 7; these values represent increasing degrees of achievement in the particular dimension. The last column is the actual score assigned to this particular student, based on his or her actual performance, along the three dimensions. The overall total score is assigned by simply adding together the scores corresponding to the three dimensions.

Oral Presentation

Use this instrument two or three times per student during the year. The students will be evaluated in: Non-verbal skills, Vocal Skills and Content areas.

The teacher can give each student a copy of the instrument and then read it with them. The students will improve their performance if they know in advance what they are expected to produce and the areas they have to focus their attention on.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can rate each category according to the scale provided in the instrument.

Self Assessment - General English

This instrument is meant to allow students to recognize and evaluate their general abilities in relation to English. You can apply it three times, at the beginning of the year and at the end of each semester, so that students can identify their level of achievement.

Make students read the descriptions of tasks that they can do and ask them to check the appropriate areas that indicate how they rate themselves.

After applying this document, you may inform students if their results coincide with your ideas about their performance.

Homework

You can use this instrument any time you assign homework. When applying it, the first step is to provide clear expectations to your students. After reading the rubric, students are clear on what an acceptable homework assignment looks like.

The system can improve students' homework skills because

- the teacher gives each student attention about their homework;
- students can see the opportunities to improve their work;
- the teacher has the data required to give a 'pure' homework grade for homework completion.

At the same time you can also include a reward component. For example, students who average a grade of 3 or 4 for the month, can earn an extra mark on the next period.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

1 = Unsatisfactory	3 = Very Good
2 = Fair	4 = Excellent.

Feedback

Here are some phrases that are useful for giving feedback and make comments to your students:

You are developing a better attitude toward your classmates.

You can be very helpful and dependable in the classroom.

You have strengthened your skills in ____.

You are learning to be a better listener.

You are learning to be careful, cooperative, and fair.

You are very enthusiastic about participating.

Your work habits are improving.

You have been consistently progressing.

You are willing to take part in all classroom activities.

Your attitude toward school is excellent.

You are maintaining grade-level achievements.

You work well in groups, planning and carrying out activities.

Your work in the areas of ____ has been extremely good.

You are capable of achieving a higher average in areas of ____.

You would improve if you developed a greater interest in ____.

Evaluating Listening Comprehension

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Skills	Criteria				Points
Understanding key events or facts.	Understands one or two events or key facts.	Understands some of the events or key facts.	Understands many events or key facts, mainly in sequence.	Understands most events in sequence or understands most key facts.	
Understanding details.	Gets few or no important details.	Gets some important details.	Gets many important details.	Gets most important details and key language.	
Responding appropriately to features such as: laughter, silence, etc., and / or accentuation, intonation and rhythm.	Nearly never.	Sometimes.	Most of the time.	Nearly always.	
Answering questions.	Answers questions with incorrect information.	Answers questions with some misinterpretation.	Answers questions with literal interpretation.	Answers questions with interpretation showing higher level thinking.	
Doing tasks.	Provides limited or no response and requires many questions or prompts.	Provides some response to teacher with four or five questions and prompts.	Provides adequate response to teacher with two or three questions and prompts.	Provides insightful response to teacher with one or no questions or prompts.	
At the end of the session, the listener is able to:	Answer factual questions on general information.	Answer factual questions on general and specific information.	Summarize the beginning, middle, and end of the story.	Reveal the sequence of events, providing details on dialogue, and motivation of characters.	
Total points					

Evaluating Reading Comprehension

Student's name:		Language:	
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Skills	Criteria				Points
	1	2	3	4	
Understanding key events or facts.	Understands one or two events or key facts.	Understands some of the events or key facts.	Understands many events or key facts, mainly in sequence.	Understands most events in sequence or understands most key facts.	
Understanding details.	Gets few or no important details.	Gets some important details.	Gets many important details.	Gets most important details and key language.	
Identifying characters or topics.	Identifies one or two characters or topics using pronouns (he, she, it, they).	Identifies one or two characters or topics by generic name (boy, girl, dog).	Identifies many topics or characters by name in text (Ben, Giant).	Identifies many topics or characters by name in text (Ben, Giant).	
Answering questions.	Answers questions with incorrect information.	Answers questions with some misinterpretation.	Answers questions with literal interpretation.	Answers questions with interpretation showing higher level thinking.	
Doing tasks.	Provides limited or no response and requires many questions or prompts.	Provides some response to teacher with four or five questions and prompts.	Provides adequate response to teacher with two or three questions and prompts.	Provides insightful response to teacher with one or no questions or prompts.	
Total points					

Taken and adapted from <http://www.storyarts.org/classroom/userstories/listenrubric.html>

Beginners' Writing

Points	Criteria
1	Writing has some words. No punctuation. Scribbly letters. A picture.
2	Writing has short simple sentence(s) on the topic. Some punctuation (full stops and question marks). Letter size and shape need fixing. Picture matches topic.
3	Writing has some simple sentences on the topic. Some attempt to put ideas in order. Some correct, some 'best guess' spelling. Capitals, periods, and question marks used correctly most of the time. Correct printing. Some spacing between words.
4	Writing has most sentences on the topic. Ideas in order. Sentences with some details and describing words. Correct spelling of most high frequency words. Most punctuation correct. Letters and spacing between words are correct.
5	Writing has all sentences on the topic. Ideas in order. There is a beginning, a middle, and an end. Many details and interesting words. Correct spelling for all high frequency words. Correct punctuation; printing and spacing with few errors.
6	Writing has sentences giving more information about the topic. Beginning, middle, and end with a lot of information and details. Sentences use interesting and expressive language. Sentences are put together in a paragraph. Correct high frequency words and some harder words. Correct punctuation. Neat, well spaced, easy to read.

http://www.isbe.net/assessment/pdfs/read'ng_extended_rubric.pdf

Homework rubric

4	Exceptional Work	Interesting, neat, and easy to read. With date and name. On time.
3	Complete	Neat and easy to read. Must have date and name. Must be on time.
2	Incomplete (directions not followed)	Difficult to read. Has name, missing the date. May be on time.
1	Incomplete	Unorganized and/or difficult to read. Missing name and date. Late.

http://www.jamestown-ri.com/school/classes/4_1/homeworkrubric.htm

Project

1. Has clear vision of final product.	1, 2, 3	4, 5	6, 7	
2. Properly organized to complete project.	1, 2, 3	4, 5	6, 7	
3. Managed time wisely.	1, 2, 3	4, 5	6, 7	
4. Acquired needed knowledge base.	1, 2, 3	4, 5	6, 7	
5. Communicated efforts with teacher.	1, 2, 3	4, 5	6, 7	
1. Format.	1, 2, 3	4, 5	6, 7	
2. Mechanics of speaking / writing.	1, 2, 3	4, 5	6, 7	
3. Organization and structure.	1, 2, 3	4, 5	6, 7	
4. Creativity.	1, 2, 3	4, 5	6, 7	
5. Demonstrates knowledge.	1, 2, 3	4, 5	6, 7	
1.	1, 2, 3	4, 5	6, 7	
2.	1, 2, 3	4, 5	6, 7	
3.	1, 2, 3	4, 5	6, 7	
4.	1, 2, 3	4, 5	6, 7	

Source: <http://www.sost.org/shs/library/resrub.htm>

Oral Presentation Rubric

Student's name: _____	Group topic: _____	Group members: _____
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Oral Presentation Rubric	Possible Points	Self-Assessment	Teacher Assessment
Provided depth in coverage of topic.	10		
Presentation was well planned and coherent.	10		
Personal experience integrated where relevant and appropriate. Explanations and reasons given for conclusions.	10		
Communication aids were clear and useful.	10		
Bibliographic information for others was complete.	10		
Total Possible Points.	50		

Rate each category according to the following scale:

- 9 - 10 = excellent
- 7 - 8 = very good
- 5 - 6 = good
- 3 - 4 = satisfactory
- 1 - 2 = poor
- 0 = unsatisfactory

Student Self Assessment of Foreign Language Performance

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Description of Task	Yes	No	No
1. Greet someone and ask the person how she/he feels.			
2. Tell someone a little information about my family.			
3. Describe my best friend.			
4. Discuss three countries where a foreign language is spoken and tell a few interesting points about these countries.			
5. Understand and respond to questions asked to me about my name, age, where I live, and the music I like.			
6. Read a simple short paragraph.			
7. Write a note to a pen pal telling him / her about myself.			
8. Write to my teacher and describe a typical day from the time I get up to the time I go to bed.			
9. Write the correct endings of verbs, when requested, because I understand which endings go with specific subjects.			

Read the descriptions of tasks that you can do.
 Check the appropriate areas that indicate how you rate yourself.



Adjective: (n.) a word that describes a noun or pronoun

Adverb: (n.) a word that describes or gives more information about a verb, adjective, adverb, or phrase.

Adverbial phrase: a group of words that describe or give more information about a verb, adjective, adverb, or phrase.

Adverbs of degree: they tell us about the intensity of an action, an adjective, or another adverb.

Adverbs of manner: they tell us how something happens.

Clause: (n.) a group of words, consisting of a subject and a finite form of a verb.

Coherence: (n.) the logical connections that readers or listeners perceive in a written or oral text.

Cohesion: (n.) the grammatical and lexical links within a text that hold it together and give it meaning.

Collocation: (n.) a sequence of words or terms that co-occur more often than would be expected by chance.

Conditional sentences: (also known as Conditional Clauses or If Clauses). They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled.

First person: referring to personal pronouns I (singular, referring to yourself) or we (plural, referring to yourself with others). I and we are said to be in the subjective case because they can be used as the subject of a sentence.

Gerund: (n.) a noun made from a verb by adding -ing; you can use a gerund as the subject, the complement, or the object of a sentence.

Graphic organiser: (also known as knowledge map, concept map, story map, cognitive organiser, or concept diagram). Communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. Its main purpose is to provide a visual aid to facilitate learning.

Infinitive: (n.) the basic form of a verb, without an inflection binding it to a particular subject or tense. It usually follows to.

Modal verbs: they are used to express ideas such as possibility, intention, obligation, and necessity.

Noun: (n.) a word that refers to a person, place, object, event, substance, idea, feeling, or quality.

Noun phrase: a word group with a noun or pronoun as its head; the simplest noun phrase consists of a single noun; the noun head can be accompanied by modifiers, determiners (such as the, a, her), and/or complements.

Phrase: (n.) a group of words which are often used together and have a particular meaning; a phrase functions as a part of speech and includes a head (or headword), which determines the nature of the unit.

Preposition: a word (one of the parts of speech) that shows the relationship between a noun or pronoun and other words in a sentence.

Prepositional phrase: the combination of a preposition and a noun phrase.

Present Continuous: verb tense used to express the idea that sth is (or is not) happening now, at this very moment. Its structure is form of to be + -ing form of main verb.

Present Perfect: verb tense used to express the idea that sth happened at an unspecified time before now; the exact time is not important; for or since are often used with this tense. Its structure has/have + is + past participle of main verb.

Present Perfect Continuous: verb tense used to express the idea that an action started in the past and stopped recently; there is usually a result now. This tense is also used to refer to an action that started in the past and is continuing now; for or since are often used with this tense. Its structure is has/have + been + -ing form of main verb.

Pronoun: a word that can replace a noun or another pronoun; they are used to make sentences less repetitive. Grammarians classify pronouns into several types: personal, demonstrative, interrogative, indefinite, relative, reflexive, and intensive.

Proofread: (v.) to find and correct mistakes in text before it is handed in, printed, or put online.

Provided: (adj., v.) given, offered, presented.

Question: (n.) a sentence or phrase used to find out information; in an exam, a problem that tests a person's knowledge or ability

Role play: (v.) to pretend to be someone else, especially as part of learning a new skill.

Rule: (n.) a principle of a system, such as a language or science.

Scanning: speed-reading technique that consists of looking over a text quickly and systematically in order to find very specific information.

Sentence: a group of words that are put together to mean something. It is the basic unit of language which expresses a complete thought.

Simple Past tense: verb tense used to express the idea that an action started and finished at a specific time in the past.

Skimming: speed-reading technique that consists of rapidly moving the eyes over a text with the purpose of getting only the main ideas and a general overview of the content.

Statement: an affirmative or negative sentence that is not a question or command.

Structure: the way that words or parts of speech are arranged or put together.

Subject: the person or thing which performs the action described by the verb.

Synonym: a word or phrase that means the same as another word or phrase.

Tense: form of a verb that shows us when the action or state happens, past, present or future.

Tone: a writer's attitude toward subject, audience, and self. It is primarily conveyed through diction, point of view, syntax, and level of formality.

Verb form: English verbs have five basic forms: the base form, the - s form, the -ing form, the past form, and the past participle form. There are two types of past forms, for regular and irregular verbs.

Taken from:

- <http://dictionary.cambridge.org/dictionary/british>
- <http://dictionary.cambridge.org/dictionary/learner-english>
- <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv89.shtml>
- <http://www.edufind.com/english/grammar.php>
- <http://www.usingenglish.com/glossary/modal-verb.html>
- <http://grammar.about.com.htm>
- <http://www.englishpage.com/verbpage.html>
- <http://www.englishclub.com/grammar/terms.htm>
- <http://www.englishclub.com/grammar.htm>
- <http://www.aacc.edu/tutoring/file/skimming.pdf>

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Texto: Sandra del Pilar Olate Rojas y Viviana Andrea Céspedes Pardo

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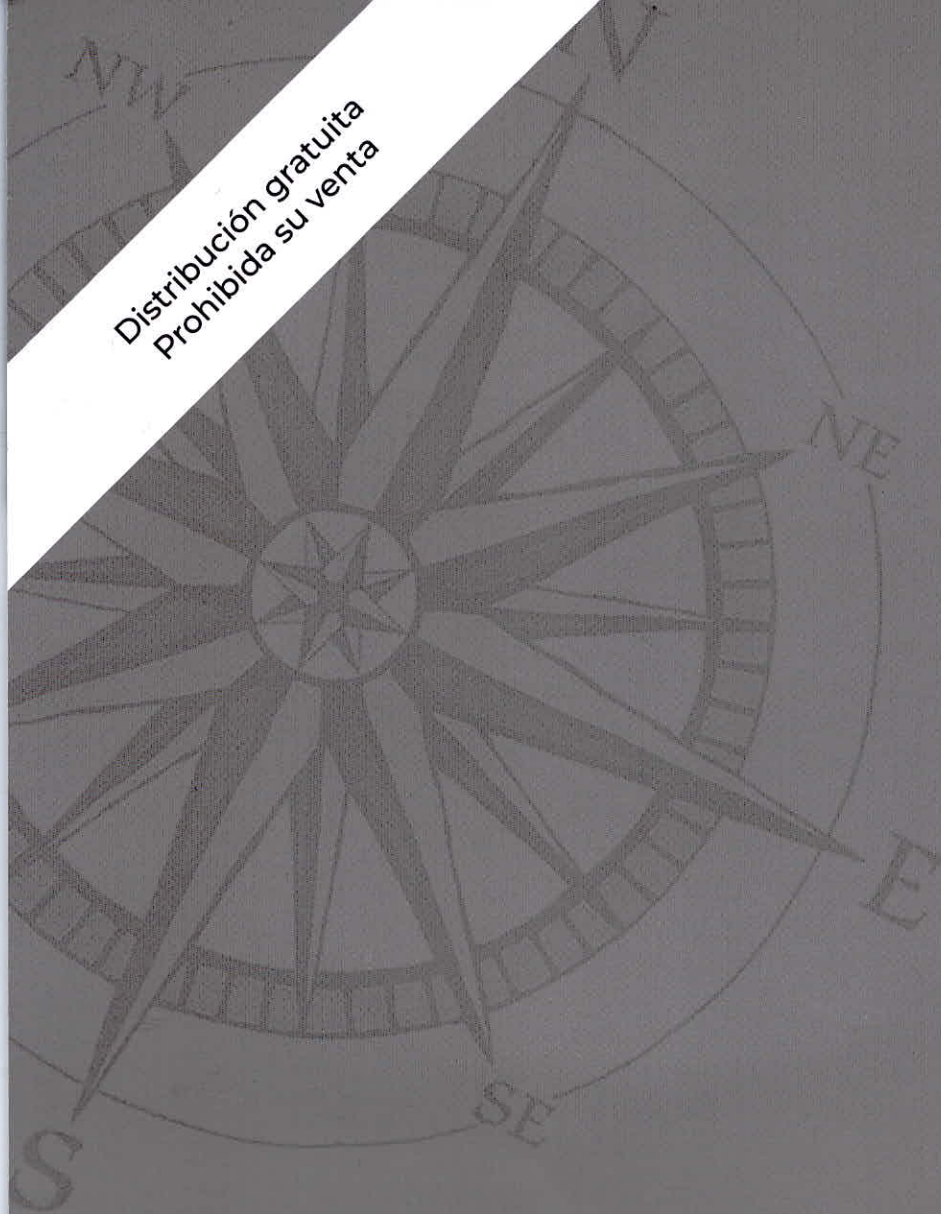
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