

# Beats! 2 Secondary

Teacher's Edition



**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA



## **Estimado(a) maestro(a):**

---

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

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

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

Le deseamos éxito.

Distribución gratuita, prohibida su venta.

# Beats! 2

---

Secondary  
Teacher's Edition

Sally Marshall

PRINCETOWN - CORREO DEL MAESTRO

EDITORIAL COORDINATOR Jean Denise Salazar Wolfe

AUTHOR Sally Marshall

WRITER Stefania Villarreal Riva Palacio

EDITOR Brenda K Zarzoza

EDITORIAL ASSISTANT Jean Denise Ruanova Salazar

COPY EDITOR Stefania Villarreal Riva Palacio

CONTENT DESIGNERS **ICTUS** Servicios Editoriales  
(Pablo Guzmán de la Cruz, Martha Berenice Hinojosa Rodriguez)

DIGITAL LAYOUT **ICTUS** Servicios Editoriales

COVER DESIGNER **ICTUS** Servicios Editoriales (Pablo Guzmán de la Cruz)

PHOTO ON COVER Shutterstock.com

AUDIO RECORDING Luis Benito Reynoso Góngora

CORREO del MAESTRO

Miembro de la Cámara Nacional de la Industria Editorial Reg. Núm. 2817

ISBN: 978-607-9034-94-8

Rights Reserved © 2018

PRINCETOWN - CORREO del MAESTRO, S.A. DE C.V.

Av. Reforma No. 7 Int. 403, Cd. Brisa

Naucalpan Estado de México, México C.P. 53280

Tels. 53-64-56-70 / 53-64-56-95

correo@correodelmaestro.com

www.correodelmaestro.com

First published: 2018

First reprint: 2019

Second reprint: 2020

Third reprint: 2020

Printed in Mexico

The presentation and layout of **Beats! 2 Secondary Teacher's Edition** are property of the publisher. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without written permission of the Publisher.

Este libro se terminó de imprimir en el mes de junio de 2021,  
en Servicios Profesionales de Impresión, S. A. de C. V. Calle Mimosas 31,  
Col. Santa María Insurgentes, C. P. 06430. México, Ciudad de México.

Dear Teacher:

*Welcome to Beats! 2 Secondary*, a complete and fun book designed for secondary students. In *Beats! 2 Secondary* we have taken into consideration the interests and needs of the age group as well as their cognitive development to make the learning process an enjoyable experience.

Throughout this book, students will actively participate in meaningful and dynamic activities allowing them to communicate and practice English as they enjoy learning.

At this level, students are able to develop skills, knowledge, attitudes and strategies in order to interact in social practices using the language in both oral and written ways. We are sure they will find the topics, activities, stories and situations in this book, appealing and interesting. They will also discover the power of a foreign language through simple contexts and working patterns which will develop positive attitudes towards a foreign language.

Our program is divided into cycles and the purpose of this fourth cycle is for students to sustain interactions and adapt different situations presented through different texts to their real-life context so they can engage successfully in communicative situations. Therefore, it is expected that students can:

- Analyze some aspects that allow to improve intercultural understanding.
- Apply some strategies to overcome personal and collective challenges in learning a foreign language.
- Transfer strategies to strengthen action in foreign language learning situations.
- Use a simple but wide linguistic repertoire in a variety of familiar and current situations.
- Exchange information of current interest.
- Engage with a neutral register in social exchanges in a wide range of situations. all this, as they enjoy learning and using the language.

We wish you and each one of your students, the best of luck throughout the school year!

The Author

<b>To the Teacher</b>	III
<b>Contents</b>	IV
<b>Presentation and Bibliography</b>	VII
<b>ELT Glossary</b>	IX
<b>Assessment Process</b>	XI
<b>Evaluation Instruments</b>	XII
<b>Components</b>	XVIII

### Achievements Unit 1

- › Express interest for a problem
- › Contrast effects created by prosodic resources and non-verbal language.
- › Define ways of expressing oneself according to the speaker.

### Achievements Unit 2

- › Select and revise short theater plays for young people.
- › Read short theater plays and understand general sense, main ideas and details.
- › Participate in dramatized readings.

### Achievements Unit 3

- › Select and review instruction sheets.
- › Read and understand instruction sheets.
- › Write instructions.
- › Edit instruction sheets.

## UNIT 1

### I'll Be Happy to Help!

Lessons 1 - 4 P. 9 - 24 Tracks 2 - 8  
Familiar and Community Learning Environment

#### **SOCIAL PRACTICE:**

- › Exchange associated with specific purposes.
- › Express support and solidarity before an everyday problem.

**SHOW TIME (Product)** p. 22

Public service announcements.

**ASSESSMENT** p. 24

#### **READING**

Let's Do It p. 6 - 18 Track 46

**EVALUATION TOOL:** p. 23

Scale of Descriptive Assessment

## UNIT 2

### The Magic of Theater

Lessons 1 - 4 P. 25 - 40 Tracks 9 - 11  
Recreational and Literary Learning Environment

#### **SOCIAL PRACTICE:**

- › Literary expression.
- › Read theatre plays.

**SHOW TIME (Product)** p. 38

Performing a dramatized reading

**ASSESSMENT** p. 40

#### **READING**

The Odyssey p.19 - 32 Track 47

**EVALUATION TOOL:** p. 39

Graphic Organizer

## UNIT 3

### Environmental Emergencies

Lessons 1 - 4 P. 41 - 56 Tracks 12 - 14  
Academic and Educational Learning Environment

#### **SOCIAL PRACTICE:**

- › Interpretation and follow-up of instructions.
- › Write instructions to upprepare for an environmental emergency.

**SHOW TIME (Product)** p. 54

A Poster with instructions

**ASSESSMENT** p. 56

#### **READING**

Environmental Emergencies p. 33 - 46 Track 48

**EVALUATION TOOL:** p. 55

Evaluation Rubric

#### Achievements Unit 4

- › Review journalistic news.
- › Read journalistic news.
- › Contrast journalistic news in different newspapers.

#### Achievements Unit 7

- › Select and revise materials.
- › Read and understand information.
- › Write information.
- › Edit texts.

#### Achievements Unit 5

- › Revise genres of monologues.
- › Plan a monologue.
- › Present a monologue.
- › Encourage feedback.

#### Achievements Unit 6

- › Listen and revise conversations about personal experiences.
- › Understand general sense, main ideas, and details.
- › Share personal experiences in a conversation.

### UNIT 4

#### It's in the news

Lessons 1 - 4 P. 57 - 72 Tracks 15 - 18

Familiar and Community Learning Environment

#### SOCIAL PRACTICE:

- › Exchanges associated with media.
- › Compare news in different journalistic publications.

SHOW TIME (Product) p. 73

Making a comparative chart

ASSESSMENT p. 72

#### READING

Extra! Extra! p.47 - 60 Track 49

EVALUATION TOOL: p. 71

Questionnaire

### UNIT 5

#### To Be or Not to Be...

Lessons 1 - 4 P. 73 - 88 Tracks 19 - 22

Recreational and Literary Learning Environment

#### SOCIAL PRACTICE:

- › Recreational expression.

Improvise a brief monologue on a subject of interest.

SHOW TIME (Product) p. 86

Playing "IMPROVISED MONOLOGUES"

ASSESSMENT p. 88

#### READING

Great Writers Great Monologues p 61 - 74

Track 50

EVALUATION TOOL: p. 87

Evaluation rubric

### UNIT 6

#### You Won't Believe It!

Lessons 1 - 4 P. 89 - 104 Tracks 26 - 27

Familiar and Community Learning Environment

#### SOCIAL PRACTICE:

- › Exchanges associated with information of oneself and of others.
- › Comment own and others' experiences in a conversation.

SHOW TIME (Product) p. 102

An Autobiographical Anecdote

ASSESSMENT p. 104

#### READING

So, What Happened Next? p. 75 - 88

Track 51

EVALUATION TOOLS: p. 103

Observation guide

### UNIT 7

#### How Does it Work?

Lessons 1 - 4 P. 105 - 118 Tracks 27 - 29

Academic and Educational Learning Environment

#### SOCIAL PRACTICE:

- › Search and selection of information.

Paraphrase information to explain the operation of a machine.

SHOW TIME (Product) p. 118

Make an infographic

ASSESSMENT p. 120

#### READING

The Science Behind

Modern Machines p. 89 - 102

Track 53

EVALUATION TOOL: p. 119

Anecdotal record

### Achievements Unit 8

- › Listen and revise complaints about products.
- › Interpret general sense, main ideas, and details of complaints.
- › Make oral complaints.

### Achievements Unit 9

- › Revise short literary essays.
- › Read and understand general meaning, main ideas, and details of literary essays.
- › Describe and compare cultural aspects.

### Achievements Unit 10

- › Revise texts of Civics and Ethics Education and select information.
- › Understand general sense and main ideas.
- › Discuss points of view by participating in a round table.

## UNIT 8

### Complaints, complaints!

Lessons 1 - 4 P. 121 - 136 Tracks 30 - 36

Familiar and Community Learning Environment

#### SOCIAL PRACTICE:

- › Exchanges associated with the environment.
- › Express complaints about a product.

#### SHOW TIME

MAKING COMPLAINTS (ROLE-PLAY)

ASSESSMENT p. 136

#### READING

How Bad Do You Want It p. 103 - 116 Track 53

EVALUATION TOOL: p. 135

Interview

## UNIT 9

### Different cultures, different ways!

Lessons 1 - 4 P. 137 - 152 Tracks 37 - 41

Recreational and Literary Learning Environment

#### SOCIAL PRACTICE:

- › Understanding oneself and others.
- › Read short literary essays for contrasting cultural aspects.

SHOW TIME (Product) p. 150

Making a comparative chart

ASSESSMENT p. 152

#### READING

Around The World! p. 117 - 130 Track 54

EVALUATION TOOL: p. 151

Questionnaire

## UNIT 10

### Values: why they matter

Lessons 1 - 4 P. 153 - 168 Tracks 42 - 45

Academic and Educational Learning Environment

#### SOCIAL PRACTICE:

- › Exchanges associated with specific purposes.
- › Discuss points of view to participate in a round table.

SHOW TIME (Product) p. 166

A Role-Play

ASSESSMENT p. 168

#### READING

A Good Person and a Good Citizen p. 131 - 144 Track 55

EVALUATION TOOL: p. 167

Checking and matching lists

Grammar Reference

Answer Key

Scripts

Irregular Verbs

16

187

195

207



### General Objectives of the Program

The general purpose of the subject Foreign Language. English in Basic Education is for students to acquire the necessary knowledge to engage in different social practices (familiar and community, literary and ludic, educational and academic) both oral and written. This requires using activities that involve the interpretation and production of spoken and written texts.

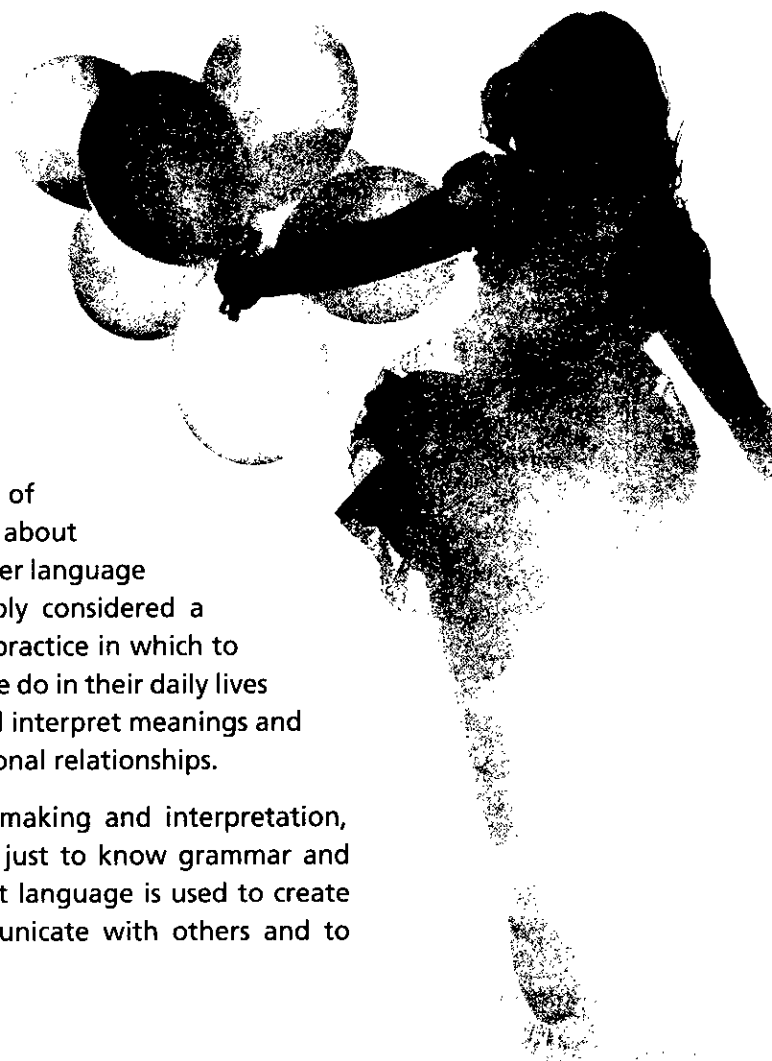
Because of the above Beats !, a course specifically designed for secondary school students, aims at promoting social interaction and communication as well as developing students' analytical skills.

### Methodology

In the past language was only viewed as a code. In this view, language was only made up of words and a series of rules that connected words together and language learning just involved learning vocabulary and the rules for constructing sentences. This understanding saw language as fixed and finite and did not explore the complexities involved in using language for communication.

Nowadays language is regarded as a way of seeing, understanding and communicating about the world and each language user uses his or her language differently to do this. Language is not simply considered a body of knowledge to be learnt but a social practice in which to participate. Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships.

If language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others.



Taking into account the different views of language, Beats! offers a balanced program with contexts and activities that will help students learn the code of the English language as well as the skills required to engage in social practices. They will be able to develop their knowledge and understanding of the code and also to come to see language as a way of communicating between people.

The activities in the program are engaging and students will find real reasons to speak with their classmates. They will also be helped to analyze how language works and use the codes of the English language to express their ideas and opinions about topics of their interest as well as to respectfully agree or disagree with those of others.

The staged construction of products will enable them to reflect on and evaluate their progress and develop a sense of accomplishment.

The step by step teacher's guide will accompany instructors from the first day of class and will guide them and help them get the best results from the materials in the book.

## **BIBLIOGRAPHY**

1. Davies, P., & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.
2. Carter, R., & Nunan, D. (eds.). (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
3. Reid, J., ed. 1998. *Understanding learning styles in the second language classroom*. New York: Longman.
4. Fried-Booth, D. (1993). *Project Work* (2nd ed.). Oxford: Oxford University Press.
5. Council of Europe. (2011). *The Common European Framework of Reference for Languages* (online). Retrieved December 2017 from <https://rm.coe.int/168045b15e>
6. Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow, Essex: Pearson Education Ltd.
7. Thornbury, S. (2017) *About Language Tasks for Teachers of English*. Cambridge University Press.
8. Dannels, Deanna. (2014) *Eight Essential Questions Teachers Ask*. Oxford University Press.

## **WEBOGRAPHY**

<https://www.tefl.net/ref/glossary.htm>  
<http://genius-ja.uz.ua/sites/default/files/csatolmanyok/magyar-nyelvu-oktatasi-jegyzetek-es-magyar-nyelvu-szaknyelvi-szotarak-nyerteseinek-dokumentumjai-472/glossaryonlanguageteachingandlearninghusztiilona.pdf>  
[https://en.wikipedia.org/wiki/Glossary\\_of\\_language\\_education\\_terms](https://en.wikipedia.org/wiki/Glossary_of_language_education_terms)  
<https://www.redmagisterial.com>  
<https://www.britishcouncil.org>  
<http://learnenglishteens.britishcouncil.org>  
<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>  
<https://www.teachingenglish.org.uk/teaching-teens>  
<https://www.learnhowtobecome.org/teacher-resources/>

**assessment:** evaluation based on learners' achievements.

**attention span:** how long a learner is able to concentrate at any one time

**brainstorming:** generating ideas based on a topic. Which may be used as the basis for another activity such as writing or discussion.

**CEFR:** Common European Framework of Reference for Languages.

**chunk:** words that are often understood or learned together as in fixed short phrases; e.g., thank you very much and acquired through redundant use, such as repetitive phrases in stories.

**classroom management:** means the strategies used by a teacher to organize the classroom, the learning and the learners, such as seating arrangements, different types of activities, teacher roles and interaction patterns.

**cooperative learning:** a teaching method in which learners are placed into small groups of different levels and given a task.

**eliciting:** a teaching technique for drawing out information from learners rather than simply providing all the information.

**evaluation:** is the process of collecting, analyzing and interpreting information to see how students achieve objectives. There are several types of evaluation tools, but mainly two are the ones we use: *Formative*, shows progress based on objectives or outcomes of a program or process. *Summative*, shows and ads the outcomes of some object.

**feedback:** telling learners how well they are doing. Teachers might give learners feedback at a certain point in the course, or after an exercise that learners have just completed. In addition, learners can give feedback to teachers and teacher trainers give feedback to trainee teachers.

**fillers:** learning activities and games similar to "warm ups" that fill time when a lesson ends before a class finishes.

**formative assessment:** when a teacher uses information on learners' progress during a course to adapt their teaching and/or to give learners feedback on their learning.

**guided practice:** section in a lesson that gives learners the chance to use what they have been taught.

**interaction patterns:** the different ways learners and the teacher work together in class, e.g. learner to learner, in pairs or groups or teacher to learner, in open class.

**kinaesthetic learners:** people who learn best though physical response and will find difficult to sit down for long periods of time.

**language skills:** listening, speaking, reading, writing. the four ways in which people use language These may be viewed as receptive ("input") / productive ("output"), and spoken / written.

**learning environment:** it's the way in which teachers set a learning context in the classroom to surround students with opportunities to learn and practice English in a social and real way. Objectives, achievements and success are easier to reach at setting learning environments.

**lesson plan:** a teacher's description of an individual lesson which includes title, language target and level, materials required, and a summary of the activities and practice that will take place.

**look and say:** also called the whole-word method, a method to teach reading to children, usually in their first language; has been adapted for second-language reading; words are taught in association with visuals or objects; students must always say the word so the teacher can monitor and correct pronunciation.

**mind map:** a diagram with lines and circles for organizing information so that it is easier to use or remember.

**peer-evaluation:** when students give feedback to other students; either in a written or spoken way.

**phonemic awareness:** awareness of the sounds of English and their correspondence to written forms.

**picture dictation:** a classroom activity where the teacher describes a scene or an object and learners draw what they hear.

**portfolio:** a method of collecting evidences that show and evaluate progress in learning.

**realia:** objects from the real world that learners can use to practice the language to make a classroom feel more like a real life setting.

**rubric:** is a way to evaluate a student's performance as it increases reliability of scoring. It offers a specific measurement scale and detailed description of the characteristics for each achievement to be evaluated and bases the result obtained on the quality of performance.

**scanning:** a way of reading quickly. scanning is looking for specific information, and is only really possible with things that really stand out such as numbers, long words, and words starting with capital letters.

**self-evaluation:** tool used for students to reflect on their own progress and evaluate themselves individually.

**sight vocabulary:** words that are commonly used in text and are the first ones that learners spot and recognize when developing reading skills.

**silent period:** a period of time in the initial phase of learning a language where learners should not be required to respond but rather encouraged to understand what is being taught.

**skimming:** a way of reading quickly. skimming is reading through a text very quickly, for example, so that you know what each paragraph is about before looking at the comprehension questions or checking something to be read.

**social practices:** the ability or skill to use and understand a language in different social situations.

**supplementary materials:** extra worksheets, games, books etc. based in the same theme that a teacher uses for teaching materials in addition to a core text.

**Total Physical Response (TPR):** A very powerful method that uses physical movements to teach a language. Playing the game "Simon Says", or having students pass around an object as they respond to your questions, are a few great TPR activities. Learners are encouraged to respond with actions before words.

**task:** an activity that learners complete that usually focuses on communication. For example, problem-solving activities or information gap activities are tasks.

**theme-based:** a whole language program or curriculum that is organized by themes or topics rather than skill e.g. animals; family; seasons

**model:** a clear example of the target language for learners to repeat or write down or save as a record. if a teacher is focusing on the target language of a lesson, s/he usually chooses a model sentence, which s/he writes on the board. the teacher often models the language as well, by saying it clearly before drilling the learners.

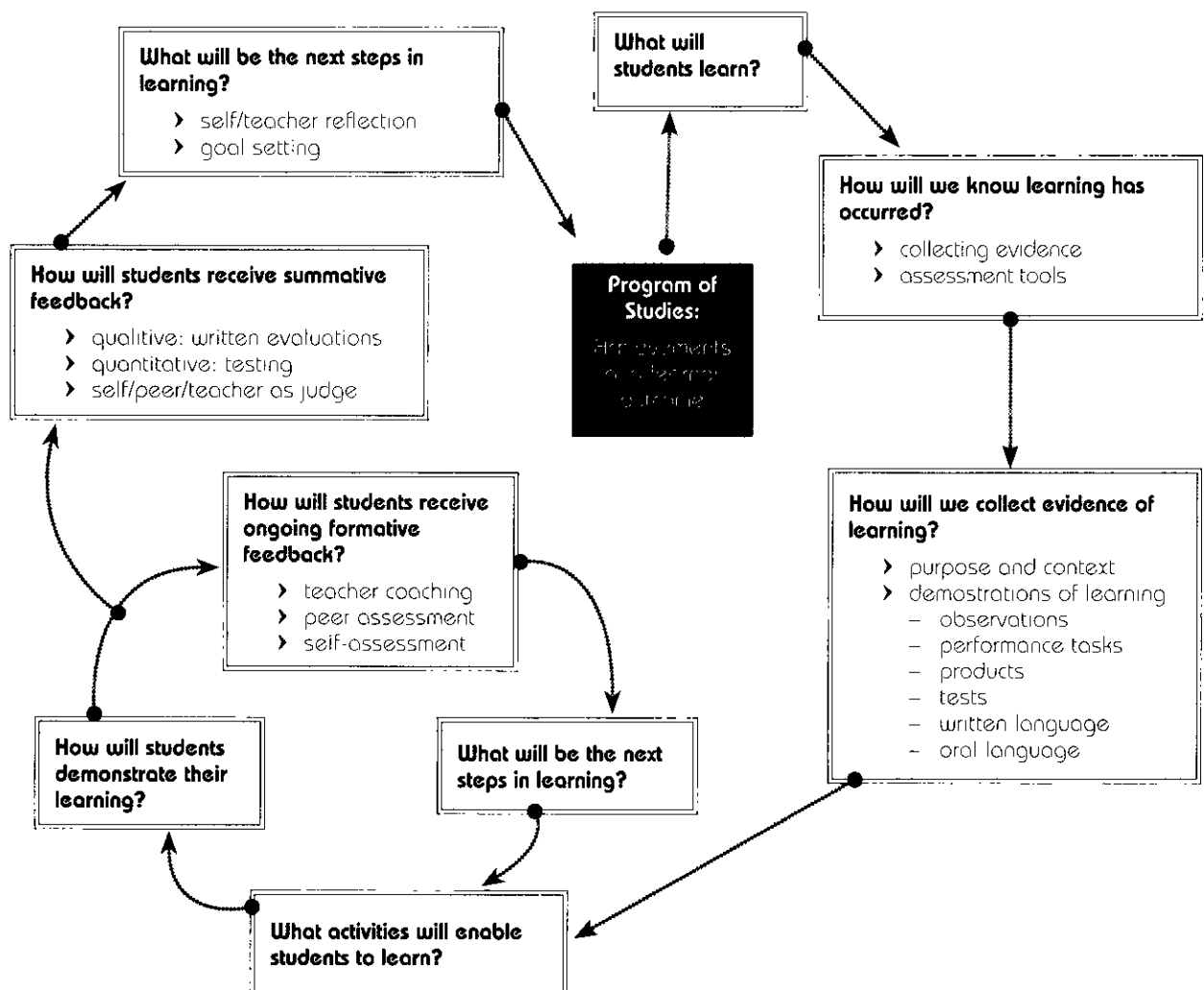
**visual learner:** people who learn best when teachers use body language, facial expression and pictures.

**warm up or warmer:** a short, fun activity that usually precedes a lesson and brings energy into the classroom.

Assessment is usually perceived by students, as a way to test or evaluate what they know or should know. However, assessing should be aimed at facilitating student-learning and improving instruction. This is what we do in Beats!, we use assessment as a learning tool to support students' metacognitive skills and help them become lifelong learners. As students engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning. Students develop a sense of ownership and efficacy when they use assessment as a real learning tool.

**Beats! 2 Secondary**, offers you the following process when assessing your students and includes 6 different types of assessments

which are adaptable to any kind of learning situation: large or small groups, multi-skilled groups, multi-level groups, among others. These assessments support the methodology followed in Beats! and can be easily adapted to evaluate the contents in the units. However, each unit suggests a type of assessment to evaluate students on what they've learned so far. The assessment templates can be found on pages XIV to XIX and, at the end of every unit, the corresponding assessment has been included. Finally, the following diagram shows the steps used in Beats! to assess students, just bear in mind we use assessment as a learning tool.



Name \_\_\_\_\_ LN \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Rubric \_\_\_\_\_ Unit \_\_\_\_\_

- 1** Complete the rubrics with the aspects you want to evaluate in this unit. Then mark (✓) the columns according to the student's performance.

Student's ability to	Excellent	Good with minor difficulties	Needs improvement	Not satisfactory
1.				
2.				
3.				
4.				
5.				
6.				

- 2** Use the results to decide on and suggest remedial work strategies.

Name \_\_\_\_\_ LN \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Anecdotal notes Unit \_\_\_\_\_

**1. Observe and check as you register students' results.**

Student's name	Concept observed	Outcome
▶ 1.		
▶ 2.		
▶ 3.		
▶ 4.		
▶ 5.		
▶ 6.		
▶ 7.		
▶ 8.		
▶ 9.		
▶ 10.		
▶ 11.		
▶ 12.		
▶ 13.		
▶ 14.		
▶ 15.		
▶ 16.		
▶ 17.		
▶ 18.		
▶ 19.		
▶ 20.		
▶ 21.		
▶ 22.		

Name \_\_\_\_\_ LN \_\_\_\_\_  
Date \_\_\_\_\_ Grade \_\_\_\_\_  
Evaluation Instrument - Questionnaire Unit \_\_\_\_\_

Answer the questionnaire to evaluate your student's performance.

### **1** What aspects of the student's performance were evaluated?

Ability to ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **2** What were the student's strengths?

---

---

---

### **3** What areas does the student need to improve?

---

---

---

### **4** How would you evaluate student's overall performance?

Excellent \_\_\_\_\_

Good \_\_\_\_\_

Borderline \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

### **5** Use the results to decide on and suggest remedial work strategies.



Name \_\_\_\_\_ LN \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Descriptive Valuation Scale Unit \_\_\_\_\_

- 1** Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

The student is able to	Always	Usually	Sometimes	Never
1.				
2.				
3.				
4.				
5.				
6.				

- 2** Use the results to decide on and suggest remedial work strategies.

Name \_\_\_\_\_

LN \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

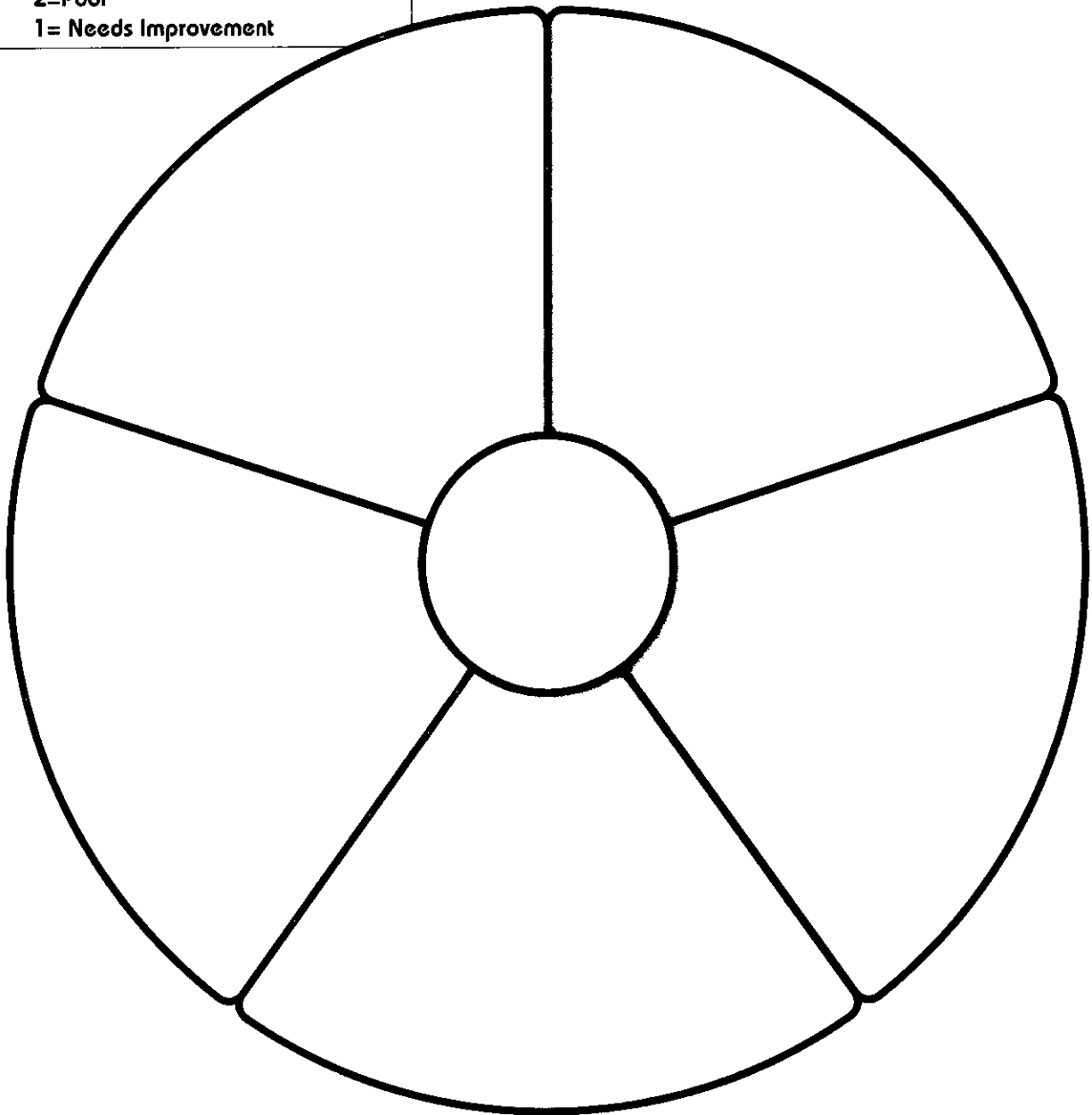
Type of activity: \_\_\_\_\_

Unit \_\_\_\_\_

### Evaluation instrument - Self-evaluation and Peer evaluation card

**I** Complete the graphic organizer to evaluate your performance. Use the values in the box.

5=Exceeds Expectations 4= Excellent  
3= Good  
2=Poor  
1= Needs Improvement



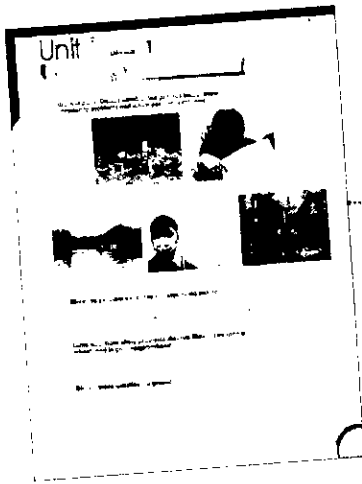
**II** Use the results to decide on and suggest remedial work strategies.

Name \_\_\_\_\_ LN \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_  
 Evaluation Instrument - Checklist Unit \_\_\_\_\_

1. Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

	Outstanding	Good	Satisfactory	Poor
▶ Participated actively and enthusiastically.				
▶ Was a good listener.				
▶ Expressed points of view clearly.				
▶ Defended ideas with arguments.				
▶ Used examples to clarify confusions.				
▶ Questioned stands based on common sense.				

2. Use the information above to help each other improve your weak areas.

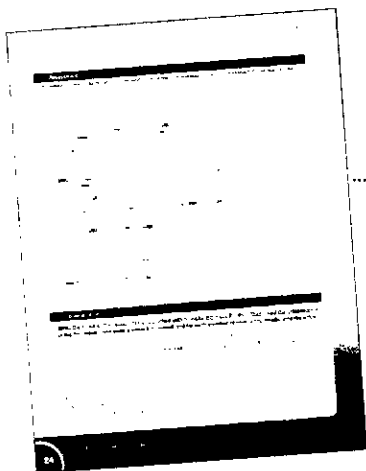


→ **DISCOVER** - Opens every lesson in a unit. Aimed at engaging students' interest and curiosity in the topic to be learned. Discover also encourages the use of what one already knows as it helps teachers set the learning environment to be used in the unit.



→ **THINK AND DO** - This section is presented in two pages, where students apply their knowledge by doing meaningful activities which help to consolidate grammar and key vocabulary. Some activities are: dialogs, completing written tasks, interacting in games, exchanging and expressing ideas, among many others.

→ **CREATE** - Each unit includes three "CREATE" sessions (one per week) for students to work on developing-creating, the unit's product. These sessions, are perfect for students to fully develop and use their creative and social skills as they work in a collaborative way to produce a final product at the time they increase and improve their social communicative skills.

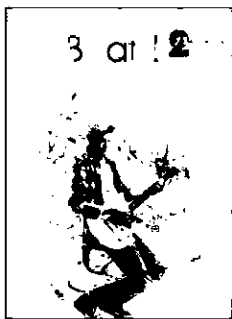


→ **ASSESSMENT** - As part of the learning process, evaluation at this stage takes an important place in the development of student's self-awareness. Therefore, a self-assessment page has been included at the end of every unit, in which students will be able to see the goals they reached as well as to describe and express how they feel about these results.



→ **TEACHER'S EDITION** - A complete and useful guide that will walk you through each activity in the Activity Book, with step-by-step instructions including warm ups and closing activities that will make your teaching practice easy and fun!

The Teacher's Edition also includes the scope and sequence of the contents in the Activity Book, a Glossary for the most common ESL terms, Methodology, Assessment formats that you adapt to your teaching needs in evaluation, ten specific assessments (one per unit), a two-page Glossary per module with ideas to help improve vocabulary comprehension in your students and a Grammar Reference for a quick check of important structures.

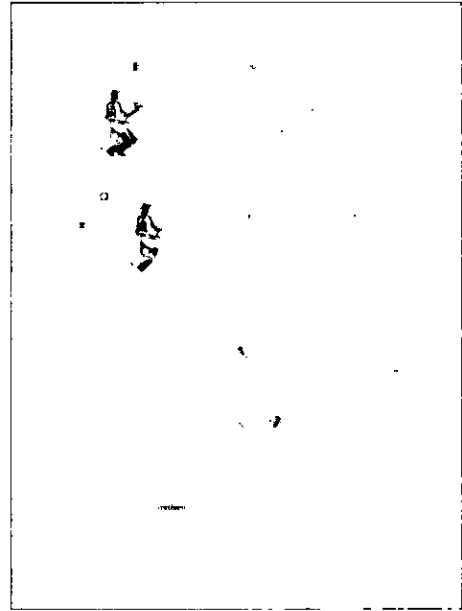


→ **READER'S BOOK** - The Reader's Book is a collection of stories, tales and non fictional texts adapted for students at this level. Each story and non fiction text, has been carefully chosen and are specifically to the units in the Activity Book. This correlation is clearly indicated in the Teacher's Edition and in the Activity Book with an instruction and icon.

The stories and non fiction texts are beautifully illustrated and provide students the opportunity to develop their reading, listening and writing skills. At the end of every text, we have included some tasks for students to work on comprehension and reading strategies as well as a section called Think & Beat about it!, which allows students to express their ideas about the text they read.



→ **CD** The CD offers the recording of all listening activities included in the Activity Book, the texts found in the Reader's Book and a set of pictures that can be used to improve understanding of the language, review and reinforcement of vocabulary as well as flashcards (can be printed out) and also as resources for games and extra activities (Memory, Hangman, Tic-tac-toe) among others.



This material provides students with pronunciation models necessary to a complete acquisition of the English language but also to practice pronunciation. The scripts for each audio track have been included in this Teacher's Guide.

- › **The Portafolios** Is the collection of individual students' work put together in a file or ring binder. The portfolio belongs to the student and it is updated as their English learning continues and progresses. They can add to or take away pieces of work in their portfolios. the Portfolio can be an effective way to motivate your students and it can also help them review the language or even reflect on their objectives, ways of learning and what they have achieved.




Besides the Portfolio icon which flags several activities especially the subproducts, you and your students will also find other icons which were specifically designed to guide students to work in pairs, small groups, to identify when an activity works on listening skills and when it is related to presenting the product of the unit.

The following Teacher's Guide contains suggestions of how you can use the course's materials during your class. Remember that you can always change or adapt whatever you need to suit your and your students' needs. The instructions contained in the guide are only meant to be a model. Never think that this is the only way you can use the materials. You will get to know your students and choose the best way to present the materials and complete the activities. Remember that Warm-ups are also suggestions that can help your students connect with the topic that you will be working with during the class. Each lesson comes with two Warm-ups, you can choose to use them as you require. Adapt as needed.

At the end of the Student's Book students will find a list of irregular verbs with some instructions they can follow to practice, use and incorporate these verbs into their daily use of the English language.

**Unit 1** Lesson 1  
**Discover**

Work in pairs. Discuss which of the pictures below show community problems and which personal problems.



Write the problem under the corresponding picture.

flood    bullying    low grades    air pollution

Write two more likely problems that are likely to happen at school, and in your neighborhood.

At School    In the neighbourhood

Discuss these questions in groups.

What was the last time you had a problem?

What was it about?

Did you ask for help?

### Achievements

- Express interest for a problem
- Contrast effects created by prosodic resources and non-verbal language
- Define ways of expressing oneself according to the speaker

### Lesson 1

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

# UNIT 1

I'll Be Happy to Help!

## Warm Up

To begin the class you can play a short game. The first student says his/her name and with the first letter of your name say something you like doing or something you like, e.g. "My name is Kara and I like kebabs/kickboxing." Repeat around the class until everyone has said their name.

## Disco

**1. Work in pairs. Discuss which of the pictures below show community problems and which personal problems.**

You can start by directing students' attention to activity 1. Encourage them to describe the pictures. Ask a volunteer to read the instructions aloud. Clarify any doubts. Form pairs and have students complete the activity. Provide any needed assistance. Elicit answers from volunteers.

**2. Write the problem under the corresponding picture.**

You can have different volunteers read the instructions and the words in the box. Invite students to say what the words mean. You may also have a volunteer read the word in the Glossary Box and clarify any doubts. Next, ask them to read each word, look at the pictures, choose the picture that best represents it and write down the word under the picture.

**3. Write two more likely problems at school, and in your neighborhood.**

Form pairs. Read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity. Elicit problems from different volunteers.

# Lesson 1

**4. Discuss these questions in groups.**  
 Form groups. You can invite volunteers to read the questions aloud. Make sure everyone understands them. Ask them to discuss these questions with their group. Monitor. Then, you can encourage each group to share something that they discussed and start a very short class discussion.

## Warm Up

You can ask students to write three things about themselves on a sheet of paper. Then, ask them to fold it into a paper airplane. On your count everyone flies the airplanes towards a designated spot. Then, students take turns to pick up an airplane (not theirs). Students take turns to read the sentences on the plane and try to guess who it belongs to.



**5. Look at the picture and answer the questions with your partner.**  
 You can direct students' attention to the picture and encourage students to describe what they see. Then, form pairs. Read the instructions and questions along with students and clarify any doubts. Have students complete the activity. Monitor and provide any needed assistance. Elicit answers and check.

**Lesson 1**

Think

Look at the picture and answer the questions with your partner.

Where do you think Bill is?

Who do you think he is talking to?

**6. Listen check your ideas, and complete the sentences. Then compare your answers in pairs.**

Bill is \_\_\_\_\_ because his grades are \_\_\_\_\_.

He \_\_\_\_\_ had much time to study or do homework because he's been looking after \_\_\_\_\_.

His teacher said it was important to do well on the \_\_\_\_\_.

Matt offers Bill to \_\_\_\_\_ him \_\_\_\_\_.

He suggests their sisters can \_\_\_\_\_ together \_\_\_\_\_.

**7. Discuss the following question in pairs.**  
 What two reasons does Matt give Bill to help him?

Unit 1 | Lesson 1

**6. Listen, check your ideas, and complete the sentences. Then compare your answers in pairs.**  
 Students work individually. You can have a volunteer read the instructions aloud and make sure everyone understands what needs to be done. Play Track 02 as many times as you consider necessary and have students complete the activity. Form pairs and ask students to compare their work with a partner. You may have volunteers write the sentences on the board to check and correct as needed.

**7. Discuss the following question in pairs.**  
 Form pairs. You can have a volunteer read the question aloud and clarify its meaning if necessary. Ask students to discuss the question. Monitor. Then, elicit answers from different pairs. See if everyone agrees.



**Work in pairs. Discuss the function each of the following sentences from the dialog has, and label them with the ones in the box.**

You're not irresponsible. It's just that you don't have time to study.

My grades are low.

What's the matter?

My grades are low because I've been looking after my sister.

Maybe I can help you.

**Work in pairs. Complete the conversation between a teacher and her students with the sentences in the box. Then role-play the dialog.**

Teacher: Have you looked at the playground?

Anne: No, I haven't.

Teacher: \_\_\_\_\_ Very few students drop the garbage in the trash cans.

Tom: You're right and \_\_\_\_\_.

Anne: Yes, and it isn't nice to see the entire place full of litter.

Tom: \_\_\_\_\_.

Anne: And it's important to take care of the environment too.

Tom: We can make some posters to remind students to keep the school clean.

Teacher: \_\_\_\_\_.

**Read the questions and answer them in your notebook. Then, discuss them with your class.**

Is your school clean?

If not, which other ideas could you share to solve the problem?

### Extra activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students identify two or three problems at school and have them come up with ideas to solve these problems. Then, a volunteer should present their problems and possible solutions to the rest of the class.

## Lesson 1

**8. Work in pairs. Discuss the function each of the following sentences from the dialog has and label them with the ones in the box.**

You can read the instructions, functions and sentences along with students and clarify any doubts. Form pairs and ask students to complete the activity. Monitor and provide any needed assistance. Check the answers on the board and correct as needed.

**9. Work in pairs. Complete the conversation between a teacher and her students with the sentences in the box. Then role-play the dialog.**

You can have students stay with their partners from the previous activity or have them switch partners. Ask them to first complete the conversation between a teacher and her students. Monitor. Elicit answers and correct as needed. Then, ask students to role-play the dialog. You may also encourage volunteers to role-play the dialog for the rest of the class.

**10. Read the questions and answer them in your notebook. Then, discuss them with your class.**

You can read the instructions and questions along with students making sure everyone understands what needs to be done. Then, invite students to take turns to share their opinion with the rest of the class.

## Lesson 1



### Making a Public Service Announcement

#### Session 1

Tell students that they will have to present a product at the end of the unit and that you will be working on this product at the end of every lesson. Explain that this product will allow them to see how much they've learned and progressed in English. Share that this unit's product is a public service announcement. You may invite students to tell you if they know what a public service announcement is. If they don't know, explain yourself, e.g. A public service announcement is a message that is spread to the public, without charge, to raise awareness in order to change public attitudes and behaviors towards a social issue. Next, you can direct students' attention to the first session of the product. Invite them to read the text silently. Clarify any doubts. Then, ask students to follow the steps.

Have students get together in teams of five and brainstorm different places and situations where they can offer their support and solidarity to solve a problem. Ask them to draw a two-column chart in their notebooks with the headings included in the book. Have them complete the chart. Monitor and provide any needed assistance. Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Lesson 1**

**Session 1**

Throughout the school year, you will produce evidences that will show how much you have learned and progressed in English. You'll work in small teams as you enjoy researching, exchanging and registering information as well as applying what you know to daily life interests. So, start enjoying!

In this unit, you will make a public service announcement, and by the end of the unit you and your teammates will present it to the whole group. So, in this session, do the following:

Get together in teams and decide how many teammates in your small group. With your classmates brainstorm different places and situations where you can offer your support and solidarity to solve a problem.

Draw a two-column chart in your notebook with the following headings: One in each column.

First column: Places where problems may occur.

Second column: Specific problems related to each place.

Now, complete the two columns in your chart.

Save your work. You will use it in a second Product session.

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

**Reader's Story- Let's Do It!**

**Track 46**

This unit's reading is a story about students' facing a problem and the steps they followed to solve it. Before you begin today's lesson, read pages 8 to 10 from the Reader's Book. Then, encourage students to share what they understood. *What characters are in this story? What's the title of the story? What's the problem? What happens?*

**Product**

**Reading Time!**

**Reader's Story- Let's Do It!**

**Track 46**

This unit's reading is a story about students' facing a problem and the steps they followed to solve it. Before you begin today's lesson, read pages 8 to 10 from the Reader's Book. Then, encourage students to share what they understood. *What characters are in this story? What's the title of the story? What's the problem? What happens?*

Unit 1 H H

## Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

### Reader's Story- Let's Do It!

#### Track 46

This unit's reading is a story about students' facing a problem and the steps they followed to solve it. Before you begin today's lesson, read pages 8 to 10 from the Reader's Book. Then, encourage students to share what they understood. *What characters are in this story? What's the title of the story? What's the problem? What happens?*

**Lesson 2**

**Discover**

**Read the text and answer the questions.**





**What is body language?**  
It is non-verbal communication using your body to express feelings and convey information. Body language includes facial expressions, body posture, and gestures, that is, movements made with body parts. All these elements show our emotions and attitudes. Besides this, the tone of voice, and the pitch of our voice, also convey feelings.

Studies in psychology show that for effective communication about emotions, our words should match our body language, if they don't, we send a confusing message. Words say one thing, but body expresses a different one. In those cases, gestures and tone of voice are more important than words.

So, remember, it's not only what you say, but how you say it!

**Why is body language important?**  
**Why should our body language match what we say?**  
**What can happen if they don't?**  
**Do you think you are good at communicating your feelings with your body and with your words as well?**

**Discuss in pairs how the people in the pictures feel and label the pictures with the words in the box.**

afraid	angry	sad	happy
			

**1. Listen to what each person mentions. Can you tell how each person feels? Listen again and write the feeling each person expresses.**

Voice 1	Voice 2
Voice 3	Voice 4

# DISCO

**1. Read the text and answer the questions.**  
You can invite a volunteer to read the instructions aloud. Have students read the text silently. Before you go over the questions they have to answer, you may ask students to share any questions they might have about the text and you can clarify any doubts. Then, you can have volunteers read the questions aloud and clarify meaning if necessary. Have students complete the activity. Elicit the answers from different volunteers. Correct as needed.

**2. Discuss in pairs how the people in the pictures feel and label the pictures with the words in the box.**  
Before you read the instructions, you may direct students' attention to the pictures and encourage them to describe them. Read the instructions along with students and make sure everyone understands what needs to be done. Form pairs and ask students to complete the activity. Monitor. Elicit answers.

**3. Listen and number the pictures above in the order you hear the people speak.**  
Tell students you will now listen to a recording and they have to listen and match the pictures in the order they hear the people speak. Play Track 03 as many times as you consider necessary and have students complete the activity. Invite volunteers to share their answers.

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

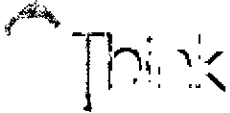
## Warm Up

You can choose some action verbs before the lesson and play charades with your students. A student comes to the front, you whisper or show him/her an action verb and he/she has to act it out for the rest of the class. The other students have to guess. The first to guess gets to come to the front and act out another action verb and so on.

## Lesson 2

### Warm Up

Before this lesson, come up with two to four problems or situations (they can be the ones that have appeared in this unit) and write them down on separate pieces of paper. Write the emotions sad, angry, happy and afraid on separate pieces of paper too. Form groups and have them draw one problem/situation paper and one emotion paper. Give them 1 minute to act out the problem while showing/expressing that feeling. When the minute is up, another group repeats the process and so on. Try to let everyone participate.



#### 4. Look at the pictures and discuss in pairs what problem you think Cindy has. Circle your choice.

Direct students' attention to the pictures and encourage them to describe them. Have a volunteer read the instructions aloud. Form pairs and have students complete the activity. Monitor. Then, elicit the answer from different students. If someone chose a different answer, encourage them to share why they chose that answer.



#### 5. Read and listen to the dialog between Cindy and Mary. Underline the parts where Mary raises her voice.

Tell students you will now listen to an audio and they have to pay attention. Direct students' attention to the activity. Read the instructions along with students. Play Track 04 as many times as you consider necessary for your students to complete the activity. Then, elicit from different students and check.

### Lesson 2

Think

Look at the pictures and discuss in pairs what problem you think Cindy has. Circle your choice.



She doesn't have any friends.      Someone is bullying her.      She's too busy here.

Read and listen to the dialog between Cindy and Mary. Underline the parts where Mary raises her voice.

Cindy: I feel horrible. Laura is texting me all the time, making fun of me and insulting me. Yesterday she punched my bicycle tires.

Mary: That's awful. You could speak to her. What if you talk to her when she's alone?

Cindy: I don't know... She's always with Pam and Mary, maybe it's worse.

Mary: You can't go on like this, Cindy. She's bullying you. You should tell her you don't care about what she says or does, and she'll stop. You know what? Let's tell the teacher about this. She'll help us. Let's go now!


Cindy: Would you do that? Oh, thanks!

Discuss the following questions in pairs.

Why does Mary raise the volume of her voice? How does she feel?

How do you think Cindy feels?

Which of the pictures below show how each of the girls feel?



Unit 1    H    H

#### 6. Discuss the following questions in pairs.

You can have volunteers read the instructions and the questions aloud. Clarify any doubts. Form pairs and have students discuss the questions. Monitor. Elicit conclusions from different pairs.

#### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *I punched some holes on that sheet of paper. / A car has four tires.*

## Lesson 2

Look at the picture, read the dialog, and identify who says what. Write P (Paul), D (Debbie) or M (Mary) next to each intervention. Then listen and check your answers.



- Don't worry Cindy. We're here to help you. We're going to tell her that you're not alone and that we'll support you.
- She can't treat you like that. She doesn't show any respect for you!
- Min... We could will tell the teacher. What do you think?
- Yes! Definitely, she will help Cindy solve this problem.
- Agreed!

A friend of yours is in a situation similar to Cindy's. In pairs, complete the dialog with the words in the box. Then, role-play it using the appropriate tone of voice and body language to make it look real.

- Your friend: I don't know why he does this to me. I don't like it.
- You: You have to stop it, right now!
- Your friend: I speak to my parents?
- You: It won't solve the problem. It's something between you and him. You should deal with it. Talk to him in the recess.
- Your friend: I don't know.
- You: Believe me, I can go with you to show my support. Speak in a calm, but firm, and assertive way, with confidence!

**7. Look at the picture, read the dialog, and identify who says what. Write P (Paul), D (Debbie) or M (Mary) next to each intervention. Then listen and check your answers.**

Before you begin the activity, you can direct students' attention to the picture and encourage them to describe what they see. Read the instructions along with students and make sure everyone understands what needs to be done. Ask students to read the dialog and write down who says what. Monitor. Then, play Track 05 as many times as you consider necessary for students to check their answers. Finally, elicit and check. Correct as needed.

**8. A friend of yours is in a situation similar to Cindy's. In pairs, complete the dialog with the words in the box. Then, role-play it using the appropriate tone of voice and body language to make it look real.**

Direct students' attention to the activity. Have volunteers read the instructions and the words in the box. Clarify any doubts. Form pairs and ask students to complete the dialog. Monitor and provide any needed assistance. Then, encourage volunteers to share their answers. Correct as needed. Next, ask students to practice role-playing the dialog. Remind them to use their tone of voice and body language to make it look real. Finally, have each pair present their role-play to the rest of the class.

## Lesson 2



### Making a Public Service Announcement

#### Session II

Tell students that you will now continue working with your product, a public service announcement. Explain that this time they will create a catalog or list of possible changes in their voice and way of speaking to convey different emotions and feelings, according to specific situations. Direct students' attention to the instructions. Ask them to silently read them. Then, invite students to share any questions they might have. Clarify any doubts. Ask students to get together with their teammates and take out their charts from Session 1. Tell them to add a third column under the heading Ways of speaking. Encourage them to include the different ways in which their speech can change, e.g. a low voice when you are sad. A loud voice when you are happy, etc. Monitor and provide any needed assistance. Next, have them to add a fourth column in which they will include the expressions that they've learned to solve a problem that they have learned so far, e.g. You could...

Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Lesson 2**

**Check your Progress**

**Session II**

This is the second working session for you and your team to produce a public service announcement. The aim this time is to create a catalog or list of possible changes in your voice and way of speaking to convey different emotions and feelings, according to specific situations.

Get together with your teammates and take out the chart you completed in Session I.

Add a third column under the heading Ways of speaking. Include the different ways in which your speech can change, for example a low voice may be used when you feel sad, insecure, worried, etc. A loud voice can be used when you are extreme, happy, or angry, etc. Try to include all the possible feelings and emotions. Their rhythm is important too. Voices can make your speech clear and understandable.

Add a fourth column in which you will include the expressions you have learned so far to introduce possible actions to solve a problem. You could... etc.

Save your work. You will use it in the following Public Service Announcements.

**Ways of speaking**

**Expressions**

**Problems**

Unit 11 H H

## Reading Time!

### Reader's Story - Let's Do It!

#### Track 46

You can ask students to read pages 11 to 14 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about; ask them some questions, e.g. *What happens next in the story? What is Michael's plan? What are some of the ideas to make money that are mentioned in the story? Do you like the ideas? Are you liking the story so far? What is a bake sale? What other ideas do the students mention? Does Mr. Anderson like the ideas? What does Mr. Anderson ask the students to do? Etc.*

**Lesson 3**

**Discover**

Read the definition of a public service announcement and, in pairs discuss possible topics they may be about.

A public service announcement is a message of the public interest with the objective of raising awareness towards a particular subject such as charitable causes, health, education, and safety issues.


Listen and complete this public service announcement on the radio. Check your answers with a partner.

Floods and \_\_\_\_\_ storms in the state of Idaho have affected thousands of families who need \_\_\_\_\_ . You should help by providing food, \_\_\_\_\_ , medicines and shelter to people when they need it most. Please \_\_\_\_\_ today to Red Cross or visit \_\_\_\_\_ . Help. Call \_\_\_\_\_ Red Cross. We need you!

Listen to some students discussing how to help in the emergency above and complete the table.

Take a raffle	_____
Claire	_____
Mark	_____

Work in pairs. Look at the pictures, pay attention to the body language and discuss who says what. Write the correct numbers next to the parts of the dialogue. Follow the example.



That's a very good idea. But... we need a prize and it's necessary to get one.

Should we buy food and clothes or should we give the money to the Red Cross?

I agree. Be sure the school will support our plan. Let's talk to the principal.

What if we organize a raffle and buy food and clothes with the money from the tickets?

### Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

**Discover**

1. Read the definition of a public service announcement and, in pairs discuss possible topics they may be about. You can invite students to share if they know/remember what a public service announcement is before you begin working on this activity. Have a volunteer read the definition aloud. Form pairs and ask students to discuss the possible topics they may be about. Finally, invite volunteers to share what they've discussed.

2. Listen and complete this public service announcement on the radio. Check your answers with a partner.

Tell students you will now listen to a public service announcement and they have to complete it. Play Track 06 as many times as you consider appropriate for your students to complete the activity. Then, form pairs and ask students to compare their work. Finally, have volunteers take turns to read the public service announcement aloud. Check and correct as needed.

3. Listen to some students discussing how to help in the emergency above and complete the table.

You can have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Play Track 07 as many times as you consider necessary for students to complete the activity. Draw the chart on the board and have students take turns to complete it. Check and correct as needed.

4. Work in pairs. Look at the pictures, pay attention to the body language and discuss who says what. Write the correct numbers next to the parts of the dialogue.

Form pairs. Read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity. Monitor and provide any needed assistance. Then, encourage volunteers to share their answers.

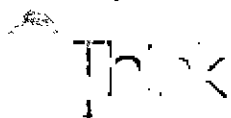
### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. It was raining so we had to find shelter./Mexico sent humanitarian workers and relief items to communities affected by the earthquake.

## Lesson 3

### Warm Up

You can invite students to share if they have ever participated in charity events or if they have helped people in need. Encourage them to share what they did and why they decided to do it. You may also share your own experiences.



#### 5. Look at this webpage, listen to Ken and in pairs discuss the following questions.

Direct students' attention to the webpage. Encourage them to describe what they see. Then, ask them to listen. Play Track 08 as many times as you consider appropriate. Form pairs. Read the questions along with students and then ask them to discuss the them. You can invite volunteers to share what they've discussed.

#### 6. Read another dialog related to the same charity, and match the numbered sentences with the ones in Ken's dialogue that have the same meaning.

Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor and provide any needed assistance. To check, you can write the sentences on the board and have volunteers take turns to write the number that corresponds to each sentence.


#### 7. Discuss in pairs.

Form pairs. Read the question along with students. Have students discuss the question. Monitor. Then, invite volunteers to share their conclusions, encourage them to tell you how they reached their conclusions.

### Lesson 3

Think

Look at this webpage, listen to Ken and in pairs discuss the following questions.



What is Ken doing for the campaign?  
Is the woman willing to collaborate?  
What does Ken give the woman? What for?

Read another dialog related to the same charity, and match the numbered sentences with the ones in Ken's dialogue that have the same meaning.

Ann: Good afternoon. Mr Jones. [1] My name is Anne Baker. I am representing a charity called 'The Toy for Every Child'. You can learn about us on our webpage [www.kidstoyforall.org](http://www.kidstoyforall.org). [2] The purpose of this campaign is to collect toys for disadvantaged children. [3] We are asking for contributions from the public and toy manufacturers as you. Would your company be willing to contribute to this campaign? [4]

Mr Jones: We would be very pleased to do so. [5] Let me reach you later today to confirm the number of toys we can donate.

Ann: Thank you very much.

It's for every kid in need to have a toy this Christmas. [1] [ ]  
Yes! It's great to be able to help, especially children. [2] [ ]  
Hello, Mrs Brown. [3] [ ]  
Do you have any toys your kids would like to donate? [4] [ ]  
Here's a leaflet with our webpage address to get information about us. [5] [ ]

Discuss in pairs.  
Which of the two dialogues has a more informal tone? Why?

Unit 7 H H



### Lesson 3

Read this announcement on a school noticeboard and follow the instructions.

*Rainbow Children Daycare Center needs support from the community.*

*We need school supplies, kitchen equipment, tables and chairs.*

*Please donate to help our children.*

*Call us (2344-8910) or visit us: 412 Banks St.*

You and your classmates want to help the institution.

Discuss ways to raise money for Rainbow Children.

Make suggestions and agree on the best one(s).

Exchange opinions on how to carry out your plan.

Use some of the language in the box. Then complete the organizer with your ideas.

<p>What if...? I think the best option is</p>	<p>We could... We should...</p>	<p>Maybe we... We should...</p>	<p>What about...? Sounds good, but</p>
<p>Possible things to do</p>	<p>Best option</p>	<p>How to do it</p>	<p>Action plan Steps</p>
	<p>Reasons</p>		

Role-play the dialog. Use appropriate body language and tone of voice to express your ideas and influence on others.

You are volunteering for the campaign above. Write a short text in your notebook explaining the purpose of the charity, and asking for donations. Student A will address a neighbor, Student B will address a stranger. Then, find similarities and differences in your sentences and choice of words to express the same ideas. Share your results with your group and teacher.

**8. Read this announcement on a school noticeboard and follow the instructions.**

Direct students' attention to the activity. You can ask a volunteer to read the instructions aloud. Form groups. Ask them to read the announcement and follow the instructions. You may read these instructions along with students once and clarify any doubts. Monitor and provide any needed assistance. Finally, ask students to write a short dialog with their ideas so that they can share them with the rest of their class.

**9. Role-play the dialog. Use appropriate body language and tone of voice to express your ideas and influence on others'.**

Have each group come to the front and use their dialog to express the ideas they discussed. Remind them to use body language and mind their tone of voice to convey their ideas and influence others.

**10. You are volunteering for the campaign above. Write a short text in your notebook explaining the purpose of the charity and asking for donations. Student A will address a neighbor. Student B will address a stranger. Then, find similarities and differences in your sentences and choice of words to express the same ideas. Share your results with your group and teacher.**

Form pairs. Read the instructions along with students. Make sure everyone understands what needs to be done. Have students decide who will be Student A and who will be Student B. Ask them to complete the activity. Monitor and provide any needed assistance. Finally, have each pair share their results with the rest of the class.

#### Extra activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs. In groups or pairs you can have students come up with an announcement for the school's notice board where they invite others in school to assist them so they can improve something they consider needs improving at school.

## Lesson 3



### Making a Public Service Announcement

#### Session III

Tell students that you will now continue working on their product. Now they have to create a recorded public service announcement and finish their product. Direct students' attention to this step of the product and ask them to read the information silently. Clarify any doubts.

Ask students to get together with their teammates and bring out their chart from the previous session. Have them choose one of the problems from their chart. Have them come up with their public service announcement. Tell them to use the expressions in their chart. Remind them that their voice and body language are also important. Ask them to write their public service announcement. Remind them they can use a dictionary if necessary. Tell them to check their grammar, spelling and punctuation. They should also decide if they'll present their announcement in a written or an oral form. Provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

### Lesson 3

CROC

Product

#### Session III


This is the third time you encounter the opportunity to work on your product. Up to now, you have worked on making a chart about possible places and situations where problems may occur, appropriate ways of speaking according to each situation and a list of expressions to help solve a problem. This time the aim is to create a public service announcement to present to the class. So, follow the five steps throughout this session.

Get together with your classmates and take out the chart you completed in Session II. Look at the first two columns where you listed places and problems. Choose one of the problems you would like to ask people to solve, their support to, and express their solutions.

Think of a public service announcement you could make to raise awareness about the problem and provide solutions. Think at the third and fourth columns of your chart to choose the appropriate expressions and way of speaking to address the people depending on the context (friends, general public, etc.). Remember your voice and body language are important to raise empathy and make your message convincing.

Now, start writing your public service announcement. Use a bilingual dictionary if necessary. Check the language is correct and ask your teacher for help. Write a final edited version of the text. Decide whether you are going to present your announcement in a written or oral form.

Save your work. You will use it one last Product session in this unit.



Unit 1 | H | H

## Reading Time!

### Reader's Story - Let's Do It!

#### Track 46

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 15 to 19 from the Reader's Book. Encourage students to mention the main characters. Invite them to share anything they might have found interesting. You can also ask some questions, e.g. *What do the students decide to start with? What did they make? How did they advertise? Was the bake sale successful? What other activities did the students organize? What happened at the Halloween party? Did the students enjoy it?*

**Review** Lesson 4


Underline the correct options to complete the dialog. Then match each student with what he or she says.

Student 1: Please, I would like to make a proposal. The school needs some repairs and painting. We could start by painting the classrooms.

Student 2: I think it's a great idea. We should. What if we do it on weekends? We should organize work teams to have the place painted quickly.

Student 3: Let's. Maybe we could help with the gardening too. I would like to do that. Let's talk about planting some flowers. Any volunteers? Her or up to ease.

Student 4: Ah, sound great, but I think the first thing we should do is organize the library. That's more important than the gardening.



Student Student Student Student

Your friend Emma has a problem. Read the dialog and complete it with your own ideas to help her. Compare your answers in pairs.

Emma: I've been training hard for sports day next week, but I have to present a project about the environment, and I haven't had time to do it. I'm worried.

You: (offer help and explain reasons why you do it)

Emma: Thanks a lot!

Work in pairs. Write an announcement in your notebook. Follow the instructions below:

- Ask people to donate warm clothes and blankets to Warm Winter Foundation
- Give options to collect the clothes
- Include your contact information (address and phone number)

## Lesson 4

### Review

Before you begin you can explain to students that they will now put everything they have learned so far in the unit into practice.

**1. Underline the correct options to complete the dialog. Then match each student with what he or she says.**

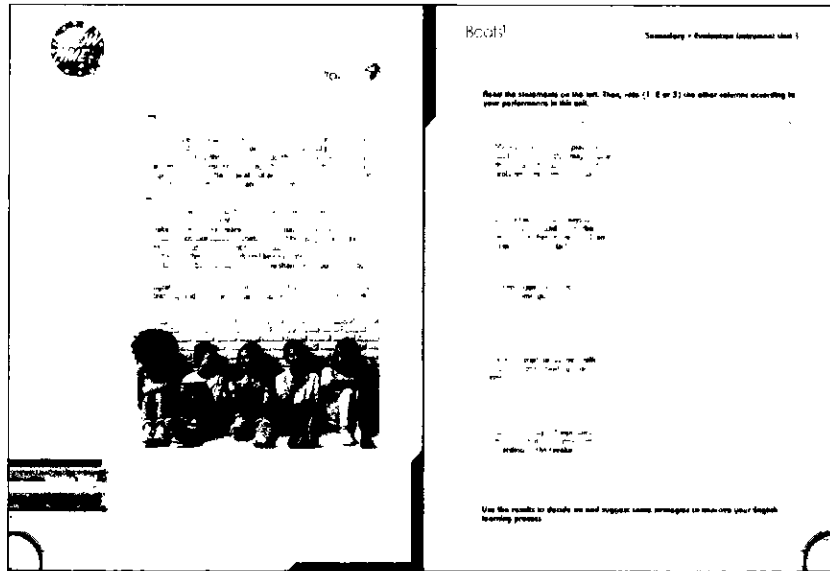
You can have a volunteer read the instructions aloud. Clarify any doubts. Ask students to complete both parts of the activity individually. Monitor. Then, elicit answers and check. Correct as needed.

**2. Your friend Emma has a problem. Read the dialog and complete it with your own ideas to help her. Compare your answers in pairs.**

You can read the instructions along with students. Make sure everyone understands what needs to be done. Have students read the dialog and complete it individually. Monitor. Then, form pairs and ask students to compare their answers.

**3. Work in pairs. Write an announcement in your notebook. Follow the instructions below:**

You can have volunteers take turns to read the instructions aloud. Clarify any doubts. Form pairs and ask students to follow the instructions to complete the activity. Monitor and provide any needed assistance. Then, have volunteers share their work with the rest of the class.



## PROGRESS CHECK 1

**Making a Public Service Announcement**  
 You can invite students to share with you if they think that sometimes, in certain situations, people need to show support, solidarity and empathy. Encourage them to mention how this unit taught them they can show this support and empathy (public service announcements). Direct students' attention to page 22. Tell students they will now present the public service announcement they've been working on. Read the instructions along with students. Make sure everyone knows what needs to be done. Allow them to rehearse their presentation. Have each team come to the front and present their announcement. After you have seen and/or heard all public service announcements, invite students to share what causes they would like to help and why. Remind students to save their written work in their Portfolios.

**Check your Progress**  
 You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 169 to clarify, reinforce and review the grammar learned in this unit.

**Assessment**

Take a moment to check off what you did well on if the achievements you accomplished. Cross out what the ones you didn't accomplish and ask your teacher for help.

Now I can:

- Express interest for a problem.
- Identify and use body language and different ways of speaking to express ideas, feelings and emotions.
- Use the appropriate language in different situations.
- Propose and suggest solutions to a problem.

While I worked on the product for this unit (making a public service announcement, I:

- participated actively.
- was able to increase my level and use the new expressions practiced in the lessons.
- used appropriate body language.
- felt more confident and fluent than at the beginning of the unit.
- contributed with observations and points of view.

Read the emotions in the box. Circle the ones that describe how you feel with the result you obtained in your assessment. Then complete the table.

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

**Co-evaluation**

Write the names of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values	1 = Agree	2 = Disagree	3 = Needs Practice	
Completed the assigned tasks.	1	2	3	4
Contributes to discussions.				
Completed tasks and helped others when needed.				
Worked well with other team members.				
Works as a valuable member of the team.				
TOTAL				

24 Unit 1 • English as a Second Language

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 24 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 23 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest remedial work strategies, you can share some examples of what these means, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.*

You may also invite students to share the strategies they came up with.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Scale of Descriptive Assessment


**I** Choose the correct number to describe the student's performance.

RATING	DEFINITION	DESCRIPTION
3	Exceeds Expectations	Student accomplished all tasks perfectly. At this level, student could assist his/her peers.
2	Meets Expectations	Student adequately accomplished all tasks.
1	Needs more work	Student was unable to complete tasks.

- Express interest for a problem. \_\_\_\_\_
- Contrast effects created by prosodic resources and non-verbal language. \_\_\_\_\_  
\_\_\_\_\_
- Defines ways of express according to the speaker. \_\_\_\_\_

**Unit 2** Lesson 1

Look at the pictures and discuss which of the arts they relate to.



stage performance character

Read about the elements of drama and follow the instruction below.

A drama is a story represented by actors on stage. They play the roles of characters and act out the events of the story of the plot. Each character has his or her own personality. The main character is the protagonist. The story progresses through verbal and non-verbal interaction among the characters.

The time and place where it takes place is the setting. The theme of a play refers to the main idea which can be stated through the actions and dialogues. It can be inferred after watching the whole performance. The theme is the message that the play conveys to the audience.


Work in pairs. Think of a play you both know and describe into the professional and cost of the characters are, where and when the story takes place, and what it is about. Exchange ideas about the theme of the play.

Complete the definitions with the genres in the box. In pairs, think of an example of each genre.

A \_\_\_\_\_ is a play where most exciting events take place and the characters express very strong or exaggerated emotions.

A \_\_\_\_\_ is usually about serious matters and themes like love, society, destiny and it has a sad ending.

A \_\_\_\_\_ is a play that is meant to make people laugh and it has a happy or funny ending.



## UNIT 2

### The Magic of Theater

## DISCOVER

#### 1. Look at the pictures and discuss which of the arts they relate to.

Before you ask students to complete the activity you could ask them to share what they understand from the word "art". You may share a simple definition of art, e.g. an expression of human creativity in the form of an object, like a painting, or an experience, like a performance. Next, form groups and ask students to look at the pictures and discuss which of the arts they relate to. Monitor. Elicit ideas from different groups and see if everyone agrees.

#### 2. Read about the elements of drama and follow the instructions below.

You can have volunteers take turns to read the text aloud or ask students to read it silently and individually. Clarify any doubts. Then, form pairs and read the instructions along with students. Make sure everyone understands what needs to be done. Monitor and provide any needed assistance. Elicit ideas from volunteers.

#### 3. Complete the definitions with the genres in the box. In pairs, think of an example of each genre.

First you can invite volunteers to define the word genre or you can explain the definition yourself. Genre is a category of artistic composition, like music or literature, characterized by a particular style, form or content. Then, you can have volunteers take turns to read the instructions, words and definitions aloud. Clarify any doubts. Next, ask them to complete the activity individually. Form pairs and have them

compare and check their answers. Ask them to come up with an example of each genre with their partner. Finally, you can invite volunteers to share what they came up with.

### Achievements

- Select and revise short theater plays.
- Read plays and understand general sense, main ideas and details.
- Participate in dramatized readings.

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

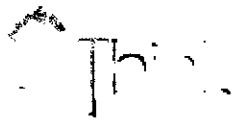
### Warm Up

To begin the class you can invite students to share if they like theater, if they have ever been to the theater and if they have, the plays that they've seen. You may also share your own experiences if you desire.

# Lesson 1

## Warm Up

Before class you can prepare a bag or box with slips of paper with different professions written on them. To begin your class you can have students take turns to take out a slip of paper and act out the profession and see if their classmates can guess. Repeat with as many students as you consider appropriate.



### 4. Listen to and read the introduction and once scene of Pygmalion, by G. Bernard Shaw, and discuss the questions in pairs.

To complete this activity you can read the instructions along with students and make sure everyone understands what needs to be done. Play Track 09 as many times as you consider appropriate. Have students read the text as they listen. Monitor. Then, form pairs and ask them to discuss the question and write down their answer. Elicit the answer from volunteers and see if everyone agrees. You may also invite students to tell you how they figured out the answer to the question.

### 5. Look at the words in italics in the previous scene and discuss in pairs what their function is. Then complete the definition with the words in the box.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You can keep students working with their partner from the previous activity or ask them to switch depending on what you consider best. Have students complete the activity in pairs. Monitor. You can write the incomplete definitions on the board, have volunteers complete them on the board and check.

## Lesson 1

Think

Listen to and read the introduction and one scene of *Pygmalion*, by G. Bernard Shaw, and discuss the question in pairs.

Is this scene near the beginning, middle, or end of the play?

*Pygmalion* is the story of a poor, uneducated flower girl, Eliza, who is transformed into a lady by Professor Higgins. He teaches her to act and speak like a refined woman.

**Characters**  
Higgins - professor of phonetics     Eliza Doolittle - flower girl  
Pickering - Higgins's friend     Mrs. Pearce - Higgins's housekeeper

*[Mrs. Pearce shows up in Higgins's room.]*  
**Mrs. Pearce:** *[loudly]* A young woman wants to see you, sir.  
**Higgins:** A young woman! What for?  
**Mrs. Pearce:** Well, sir, she's quite a common girl. I thought of sending her away, but perhaps you want to speak to her - excuse me, sir.  
**Higgins:** Oh, that's all right, Mrs. Pearce. Show her up.  
*[Mrs. Pearce goes down stairs. Some minutes later, the flower girl enters. She is wearing a hat, and an old coat. She takes her hat off and leaves it on the table.]*  
**Higgins:** *[recognising her and showing his astonishment]* Why, this is the girl I saw last night. I'm not interested in you. Go home.  
**The flower girl:** No, please. You ain't heard what I come for yet. I want to be a lady in the flower shop and not sell flowers on the street. I need to speak well. I've come to have lessons. And to pay for 'em too.  
**Higgins:** Shall I ask you to sit down, or shall I throw you out of the window?  
**The flower girl:** *[filled with terror and hiding behind a chair]* Ah—ah—ah! I've offered to pay!  
**Pickering:** Higgins, I challenge you to turn her into a lady in three months. I'll pay for the lessons.  
**Higgins:** *[to Mrs. Pearce]* OK. I accept the challenge. Take her away Mrs. Pearce and clean her. Give her some new clothes.

Look at the words in italics in the previous scene and discuss in pairs what their function is, complete the definition with the words in the box.

Stage directions are *stage directions* that tell the actors in a play what to do and what to express. They also explain to the reader what *stage directions* take place in the play. They go between *stage directions* because they are not part of the actor's words.

Match the following stage directions in the scene with their function.

Some minutes later, the flower girl enters.  
She is wearing a hat, and an old coat. She takes her hat off and leaves it on the table.  
Filled with terror and hiding behind a chair.

attract the reader's attention  
show sequence of actions  
provide details of actions

### 6. Match the following stage directions in the scene with their function.

You can keep students working with their same partner or ask them to change partners to suit your needs. Read the instructions along with students and ask them to complete the task with their partners. Monitor. Elicit answer and check. Correct as needed.



## Lesson 1

Read three scenes of the play *Romeo and Juliet* by William Shakespeare and underline two stage directions that provide details, and two that show the sequence of the actions. Compare your answers in pairs.

*(A street in Verona. A Montague and a Capulet are fighting. Benvolio, another Montague, tries to stop them, when Tybalt, a Capulet, arrives.)*

Benvolio: *(To Tybalt)* Stop fighting. Put your swords down.  
 Tybalt: Come on Benvolio, let's have a real fight!  
 Benvolio: I'm trying to stop them and have some peace.  
 Tybalt: Peace? I hate the word as I hate all Montagues, and you!  
 Princess of Verona: This old argument between the two families stops now. No more fighting! Go home, all of you.

*(It's late at night. Juliet is in her balcony and Romeo speaks passionately.)*

Romeo: There is a Juliet in love! She is like the sun. Her eyes are like stars.  
 Juliet: Oh, Romeo, Romeo! Why do you have to be a Montague?  
 Leave your family and change your name. Your name is my enemy.  
 Romeo: Just let me be your love and I will change my name.  
 Juliet: If my family finds you, they'll kill you!  
 Romeo: No thing could keep me away from you.



*(Juliet lies asleep in a grave. Romeo thinks she is dead, so he drinks poison and dies. Some minutes later Juliet wakes up.)*

Juliet: Oh, Romeo is dead! Maybe there's still some poison on his lips...  
 Oh, a dagger is quick. So I die. So I die with Romeo.  
 Princess of Verona: *(To the Nurse)* See what you have done! Your children are dead. God punished you all. We have a grey peace this morning. For never was a more tragic story than this of Juliet and her Romeo.

Work in pairs. Match the scenes with their main ideas. Then add the emotions or feelings you think they cause in the audience.

Scene 1: the tragic consequences of hatred  
 Scene 2: the rivalry between the two families  
 Scene 3: the love Juliet and Romeo feel for each other

Complete the main idea of the play with the words in the box. In pairs, discuss how each scene connects to the main idea of the play.

Shakespeare shows us the difference between love and hatred. Love is more powerful and... He also shows that violent, passionate... both love and... have grave consequences.

Complete the table and in pairs compare your answers.

Plays	Romeo and Juliet	
Topics	and...	Social classes
Target audience		

7. Read three scenes of the play *Romeo and Juliet* by William Shakespeare and underline two stage directions that provide details, and two that show the sequence of actions. Compare your answers in pairs.

To complete this activity you can have a volunteer read the instructions aloud. Then, ask students to complete the activity individually. Monitor. Next, form pairs and ask them to compare their answers. You can elicit answers from volunteers and check.

8. Work in pairs. Match the scenes with their main ideas. Then add the emotions or feelings you think they cause in the audience.

You can have students stay with their partner from the previous activity or ask them to switch partners. Read the instructions along with students and ask them to complete the activity with their partner. Monitor. Elicit answers from volunteers.

9. Complete the main idea of the play with the words in the box. In pairs, discuss how each scene connects to the main idea of the play.

You can read the instructions along with students and ask them to complete the activity. Monitor. Have volunteers take turns to read the main idea of the play aloud. Next, have students discuss how each scene connects to the main idea of the play in pairs. You can invite volunteers to share their ideas.

10. Complete the table and in pairs compare your answers.

You can ask students to complete the activity individually and then form pairs and ask them to compare their answers. To check, you could draw the table on the board and have volunteers take turns to complete it.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

Use the dialogs on page 27. Invite a volunteer to help you. Perform the dialog for your students representing one emotion, e.g. sadness. Then, form pairs and have them imitate what you just did, you can ask them to represent a different emotion or just have them try to imitate you the best they can.

# Lesson 1

Performing a dramatized reading

## Session 1

You can tell students that just like in the previous unit, you will be working to complete a product that they will present at the end of the unit. This time the product will consist of performing a dramatized reading. Invite students to read the instructions on page 28 and clarify any doubts. You can ask them to tell you if they know what a dramatized reading is or you can explain it yourself, a public reading of a work of literature, like a poem or a play, with an interpretative or dramatic use of the voice and gestures.

Then, you can have students get together in teams of five and ask them to brainstorm theater plays they know. Ask them to write a list of the possible plays they could read either as the character or as the narrator. Tell them that if the play is long they can choose scenes or parts they would like to read. Have students exchange ideas about the part of the play they are going to read with the members of their group. Encourage them to discuss and agree on the emotions they intend to arise in their audience and ask them to make some notes. Students should keep their work in their portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Lesson 1**

Check your Progress

**Session 1**

Throughout this unit you will collect evidence, such as a list of theater plays, a graphic with emotions, and tips to read aloud in order to present your final product. This time your product will consist on performing a dramatized reading for the rest of your class.

**During this session do the following:**

Get together in teams of five. With your classmates, brainstorm theater plays you know and would like to read aloud to the class. Write a list of all the possible plays to read. They can have different target audiences and can be of different genres. Choose one and make sure everyone in the team has a chance to read, either being a character, or the narrator. If the play is long, choose the scenes or parts you would like to read. Exchange ideas with the members of your group about what part of the play you are going to read. Discuss and agree on what emotions you intend to arise in your audience and make some notes.

Remember to save your work. You will use it in the following Product session.

Unit 2 | T | M | T

## Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

### Reader's Story - The Odyssey

#### Track 47

During this unit, students' will read an adapted version of The Odyssey, one of two major ancient Greek epic poems attributed to Homer. The poem focuses on the Greek hero Odysseus, king of Ithaca and his ten-year journey home after the fall of Troy.

Before you begin today's lesson, read pages 20 to 23 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What can you tell about the story so far? Who is the main character? What is this story about? When does it take place?* You may also invite them to make predictions about the story.

**Lesson 2**

**Discover**

Discuss the questions in pairs. Do you know the names of any Greek gods or demigods? What special power or abilities did they have?

Read the beginning of the play *Alcestis* by Euripides and underline one phrase that describes Admetus, and Alcestis.

Apollo: I the god Apollo, have always helped humans. Today I saved the life of Admetus, king of Thessaly, by making a pact with Death. Admetus should escape death if he could find another person to die in stead of him. Admetus asked his parents and his friends, but they refused to take his place. However, Alcestis, his noble and beloved wife, decided to die for him. See, here comes Death.

Read and complete the rest of the scene with the details in the box.

**Details:**

Death: God Apollo, why are you here?  
 Apollo: Please, let Alcestis, a young girl, die in my stead. I reach old age.  
 Death: Never!  
 Admetus: [weeping] Oh, gods. Is there no escape from Death?  
 Alcestis: That, O Death, calling me, I feel its hand touching me.  
 Admetus: You are and will be my only queen, forever. [Alcestis dies.]  
 Admetus: Every citizen should dress in black. No music for a year. She deserves all the honors. [Enter Hercules.]  
 Admetus: Welcome to my house. [Hercules enters.] Hercules:  
 Hercules: You are dressed in black. Has Death come to take Alcestis? I know she promised to die in your place.  
 Admetus: [not telling Hercules that Alcestis is already dead] She is dead, and she is not. It tortures me.  
 Hercules: Who shall then?  
 Admetus: A woman.  
 Hercules: I'm leaving then and let you bury your dead. It's no time for parties.  
 Admetus: No, stay. You're my friend. My door is always open for guests.



## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

To begin the class you may invite students to share anything they might know about Ancient Greece, history, cosmogony, myths, legends, heroes, etc.

## Discover

**1. Discuss the questions in pairs. Do you know the names of any Greek gods or demigods? What special power or abilities did they have?**

You can form pairs and ask students to discuss the questions with their partner. Then, you can invite volunteers to share what they know with the rest of the class.

**2. Read the beginning of the play *Alcestis* by Euripides and underline one phrase that describes Admetus and one that gives details about Alcestis.**

You can read the instructions along with students and ask them to complete the activity individually. Monitor and provide any needed assistance. Then, elicit answers from volunteers and check. Correct as needed.

**3. Read and complete the rest of the scene with the details in the box.**

To complete this activity you can have students work individually to read and complete the scene using the details in the box. Monitor and provide any needed assistance. To check, you can have volunteers take turns to read the scene aloud. Correct as needed.

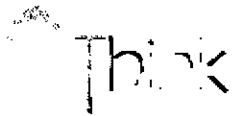
## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *We should bury him under his favorite tree. He was our dinner guest.*

## Lesson 2

### Warm Up

To begin your class, you could form pairs or small groups and give them 2 minutes to come up with a way to improvise a short scene and present it to the class. You can give them topics to choose from or assign one topic for everyone, e.g. You find someone at a party that you haven't seen since you were little. /Some students are aliens from another planet that just arrived on Earth, the other students are journalists asking questions. / The next door neighbors are being noisy, you need to study, etc.



#### 4. Work with a partner and answer the questions.

You can form pairs and have students read and answer the questions. Monitor. To check, ask the questions and have volunteers share their answers. See if everyone agrees. Correct as needed.

#### 5. Work in pairs. Underline the verbs in the sentences and match them with their uses.

You can have students stay with their partners from the previous activity or ask them to switch partners. Encourage students to remember what verbs are (action words). Have students complete the activity with their partners. Monitor. Elicit the answers. Check and correct as needed.

### Lesson 2

**Think**

**Work with a partner and answer the questions.**

Were gods important to the Greeks?  
How do you know?  
What initial conflict in the play does the god Apollo solve?  
What pact did he make?  
What sacrifice did Alcestis make?  
Why do you think Admetus lied to Hercules?

**Work in pairs. Underline verbs in the sentences and match them with their uses.**

I, the god Apollo, have always helped humans.	an action that is taking place now
I save the life of Admetus.	a habitual action, a state, or a fact
I'm leaving them and let you bury the dead.	an action that started in the past and continues in the present
My job is always open for guests.	an action that started and finished in the past

**Read the scene on page 29 again. Circle the exclamation (!), interrogation (?) marks, and ellipses (...) and in pairs, discuss their uses. Then complete the rules below.**

We use exclamation marks to express surprise, or to emphasize a comment.

We use ellipses to express unfinished thoughts or make pauses.

We use interrogations to ask questions.

Unit 2 T M J T

#### 6. Read the scene on page 29 again. Circle the exclamation (!), interrogation (?) marks, and ellipses (...) and in pairs, discuss their uses. Then complete the rules below.

To complete this activity you can read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity individually. Then, you can form pairs and have them discuss their uses in order to complete the rules on the page. Monitor. You can have volunteers write the rules on the board. Correct as needed.

## Lesson 2

Complete the second part of the playscript with the verbs in parentheses in the correct form and the appropriate punctuation marks. Then listen and check your answers.

**10**

**Hercules** (to Alceus's servant) Why are you so serious? [ ]  
 The people who [ ] (die) as a stranger, wasn't she?

**Servant** No, that's not true. Alceus died [ ] you. Alceus is the one who died.

**Hercules** What? I must bring Alceus back [ ] in the dead. I will fight an [ ].

**Servant** Alceus was not [ ] able to tell you to leave his house. [ ]

**Hercules** [ ] Why [ ] (be) friends for a long time. Why didn't you tell me about [ ]?

**Servant** [ ] See how much I care for her and to return [ ] that was [ ] her way. People Alceus will be the only woman in my [ ].

**Hercules** Please, my friend. Let her in. You'll thank me in time.

**Servant** [ ] [ ] (be) at her [ ] [ ] (be) your wife Alceus. Oh, my dear Alceus, [ ] [ ] (think) you two were going forever! (to Hercules's man, did you ever see [ ]?)

**Hercules** (to Alceus) Death House can't win the battle.

**Servant** Why are you so [ ]?

**Hercules** Why won't speak to these days until she is purified.

**Servant** Or I leave you [ ] (be) her. Let's have a party [ ] [ ]

**Hercules** I must go now [ ] [ ] but I will be here to pay you another visit.

**Servant** [ ] [ ] (be) to celebrate [ ] [ ] our life [ ] [ ] (bring) again?

**Chorus** The impossible has become true. It is the way of the gods.

**11**

Work in pairs. Answer the questions.

Who are the three most important characters in the play?

What is the relationship between them?

Who are the less important characters?

Match the characters with the values they represent. Then, in pairs, discuss the actions and attitudes in the play that support your answers.

Alceus	→	loyalty
Alceus	→	heroism
Hercules	→	hospitality

Read and listen to the last part of the play again. Pay attention to pronunciation and intonation. Then role-play it in groups of four.

7. Complete the second part of the play script with the verbs in parentheses in the correct form and the appropriate punctuation marks. Then listen and check your answers.

To complete this activity, you can have your students read the instructions and make sure everyone understands what needs to be done so that they can complete the activity individually. Monitor and provide any needed assistance. Then, play Track 9 as many times as you consider appropriate for students to check their answers.

8. Work in pairs. Read both parts of the play and complete the table. You can form pairs and ask them to read both parts of the play and complete the table. Monitor and provide any needed assistance. You can draw the table on the board and have volunteers take turns to complete it. Check and correct as needed.

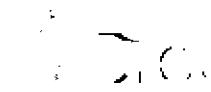
9. Match the characters with the values they represent. Then in pairs, discuss the actions and attitudes in the play that support your answers.

You can have students match the characters to the values they represent individually. Then, form pairs and ask them to discuss how they reached their answers. Monitor. You can invite volunteers to share their reasoning's with the rest of the class.

10. Read and listen to the last part of the play again. Pay attention to pronunciation and intonation. Then role-play it in groups of four.

Tell students to pay attention to the last part of the play because they are going to role-play it. Play Track 10 as many times as you consider appropriate. Form groups of four and ask students to practice the last part of the play. Finally, you can have each group come to the front and act out the scene for the rest of the class.

## Lesson 2



Performing a dramatized reading

### Session II

Tell students you will now continue working with their product so that they will soon be able to perform a dramatized reading. You can ask them to read the instructions on page 32 silently. Clarify any doubts.

Invite students to get together with their teammates.

Students should brainstorm ideas about the changes in their voice to convey emotions and feelings. They should also be mindful of the punctuation marks in the text. Ask them to add indications related to the different punctuation marks to their tables.

Remind students to reread their play script so that they know how to pronounce difficult or unfamiliar words. Tell them they can always use a dictionary.

Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Lesson 2**

**Check your Progress**

**Session II**

Get together with your team mates and look at the playscript you chose. Brainstorm ideas about the changes in your voice according to the emotions and feelings you want to convey and the punctuation marks in the text. In the right column of your table, add indications related to the different punctuation marks, for example: exclamation mark – loud voice / emphasis, ellipses – and so on.

Read your playscript again and make sure you know the pronunciation of difficult or unfamiliar words. If necessary, check them in a dictionary and practice reading them aloud.

Save your work. You will use it in the following lesson.

## Reading Time!

**Reader's Story - The Odyssey**

### Track 47

You can ask students to read pages 22 to 25 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about ask them some questions, e.g. *Where did Odysseus' ship arrive to? Who does he find? Who does he tell his story to? Does Odysseus reach Ithaca? What's wrong with Penelope?*, etc.

**Lesson 3**

**Disc**

Look at the pictures below and discuss what you know about Robin Hood.

Read, check your ideas, and discuss the questions in pairs.

The story takes place in the medieval England, in the forest of Nottingham and its town, around the 10 and 11th century. The play begins with Robin being accused of killing the sheriff in the forest and with his head set for 200 pounds. The Sheriff of Nottingham is determined to catch him, not only to get the money, but also to revenge on his cousin's death. A skilled archer called Robin Hood, several outlaws begin to gather in the forest and choose Robin as their leader, and they form the band of the Merry Men. Little John, his second in command, Friar Tuck, who is a僧人 and always happy, Will Scarlet, Alan-a-Dale and Maid Marian, Robin's true love. They decide to steal from the rich and give to the poor and then who experience injustice. Robin Hood is an excellent archer and a good swordsman too. Robin and his Merry Men have lots of adventures always helping people in need and escaping from the sheriff and his men. The Sheriff of Nottingham devises many skillful plans to hunt for Robin Hood, but he always fails.

What is the story about?

Who is the hero and who is the villain?


What is the setting?

What do you think is the theme of the story?

Read these lines from Robin Hood playscript and write the name of the character who says them. Check your answers in pairs and give reasons for your choices.

What a splendid moment! I'm in a very good mood but hungry. I believe I'll stop here under these trees to eat something.

Archer? You're already eaten! Huh! I suppose it is now the one of the Sheriff's men or the Sheriff himself. Let me tell you I love and admire those men who leave a path. They will never end. Yes, it is I. And once the sheriff and his men have come and we'll finally part.



# Disc

## 1. Look at the pictures below and discuss what you know about Robin Hood.

You can direct students' attention to the pictures and encourage students to say what they see. Then, form pairs and ask students to discuss what they know. Invite volunteers to share their knowledge with the rest of the class.

## 2. Read, check your ideas, and discuss the questions in pairs.

To complete this activity you can read the instructions along with students and make sure everyone understands what needs to be done. You can have students read silently and individually or you can have volunteers take turns to read the text aloud. You may ask students to underline unknown words and, once you are finished reading, encourage them to work out the meaning from context and/or clarify meaning if necessary. Next, go over the questions and make sure everyone understands them. Form pairs and ask students to discuss the questions. Invite volunteers to share their ideas with the rest of the class.

## 3. Read these lines from Robin Hood playscript and write the name of the character who says them. Check your answers in pairs and give reasons for your choices.

You can go over the lines along with students. Have volunteers read them aloud. Then, ask students to complete the activity individually. Monitor. Form pairs and ask students to check their answers in pairs. Encourage them to justify their answers. Have volunteers share their answers with the rest of the class. See if everyone agrees.

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

To begin your class, you could have your students sit in a circle and have them tell a story, one word at a time, going around in a circle. For beginner students, you can have them retell a story they are familiar with; more advanced students can come up with their own tale. You can modify this activity to suit your needs, e.g. using a specific tense, a single sentence per person instead of a word, etc. Make sure students ensure their body language is congruent with what they are saying.

## Lesson 3

### Warm Up

To begin your class, you can have students work in pairs or small groups. They have two minutes to come up with a short story. One student tells the story and the other(s) student(s) act it out.



#### 4. Read the play script and underline the correct words each character says (option a or b) according to their body language.





To complete this activity you can read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance. Then, invite volunteers to share their answers and check.

#### Extra Activity

You can read the tips box along with students and encourage them to say a Wh-question and a Yes/No question aloud to compare the intonation. You may also model the intonation for them. Remind students that their tone of voice and body language should match their feelings. You may invite students to say the same phrase as if they were experiencing different feelings, e.g. say "I don't know" as if you were happy/sad/angry/afraid, etc.

### Lesson 3

Read the playscript and underline the correct words each character says (option a or b) according to their body language.

**ROBIN HOOD:** What a great feeling to be in the wonderful oak forest of Sherwood! [ ... ]  
I prefer to be free than to be the king of England.  
**FRIAR TUCK:** Mmm... The Sheriff's men had us going for a while. I'd just think... We are safe here.  
Yes, yes. That's true.

**FRIAR TUCK:** I was almost to look over the forest, but I  
Stop! Stop! Stop! Stop! Stop!  
**ROBIN HOOD:** Hiding my friends. An enemy on the road.  
Move! Move! Move! Move! Move! Move! Move!  
Move! Move! Move! Move! Move! Move! Move!  
Move! Move! Move! Move! Move! Move! Move!

**ALFRED:** It's a happy day! My heart is glad to receive the gifts that I have done for you. I've sent them to you. We have found them all. It's wonderful!  
The wonderful... the wonderful... [ ... ] The Sheriff's men...  
The Sheriff's men... He came to our village and took away our best food, our money, our members and I have to live in a... [ ... ]  
My mysterious night is coming tonight. [ ... ]  
[ ... ]  
**ROBIN HOOD:** Why do you say that? The Sheriff's men are good people!  
Yes, he's bad.

**ROBIN HOOD:** Al... yes... [ ... ]  
[ ... ]  
**ALFRED:** No, he's not. The Sheriff's men are all bad. Robin Hood is a good person.  
He helps the poor.  
Yes, he's good.

L E S S O N 3

## Lesson 3

### 5. Listen to the actors performing the scene from the previous page. Check your answers and write the following symbols in the appropriate places in the play script. Compare your answers in pairs.

To complete this activity you can play Track 11 as many times as you consider necessary for students to complete the activity. Form pairs and have students compare their answers.



Listen to the actors performing the scene from the previous page. Check your answers and write the following symbols in the appropriate places in the playscript.

[ ] pause      [↑] softer voice      [↓] louder voice

Read the playscript of another scene from Robin Hood. Write the words in the box in the correct places to show how the characters feel. Compare your answers in pairs.

Prince John      No, Sheriff, where's the money from the taxes?  
 Sheriff      Rob! Hood stole it from me!  
 Prince John      What? Are you joking? [ ]  
 Sheriff      No, sir.  
 Prince John      But you caught him, didn't you?  
 Sheriff      No, I didn't. I've been looking for him for three days now. I can't find him [ ] but I have a plan [ ]  
 Prince John      What is it?  
 Sheriff      Robin Hood always looks for people in trouble to help them. I think we could set him a trap.  
 Prince John      Good idea! Let's go ahead with your plan. [ ]  
 Marian      Help! Help! Robbers are attacking us! [ ]  
 Robin      Go away, lady. You're safe here.  
 Marian      No, please don't leave me [ ]

Work in groups. Read the script again and add symbols to show the following: pauses (...), volume of voice and final sentence intonation (up (↑) or down (↓)).

In your groups, discuss what body language is the most appropriate to express the feelings and emotions in the playscript and check the pronunciation of unfamiliar words in a dictionary.

Perform a dramatized reading of one of the scenes in this lesson, following all the indications related to body language, pauses, volume, and intonation of voice according to your notes in your script.

**6. Read the play script of another scene from Robin Hood.**

**Write the words in the box in the correct places to show how the characters feel. Compare your answers in pairs.**

You can read the instructions aloud along with students. Have them complete the activity individually and then form pairs and ask them to compare their answers. You can invite volunteers to share their answers with the rest of the class.

**7. Work in groups. Read the script again and add symbols to show the following: pauses (...), volume of voice and final sentence intonation (up (↑) or down (↓)).**

Form groups. If necessary, exemplify where to add the pauses and how the intonation goes up (e.g. yes no questions) or down (e.g. wh-questions). Have students complete the activity. Elicit answers from volunteers. Check and correct as needed.

**8. In your groups, discuss what body language is the most appropriate to express the feelings and emotions in the play script and check the pronunciation of unfamiliar words in a dictionary.**

In groups, ask students to discuss what is indicated. Remind them to check the pronunciation of unfamiliar words in a dictionary. Monitor and provide any needed assistance. You can prompt a short class discussion with each group's idea.

**9. Perform a dramatized reading of one of the scenes in this lesson, following all the indications related to body language, pauses, volume and intonation according to your notes in your script.**

You can have your students continue working with their groups from the previous activity. Ask them to choose one of the scenes in this lesson and practice it to present a dramatized reading. Monitor and provide any needed assistance. You can have each group present their dramatized reading to the rest of the class.

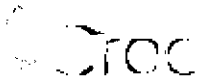
**Glossary**

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. She hired a maid to do the cleaning. The coachman turned the carriage quickly and drove them home. Children like to chase butterflies.

**Tips**

You can read the tips box along with students and encourage them to say a Wh-question and a Yes/No question aloud to compare the intonation. You may also model the intonation for them. Remind students that their tone of voice and body language should match their feelings. You may invite students to say the same phrase as if they were experiencing different feelings, e.g. say "I don't know" as if you were happy/sad/angry/afraid, etc.

## Lesson 3



Performing a dramatized reading

### Session III

Tell students you will now continue working with their product so that they will soon be able to perform a dramatized reading. You can ask them to read the instructions on page 36 silently. Clarify any doubts.

You can have students get together with their teammates and follow the instructions to complete this Product Session. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

### Reading Time!

Reader's Story - The Odyssey

Track 47

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 26 to 30 from the Reader's Book. Encourage students to mention the main characters. Invite them to share anything they might have found interesting. You can also ask some questions, e.g. *What happens in the story? Who is Eurykleia? What happens in the end?*

**Lesson 3**

**Product**

**Session III**

Get together with your teammates and take out your playscript. Draw falling and rising arrows to tell and you will know your voice goes up or down according to your feelings and to the type of sentences.

Reread your playscript. Decide what body language you are going to use in each part of the script. Make notes on how the volume of your voice will change, and on rising and falling intonation of sentences. Also mark the places where you should make pauses.

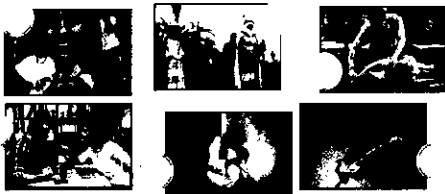
Decide who will play each character and then rehearse the reading to familiarize yourself with the words.

Practice the reading once more to improve your performance.

Save your work. You will use it in one last Product session in this unit.

**Revisio** Lesson 4

Match six scenes from different plays with the corresponding scripts and feelings from the box.



sadness  
terror  
pride  
embarrassment  
revenge  
surprise

Go away! Please leave me. I beg you. Scene [ 5 ] Feeling: [ ]

My love, my eternal love, How will I live without you? You've been everything to me! Scene [ 2 ] Feeling: [ ]

Oh, I can't believe it! It's the most wonderful thing I've ever had! Scene [ 1 ] Feeling: [ ]

Dear people of Rome. This is a day to be remembered. Scene [ 2 ] Feeling: [ ]

Oh, I don't know what to say. I feel so sorry. Forgive me my lord. Scene [ 3 ] Feeling: [ ]

I will make you pay for all the wrong you have done. Scene [ 6 ] Feeling: [ ]

Work in pairs. Complete the script of a scene from *The Blue Bird of Happiness* with the correct form of the verbs in parentheses. Add punctuation marks where appropriate.

*It is a scene from the play "The Blue Bird of Happiness" by the Belgian playwright Maurice Maeterlinck.*

Tytyl: Mytyl, are you asleep?  
Mytyl: no.  
Tytyl: mom, I forgot (forget) to put out the lamp. I have an idea [ 1 ] let's open the shutters and watch the christmas party in our neighbor's house.  
Tytyl: (excitedly) look at the beautiful christmas tree!  
Mytyl: yes, and all the people are dancing (dance) and they are eating (eat) too. But we never have so delicious dishes for dinner.  
Tytyl: We have always been (be) so poor [ 2 ]  
Tytyl: what's that [ 3 ]  
The fairy: you have (have) the bird that's bright blue [ 4 ]  
Mytyl: we don't. Why?  
The fairy: you have to find it. I need it for my little girl, who is very ill!  
Tytyl: what's the matter with her?  
The fairy: I don't know, she (want) (want) to be happy. Do you know who I am [ 5 ]  
Tytyl: I will (be) the Fairy Berylune.

## Lesson 4



Before you begin you can explain to students that they will now put everything they have learned so far in the unit into practice.

**1. Match six scenes from different plays with the corresponding scripts and feelings from the box.**

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the activity individually. You can invite volunteers to share their answers and check.

**2. Work in pairs. Complete the script of a scene from *The Blue Bird of Happiness* with the correct form of the verbs in parentheses. Add punctuation marks where appropriate.**

You can have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Form pairs and have students complete the activity. Monitor. Elicit the answers from volunteers. Check and correct as needed.

**SHOW TIME**

**Check your Progress**

As you learned during the last unit, a play is a piece of writing that tells a story through the actions and words of characters and is acted out on a stage or on television. The body language of the actors and the way they talk may be key to understanding the story. You may also use costumes, props, and music to help tell the story. You may also use lighting to help tell the story.

Write a short play (10-15 minutes) that you can perform in class. You may want to use the ideas in the box to help you. You may also want to use the ideas in the box to help you. You may also want to use the ideas in the box to help you.

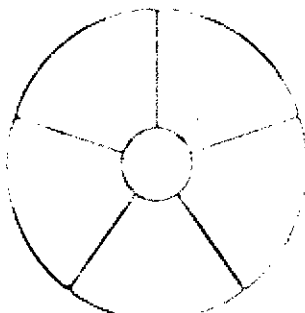
**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Beats!**

Secondary - Evaluation Instrument Unit 2

85 Graphic Organizers are great learning tools for any subject and area, in particular content that help you organize thoughts, ideas, plans, knowledge and connections. Information is a visual map. There are different kinds of graphic organizers such as mind maps, graphs, flow diagrams, and story arcs. For more information you can go to page 197 and consult the website suggested on this topic. Then, complete the graphic organizer below and evaluate what you learned in this unit. Use the notes in the box.



Use the results to discuss and suggest remedial unit messages.

## Product



2

### Performing a dramatized reading

You can begin the lesson by encouraging students to share what a play is. Ask them to read the information on page 38 in order to prepare to present their dramatized reading. Make sure everyone understands what needs to be done. Allow them to rehearse their dramatized reading.

Have each team come to the front and present their product, remind them to mention the title of the play and its genre before they begin. Remind everyone to be respectful while watching their classmates' performances. Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 188 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Story - The Odyssey

#### Track 47

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 31 and 32 from the Reader's Book. Encourage students to share anything they might have found interesting. You can also invite students to retell the story in their own words or ask some comprehension questions.

### Assessment

**Assessment**  
Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can . . .

- Select and revise short theater plays for young people.
- Read theater plays and understand the general sense, the main ideas and details.
- Perform a dramatized reading.

During the planning and performing of this unit's product I

- Participated actively
- Paid attention to different ways of reading a text according to the characters' emotions and feelings.

Used body language to reinforce the meaning of my message

- contributed with observations and points of view
- learned the pronunciation of new words
- felt more confident and fluent than at the beginning of the unit.
- Expressed my personal opinions and listened to and respected others

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel . . .

Happy | Excited | Angry | Disappointed | Sad | Interested | Curious

---

**Co-evaluation**

• Evaluate the work of your group members with the help of the instrument. Write the number of the instrument that best describes the behavior of your classmates. You can also write your own ideas.

Values: 1 = Agree 2 = Disagree 3 = Needs Practice

	Yoursself	Values			
		1	2	3	4
Accepted the assigned tasks.					
Contributed positively to group discussions					
Completed work and helped others when needed					
Worked well with other teammates					
Was a valuable member of the team.					
TOTAL					

40 Unit 2 | M | T

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 40 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

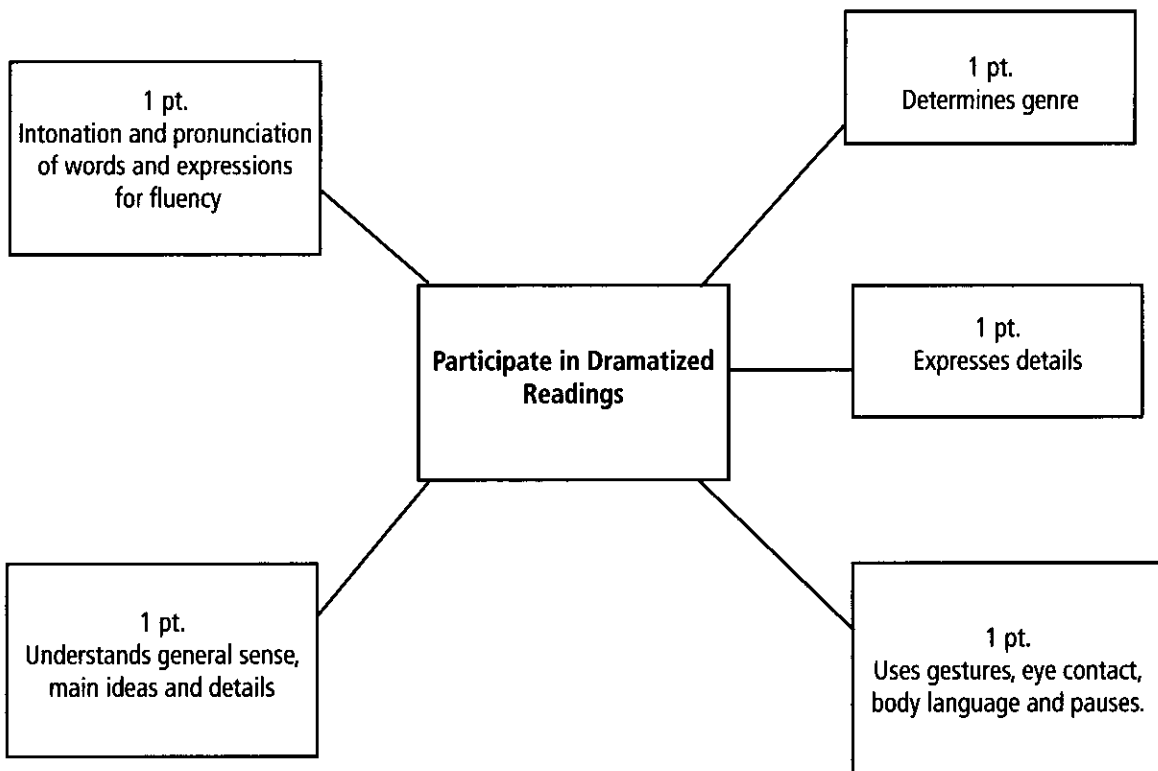
## Evaluation

You can direct students' attention to the Evaluation Instrument on page 39 and explain what a graphic organizer is, e.g. *This is a graphic organizer. It is a visual representation of the relationship between ideas or concepts. It is a way to visually organize your knowledge or ideas.* Then, mention that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest remedial work strategies, you can share some examples of what these means, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.*

Name \_\_\_\_\_

Date \_\_\_\_\_

**I** Read and circle according to student's performance. Count to assess performance.



5=Exceeds Expectations

4= Excellent

3= Good

2=Poor

1= Needs Improvement

Overall performance= \_\_\_\_\_

## Graphic Organizer

**Unit 3 Lesson 1 Environmental Emergencies**

**Discover**

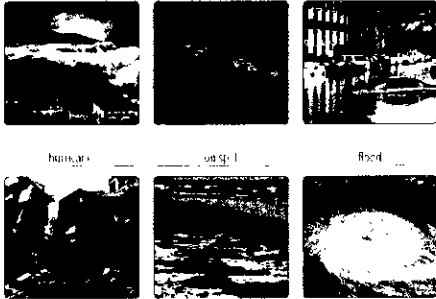
**1** Read about environmental emergencies and in pairs discuss the ones you have experienced in your community.

Environmental emergencies are sudden disasters or accidents from natural, technological or human factors, or a combination of these that cause serious environmental damage and the loss of human lives and property.

They can be:

1. Technological or industrial accidents caused by dangerous materials like oil spills, chemical accidents, toxic waste dumping and water pollution.
2. Sudden natural disasters with negative impacts on human life and on the environment. Some examples are: fires, floods, hurricanes, earthquakes, volcano eruptions, blizzards, thunderstorms, heat waves and tsunamis.

**2** Work in pairs. Label the pictures with words from the text in Activity 1 and discuss which ones show technological or industrial accidents and which ones natural disasters.



hurricane \_\_\_\_\_ flood \_\_\_\_\_ Road \_\_\_\_\_

earthquake \_\_\_\_\_ water pollution in river / toxic dumping \_\_\_\_\_ tsunami \_\_\_\_\_

**3** Discuss with your classmates: Do you know what to do in case of any of the emergencies above?

41

## UNIT 3

### Environmental Emergencies



#### 1. Read about environmental emergencies and in pairs discuss the ones you have experienced in your community.

You can read instructions along with students. Form pairs and have students discuss. You may invite volunteers to share experiences with the rest of the class.

#### 2. Work in pairs. Label the pictures with words from the text in Activity 1 and discuss which ones show technological or industrial accidents and which ones natural disasters.

You can have students continue to work with their partner from the previous activity. Direct their attention to the activity and ask them to complete them. Monitor. Elicit answers from volunteers.

#### 3. Discuss with your classmates: Do you know what to do in case of any of the emergencies above?

You can have students sit in a circle and invite them to take turns to discuss the question. You may also share your own knowledge with students.

### Achievements

- Select and review instruction sheets.
- Read and understand instruction sheets.
- Write and edit instruction sheets.

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can choose a random student and ask for a word beginning with A, then circle around the room proceeding through the alphabet.

## Lesson 1

### Warm Up

Before the class you can prepare one or several pictures of natural disasters and/or industrial accidents and put them up on the board and encourage students to identify them or write their names.



#### 4. Listen to and read the following page of an emergency manual. What natural disaster can it refer to?

You can direct students' attention to the activity and ask them to listen and read along. Play Track 12 as many times as you consider necessary. Have students answer individually. Then, elicit the answer from a volunteer and see if everyone agrees.

#### 5. Complete the sentences with the correct options.

You can read the instructions and questions along with students and ask them to complete the activity individually. Monitor. Next, you can elicit the answers from volunteers and correct as needed.

#### 6. Check the pictures that correspond to the instructions above and discuss the questions below in pairs.

You can form pairs and ask students to look at the pictures and discuss the questions. Monitor. You may invite volunteers to share their experiences with the rest of the class or you may share your own.

Lesson 1

**12** Listen to and read the following page of an emergency manual. What natural disaster can it refer to?

- > Listen to the radio to find out what areas are affected, what roads are safe, where to go and what to do if the local emergency team asks you to leave your home.
- > Keep your emergency kit close at hand, in a backpack or suitcase with wheels.
- > If you need to evacuate:
- > Leave your home when you are advised to do so by local emergency authorities.
- > Take your emergency kit with you.
- > Follow the routes specified by officials. Don't take shortcuts. They could lead you to a blocked or dangerous area.

**5** Complete the sentences with the correct options.

1. The manual is about...
  - a) a technological device
  - b) an environmental emergency**
  - c) a medical emergency
2. The purpose of the manual is to know...
  - a) how to prevent an environmental emergency
  - b) what to do in case of an environmental emergency**
  - c) when to leave in case of a natural disaster
3. The manual is for...
  - a) children
  - b) professionals
  - c) the general public**

**6** Check the pictures that correspond to the instructions above and discuss the questions below in pairs.

- Have you ever experienced an environmental emergency like a flood, an earthquake, etc.?
- What did you and your family do?
- What recent environmental emergency have you heard of or experienced?

**Glossary**

shortcut: a way that is shorter than the usual way of doing something

42
Unit 3 • Environment • English 2013

## Glossary


You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *We should take the shortcut to grandma's house.*

## Extra Activity

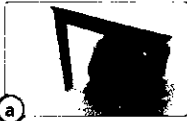
You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.


In groups or pairs you can have students share the environmental emergencies they have faced and what they did to survive. Always encourage students to make an effort to speak in English. Invite volunteers to share their experience with the rest of the class.





 **7** Look at the pictures below and discuss in pairs: What type of emergency is it?


**E** Read and match the pictures with the correct instructions below.


  
**a**

  
**c**

  
**e**

  
**b**

  
**d**


  
**f**

**If you are indoors:**

- A** Stay inside and drop under heavy furniture such as a table, desk or bed when the shaking starts. Hold on to the object you are under.
- B** Cover your head to prevent being hit by falling objects.
- C** Stay away from windows, and shelves with heavy objects.
- D** Avoid elevators and use the stairs.

**If you are outdoors:**

- E** Stay outside and do not get close to buildings or walls. This is the reason why many people get hurt.
- F** Take cover in a place where you won't be trampled.

**E**  **Work in pairs. Read these other instructions in case of an earthquake and arrange them in a bulleted list in your notebook. Classify them under the following subheadings: If you are outdoors / If you are in a vehicle / If you are indoors.**

Listen to your car radio for instructions from emergency officials. Stay at least 10 meters away from downed power lines to avoid injury. Stop driving and park at the side of the street. Walk away from windows, bookcases, tall furniture and light fixtures. If you are on a bus, stay in your seat until the bus stops. Stay away from the coastline because earthquakes can cause tsunamis. Stay away from doorways because doors may slam shut and cause injuries.

**Glossary**

shelves: a flat surface for holding things

trample: to step on or crush something

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Put the books on the shelves. / The scared elephant trampled its trainer.*

## Lesson 1

### 7. Look at the pictures below and discuss in pairs: What type of emergency is it?

You can have your students work with their partners from the previous activity or form new pairs. Ask students to look at the pictures and discuss the questions. You can read the instructions along with students before they begin to clarify any doubts. Monitor. You may invite volunteers to share their conclusions with the rest of the class.

### 8. Read and match the pictures with the correct instructions below.

You can have students complete this activity individually. Ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. Elicit answers from different students and check.

### 9. Work in pairs. Read these other instructions in case of an earthquake and arrange them in a bulleted list in your notebook. Classify them under the following subheadings: If you are outdoors/If you are in a vehicle/ If you are indoors.

You can form pairs and read the instructions along with students. Make sure everyone understands them. Ask students to complete the activity with their partner. Monitor. You can write the subheadings on the board and invite volunteers to write down their answers for everyone to see and complement their work.

## Lesson 1



A poster with Instructions

## Session 1

You can tell students that this unit's product will be a poster with a set of instructions to be prepared for an environmental emergency.

You can ask students to open their books on page 44 and ask them to silently read the information about the product. Clarify any doubts. Have students work in teams of five and ask them to brainstorm environmental emergencies and ask them to write a list in their notebooks. Then, they should discuss the ones they have experienced and share what they, their families, and communities did. Monitor and provide any needed assistance. Remind students that they will need this material for the following sessions, so it should be kept in a safe place.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 1

Check your Progress

A Poster with Instructions

Session 1




In this unit, you will produce a poster with a set of instructions to prepare yourselves for an environmental emergency.




Remember to work cooperatively with others, groups, share your ideas and respect others' ideas. **To do:** By the end of this unit, you and your teammates should have finished this product and present it to the rest of your class.

During this session you will:

1. Get together in teams of five. With your classmates, brainstorm environmental emergencies.
2. Write a list of these emergencies in your notebooks.
3. Discuss which ones you have experienced and what you, your family and community did.

Remember to save your work. You will use it in the following Product session.

**Reading Time!**

Read pages 33 to 35 from the Reader's Book. Then, discuss what you read as a group. Share something interesting, funny, boring or sad that you would like to share with others? Can you name the title? What best word would you use?

44
Unit 3 - Environmental Emergencies

## Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.


### Reader's Fact - Environmental Emergencies

#### Track 48

During this unit students will read about different environmental emergencies around the world to complement their knowledge and learning about what natural disasters are and how to handle them. Before you begin today's lesson, read pages 33 to 35 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is this reading about? Have you learned anything new? Is there anything you already knew?*

**Lesson 2**

**Disco**







**1** Look at the picture, read the text, and discuss the following questions in pairs.

Blizzards are long lasting and dangerous snowstorms with intense snowfall and very strong winds. These strong winds pick up the snow from the ground and blow the snow that is falling creating very low visibility, which results in life-threatening conditions. The fierce winds and cold temperatures accompanying blizzards can have the windchill feeling about  $-40^{\circ}\text{C}$ .

1. Why do you think the exposure to such conditions is dangerous?
2. What problems can blizzards cause?
3. Which countries do you think are more likely to experience blizzards?

**E** Work in pairs. Read and complete the instructions you should follow in case of a blizzard with the phrases in the box. Then, match them with the pictures.

**Staying safe outside**  
If you must go outside during the snow storm, follow these instructions:

1. Then, cover your mouth \_\_\_\_\_ to protect your lungs from cold air.
2. First, stretch before you go out. If you have to shovel snow, do some stretching exercises to warm up your body to minimize muscle injury.
3. Finally, once outside, be careful. \_\_\_\_\_ walk on snowy, icy sidewalks. Slips and falls can cause serious injuries.
4. Next, put on warm clothes. \_\_\_\_\_ wear gloves and hat. Clothes should be water repellent.

**Glossary**

windchill  
shovel

45

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Windchill is the effect of moving air on exposed flesh. I shoveled the snow in the morning.*

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

To begin this lesson you can play hangman to review natural disaster vocabulary.



**1. Look at the picture, read the text, and discuss the following questions in pairs.** You can first direct students' attention to the picture and encourage them to identify and name what they see. Next, you can ask students to read the text individually. Then, form pairs and ask them to discuss the questions. You can read the questions along with students beforehand and clarify any doubts.

**2. Work in pairs. Read and complete the instructions you should follow in case of a blizzard with the phrases in the box. Then, match them with the pictures.**

You can have students continue working with their partner from the previous activity. Have a volunteer read the instructions aloud and make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor. To check, you can write the incomplete sentences on the board and have volunteers take turns to complete them. Correct as needed.

## Lesson 2

### Warm Up

To begin this class you can play a game of "Simon Says" where you have your students follow a series of actions, e.g. Simon says touch your head/lift your arms/ touch your feet/etc.



- 3. List the words that show the sequence of the actions in the instructions in activity 2 in the correct order.**

To complete this activity you can read the instructions along with students and clarify any doubts. Have students complete the activity individually. Monitor. You can then elicit the answers from different students to check and correct as needed.

- 4. Underline the sentences that expand the information in each instruction. Compare your answers in pairs.**

You can ask students to complete the activity individually and then form pairs and have students compare their answers.

- 5. Use the prompts below to write complete instructions in case of a blizzard. Use words to show the sequence of the actions. Listen and check your answers.**

You can have your students work individually. Have volunteers read the instructions and prompts aloud and clarify any doubts. Ask students to complete the activity. If necessary, work with them to write the first sentence as an example. Monitor. Play Track 13 as many times as you consider necessary for students to check their answers. You can have volunteers write the instructions on the board.

Lesson 2

**Glossary**

stranded.

crack a window

**3. List the words that show the sequence of the actions in the instructions in activity 2 in the correct order.**


First                      Next                      Then                      Finally

**4. Underline the sentences that expand the information in each instruction in activity 2. Compare your answers in pairs.**

**5. Use the prompts below to write complete instructions in case of a blizzard. Use words to show the sequence of the actions. Listen and check your answers.**

If you become stranded when driving

1. stay / vehicle / help  
First                      Stay in the vehicle and wait for help.
2. car / visible / rescue  
Next                      Make sure the car is visible for rescue.
3. Turn on / engine / some minutes / hour  
Then                      Turn on the engine for some minutes or an hour.
4. light exercise / circulation  
Finally                      Do a short light exercise to improve circulation.



**6. Work in pairs. Rewrite the instructions above adding the following additional information where suitable.**

**Additional information**  
Clap your hands and move your arms and legs.  
Hang bits of colored cloth or plastic from the windows as a sign for help.  
It is necessary to crack the windows a small amount to allow for the circulation of fresh air.  
It is important to protect yourself from overexposure to the cold. A person walking through the snow is harder to find than a stranded vehicle.  
Use only in the vehicle. It is important to take care not to get off from your vehicle. The cold is not so bad if you are in the car. It is better to wait than a stranded vehicle.  
First, make sure the car is visible for rescue. Hang bits of colored cloth or plastic from the windows as a sign for help.  
Turn on the engine's heater for one hour. It is necessary to crack the windows a small amount to allow for the circulation of fresh air.  
Doing a short light exercise will improve circulation. Clap your hands and move your arms and legs.

46
Unit 3 - 6

- 6. Work in pairs. Rewrite the instructions above adding the following additional information where suitable.**
- You can form pairs and ask them to complete the activity. Monitor and provide any needed assistance. If students did write the previous instructions on the board, you can have volunteers complete them or you can have volunteers write the new instructions on the board. Check and correct as needed.

### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *The car broke down and we were left stranded. I had to crack a window to let some air in.*

## Lesson 2

**7. Read about two emergencies and discuss the question in pairs. Share your answers with the class.**

You can tell students that you are going to read about two emergencies. Have volunteers read the information aloud. Then, form pairs and ask students to discuss the question. Monitor. Elicit ideas from volunteers and see if you can come to an agreement (these are cold/freezing climate related emergencies that affect the human (mammal) bodies)

**8. Look at the pictures that show what to do in case of hypothermia or frostbite and write the instructions with the prompts given. Follow the example.**

To complete this activity you can first have students look at the pictures and describe what they see. Then, have them read the prompts and clarify any doubts. To make sure they know how to complete the activity, you can either direct their attention to the example in their books or you can write this example on the board.

Have students look at the prompts and then at the complete sentence and encourage them to notice how the prompts turned into the sentence Elevate the injured area to help blood circulation and cover the person with blankets, e.g. What words were added? What words explain the reason for the instruction? If necessary, work with students to create the first sentence and then have them complete the activity individually. Monitor and provide any needed assistance. Finally, you can have students share their answers with the rest of the class. Check and correct as needed.

**9. Work in pairs. Read this prompts that expand and explain the instructions above and rewrite the ones you consider important in full sentences as you did in activity 8 in your notebook.**



You can form pairs and have volunteers read the instructions and prompts aloud. Clarify any doubts. Have students complete the activity in their

**7. Read about two emergencies and discuss the question in pairs. Share your answers with the class.**


Hypothermia is a dangerous drop in body temperature when your body loses heat faster than it can produce it.  
Frostbite is an injury caused by freezing of the skin.

> What conditions do you think can cause hypothermia or frostbite?


**8. Look at the pictures that show what to do in case of hypothermia or frostbite and write the instructions with the prompts given. Follow the example.**

a) Elevate injured area help / blood circulation / cover / blankets.  
Elevate the injured area to help blood circulation and cover the person with blankets.



b) Hot liquids / not alcohol or caffeine



d) Injured area / warm water / 30 min

d) Wrap area / gauze pain killers

**9. Work in pairs. Read this prompts that expand and explain the instructions above and rewrite the ones you consider important in full sentences as you did in activity 8 in your notebook.**

Water not too hot / burn skin  
Don't use too hot water to warm the area, because it can burn the skin.

No rubbing or massaging injured areas / No lamps or hair dryer to warm up

No touching blisters / wrap toe or finger individually  
Rewarming process painful / professional / blisters not heal

**10. In pairs, write your complete set of instructions, the ones in activity 8 and the ones you chose from activity 9 in your notebook. Then compare them in small groups.**

**Glossary**

blood vessel  
blister  
heal

47

notebooks. Tell them they can look at activity 8 if they need help with the structure of the sentences. Monitor and provide any needed assistance. You can elicit the answers from different volunteers and see if everyone agrees on what instructions are more important.

**10. In pairs, write your complete set of instructions, the ones in activity 8 and the ones you chose from activity 9 in your notebook. Then compare them in small groups.**

Students should continue working with their partner from the previous activity. Ask them to write their complete set of instructions, this means all instructions they've been guided to write on previous activities in this page, in their notebooks. Then, you can form small groups and ask them to compare their instructions.

### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *The rupture of a blood vessel can cause a bruise. I've got a blister on my foot. This product helps heal cuts and scratches.*

Lesson 2



A poster with Instructions

Session II

You can tell students you will now continue working with this unit's product. Ask them to read the information on page 48 and clarify any doubts. Students should get together with their teammates and take out their work from the previous session. They should choose on emergency and begin brainstorming instructions to include in their poster. Ask them to do some online research to complement and check their instructions. Finally, they should write their instructions in a logical order, they can be divided into sections if necessary.

Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

A Poster with Instructions

Session II

Check your Progress

1. Get together with your teammates and take out the list of emergencies you wrote in the previous Product session
2. Choose one of these emergencies and discuss some instructions on how to deal with it.
3. Brainstorm useful instructions to include in your poster. Write them in your notebook. Do some online research to check your instructions and expand them if you wish.
4. Write a final version of your set of instructions in a logical order. You can divide them into sections if appropriate.

Save your work. You will use it in a next Product session.

Reading Time!

Read pages 36 to 39 from the Reader's Book. Then discuss what you read as a group. Is there something from the reading that you would like to share with others? Do you have any questions or comments on the topic of the reading? (10)

48
Unit 3 - Environmental Emergencies

Reading Time!

Reader's Fact - Environmental Emergencies

Track 48

You can ask students to read pages 36 to 39 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about, ask them some questions, e.g. *What are the disasters that are mentioned in these pages? What is the United Nations Environmental Emergency Centre? What is the Red Cross? Have you experienced any of these disasters? What did you do?*

**Lesson 3**

Disco r B H

- 1 Work with a partner. Look at the pictures of safety instructions and discuss what natural disaster they relate to and whether it is common in your country. Mention the last one you know of and the consequences it had.
- 2 In pairs, take turns pointing at the pictures and saying the corresponding instructions.
- 3 Listen, check your answer, and number the pictures in the order they are mentioned.

49

**3. Listen, check your answers, and number the pictures in the order they are mentioned.**

Now, you can tell students that they have to listen and check their answers and number the pictures in the order in which they are mentioned. Play Track 4 as many times as you consider necessary for students to complete the activity. You can elicit answers from volunteers and check.

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin this lesson you can encourage students to share their opinion about being prepared for an emergency, do they think having a plan is a good idea? Why? You may also share your own opinion and you can invite them to share if they have any family emergency plans for disasters.



1. Work with a partner. Look at the pictures of safety instructions and discuss what natural disaster they relate to and whether it is common in your country. Mention the last one you know of and the consequences it had.

To complete this activity students should work in pairs. You can first direct their attention to the pictures and invite them to describe what they see. Next, ask them to discuss what is required. Monitor. You can invite students' to share their opinion and conclusions with the rest of the class.

2. In pairs, take turns to point at the pictures and say the corresponding instructions.

Students should continue working in pairs. Ask students to point at the pictures and say the corresponding instructions. Monitor.

## Lesson 3

### Warm Up

To begin the class you can invite your students to come up with ideas on how to stay safe during a natural disaster if they are at school.



**4. Work with a partner. Write the instructions using your own words. Use the verbs in the box and the words between parentheses.**

To complete this activity students should work in pairs. Read the instructions and verbs along with students. Clarify any doubts. Ask them to complete the activity. Monitor. You can have volunteers share their answers with the rest of the class.

**5. Read these other instructions in case of a hurricane and write B (before), D (during) or A (after), according to when these actions should take place.**

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor. While they work, you can write the instructions on the board and have volunteers write the appropriate letter to check. Correct as needed.

### Lesson 3

#### Tips

**4** Write the instructions using your own words. Use the verbs in the box and the words between brackets.

Verbs: (phone) (gas tank / evacuate) (plastic bottles / clean drinking water) (interior doors) (patio furniture / inside) (flashlights / not candles) (windows / shutters) (small electrical appliances)

**5** Read these other instructions in case of a hurricane and write B (before), D (during) or A (after), according to when these actions should take place.

	A
> Avoid flooded roads.	A
> Check batteries, and stock canned food, first aid supplies, drinking water and medications.	B
> Keep away from dangling power lines and report them immediately.	A
> Fill bathtub and large containers with water in case clean tap water is unavailable. Use this water only for cleaning and flushing. Do not drink it!	B
> If you evacuated, return home only when officials say it is safe.	A
> If you are in a two-story house, go to an interior first floor room.	D
> Check your food supplies. If there is any doubt, throw it away!	B
> If winds become strong, lie under a table or other sturdy object.	D

#### Glossary

stock	
dangling	
flush	
sturdy	

Unit 3 - Hurricane Preparedness

50

T62



**5** Work with a partner. Choose the instructions from exercises 4 and 5 you would like to include in this chart. Make any necessary changes or additions. Check punctuation and spelling.

Before the Hurricane	During the Hurricane	After the Hurricane

**7** Work with another pair. Exchange your instructions and compare them. Make suggestions to improve your classmates' work. Write a final edited version of the chart in your notebook.

51

## Lesson 3

**6. Work with a partner. Choose the instructions from exercises 4 and 5 you would like to include in this chart. Make any necessary changes or additions.**

**Check punctuation and spelling.**

Students should work with a partner. Make sure everyone understands what needs to be done. Have students complete the activity. Monitor and provide any needed assistance.

**7. Work with another pair. Exchange your instructions and compare them. Make suggestions to improve your classmates' work. Write a final edited version of the chart in your notebook.**

Each pair should work with another pair. You can have a volunteer read the instructions aloud and have students follow them. Monitor. You can draw three columns on the board and write the titles Before, During, and After and have volunteers write some of their instructions under the correct column to check, correct, and complement as needed.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students illustrate the instructions in their charts. Invite them to share their drawings with the rest of the class explaining what they included in their drawings and why.

## Lesson 3



A poster with Instructions

### Session III

Students should have their materials for the product ready for this session. You can ask students to read the information on page 52 individually. Clarify any doubts. Students should get together with their teammates and follow the instructions to complete their product. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios or another safe place.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

### Reading Time!

#### Reader's Fact -Environmental Emergencies Track 48

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 40 to 43 from the Reader's Book. Invite them to share anything they might have found interesting. You can also ask some questions, e.g. *What disaster is mentioned in this part of the text? What are some items that people should have to be prepared for an emergency? What is a family communication plan? Are emergency numbers important? Why?* etc.

Lesson 3

Check your Progress


A Poster with Instructions

**Session III**

During this session you will:

1. Get together with your teammates and take out the list of instructions for an emergency that you wrote in the previous Product session.
2. Read the instructions carefully and check you have included the most relevant information in your list.
3. Exchange ideas with your teammates and decide whether there is any information that should be changed, added or omitted.
4. Write a final version of the instructions.
5. Copy your text on a piece of construction paper to make a poster.
6. Include graphic elements, like pictures to illustrate the instructions.

Save your work. You will use it in a next Product session.



**Reading Time!**

Read pages 40 to 43 in the Reader's Book. Then discuss what you read as a group. Is there anything that you would not share with other? Why? How many children are in the text?

Text pages 40 to 43 in the Reader's Book. Then discuss what you read as a group. Is there anything that you would not share with other? Why? How many children are in the text?

52
Unit 3

**Lesson 4**

**Review**

**1** Discuss in groups the three most important instructions to face each of the emergency situations in this unit and complete the organizer.

**SAFETY INSTRUCTIONS**

```

graph TD
    A[SAFETY INSTRUCTIONS] --> B[Earthquake]
    A --> C[Hurricane]
    A --> D[Blizzard]
    B --> B1[ ]
    C --> C1[ ]
    D --> D1[ ]
    
```

**2** In groups, discuss what the most common natural disasters in your country are, whether you had to face any of them and if so, what you and your family did.

53

## Lesson 4

### Review

1. Discuss in groups the three most important instructions to face each of the emergency situations in this unit and complete the organizer.

To complete this activity students should work in groups of three. You can read the instructions along with students and clarify any doubts. Ask students to complete the activity. Monitor. You can draw a similar chart on the board and invite each group to write some information under each situation to check and complement their work.

2. In groups, discuss what the most common natural disasters in your country are, whether you had to face any of them and if so, what you and your family did.

You can keep your students working with their groups from the previous activity and ask them to discuss what is instructed. Finally, you may invite volunteers to share what they've discussed with the rest of the class.

**Check your Progress**

1. Read the text on page 54 and prepare a poster about natural disasters. The poster should include the title, the genre, the main message and a list of instructions for a presentation.

2. The poster should be presented to the class and the students should be asked to give their opinion on the poster.

3. The poster should be presented to the class and the students should be asked to give their opinion on the poster.

4. The poster should be presented to the class and the students should be asked to give their opinion on the poster.

5. The poster should be presented to the class and the students should be asked to give their opinion on the poster.

**NATURAL DISASTERS**

1. Read the text on page 54 and prepare a poster about natural disasters. The poster should include the title, the genre, the main message and a list of instructions for a presentation.

2. The poster should be presented to the class and the students should be asked to give their opinion on the poster.

3. The poster should be presented to the class and the students should be asked to give their opinion on the poster.

4. The poster should be presented to the class and the students should be asked to give their opinion on the poster.

5. The poster should be presented to the class and the students should be asked to give their opinion on the poster.

**Boats!** Secondary 2 Evaluation Instrument Unit 3

**1. Mark (✓) the sentence according to your performance.**

Sentence	Excellent	Good	Satisfactory	Not satisfactory
1. I read the text on page 54 and prepared a poster about natural disasters.				
2. I presented the poster to the class and the students gave their opinion on the poster.				
3. I read the text on page 54 and prepared a poster about natural disasters.				
4. I presented the poster to the class and the students gave their opinion on the poster.				

**2. Use the marks to decide on and suggest remedial work measures.**

## Product



3

A Poster with Instructions  
 You can begin the lesson by encouraging students to share why it is important to be prepared to face an environmental emergency. Then, you can ask them to read the information on page 54 so that they can prepare and present their poster to the rest of the class. Allow them to rehearse how they will present their poster. Have each team come to the front and present their product, remind them to mention the title of the play and its genre before they begin. Remind everyone to be respectful while watching their classmates' presentations. You can also encourage students to ask any questions they might think of. Finally, display all posters on the classroom walls. Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 171 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Fact - Environmental Emergencies Track 48

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 44 to 46 from the Reader's Book. Encourage students to share anything they might have found interesting. You can also invite students to share if they are prepared for an emergency, if they have an emergency kit and if they do, invite them to share what it contains. Encourage students to discuss if they think that being prepared for emergencies is important or not and why.

### Assessment

**Assessment**  
Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ✓ Select and review instruction sheets
- ✓ Read and understand instruction sheets
- ✓ Write instructions
- ✓ Edit instructions

During the planning and performing of the final product, I

- ✓ participated actively
- ✓ identified and understood different information about natural disasters
- ✓ wrote instructions to show others how to deal with an emergency
- ✓ used the information in this unit to complete the task
- ✓ expressed my personal opinions and listened to and respected others
- ✓ felt more confident and fluent than at the beginning of the unit

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea: I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

**Evaluation**

Values: 1 = Agree, 2 = Disagree, 3 = Needs Practice

Values:	1 = Agree	2 = Disagree	3 = Needs Practice
	1	2	3
Accepted the assigned tasks			
Contributed positively to group discussions			
Completed work and helped others when needed			
Worked well with other teammates			
Was a valuable member of the team			
TOTAL			

Unit 3 € €

56

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 56 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 55 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest strategies that can help them in their English language-learning journey, you can share some examples of what these means, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.* You may also invite students to share ideas they came up with if they want to.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Rubric**

SCALE 5	SCALE 4	SCALE 3	SCALE 2	SCALE 1
Always defines intended audience	Defines intended audience most of the time	Defines intended audience some of the time	Rarely distinguishes intonation and attitude in dialogs about community services	Never defines intended audience
Always makes connections between the text and the background	Makes connections between the text and the background most of the time	Makes connections between the text and the background some of the time	Rarely makes connections between the text and the background	Never makes connections between the text and the background
Always anticipates general sense	Anticipates general sense most of the time	Anticipates general sense some of the time	Rarely anticipates general sense	Never anticipates general sense
Always values the order of statements in sequences	Values the order of statements in sequences most of the time	Values the order of statements in sequences some of the time	Rarely values the order of statements in sequences	Never values the order of statements in sequences
Always points out and solves doubts	Points out and solves doubts most of the time	Points out and solves doubts some of the time	Rarely points out and solves doubts	Never points out and solves doubts
Always writes instructions with correct punctuation and spelling	Writes instructions with correct punctuation and spelling most of the time	Writes instructions with correct punctuation and spelling some of the time	Rarely writes instructions with correct punctuation and spelling	Never writes instructions with correct punctuation and spelling

Scale 5 = 1

Scale 4 = .75

Scale 3 = .50

Scale 2 = .25

**Unit 4 Lesson 1**

**Disco**

Read the following definition. Discuss with your class some examples of mass media.

**mass media** (plural + sing/plural verb) the means of communication by which information and news reach large numbers of people in a short time

Unscramble these examples, and match them with the pictures.

ostituehri    rthn    doria    rado  
eht    ttreeinn    t    wppnesae    newspaper

Discuss in pairs examples of news for each of the newspaper sections in the box. Then label the pages below with the corresponding sections.

# UNIT 4

Extra! Extra! Read all about it.



**1. Read the following definition. Discuss with your class some examples of mass media.**

You can ask students to read the definition individually. Then, form small groups and ask students to discuss some examples of mass media. Next, invite each group to share what they discussed with the rest of the class. You can write down their examples of mass media on the board.

**2. Unscramble these examples and match them with the pictures.**

First, direct students' attention to the pictures and encourage them to identify them. Next, ask them to unscramble the examples of mass media and match them to the correct picture. Monitor.

**3. Discuss in pairs examples of news for each of the newspaper sections in the box. Then label the pages below with the corresponding sections.**

You can first encourage students to share the newspaper sections they know. Then, form pairs and ask them to read the sections in the box and look at the pictures and label them. Next, ask them to come up with at least one example of news for each newspaper section. Invite volunteers to share their examples with the rest of the class.

## Achievements

- Review journalistic news.
- Read journalistic news.
- Contrast journalistic news in different newspapers.

## Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

To begin the class you can ask students to share if they are interested in the news, if they think it is important to keep up to date with current events and how they find out about the news of the day/week/month (Internet, TV, newspaper, radio, etc.)

## Lesson 1

### Warm Up

To begin the class you can invite some volunteers to share some interesting news they have read, listened to or seen that week.



4. Read these newspaper headlines. Tom is interested in news related to scientific discoveries and inventions, and Emily in environment and sports. Write T (Tom) or E (Emily) next to the news each one is interested in. Discuss in pairs the reasons for your answers.

To complete this activity you can first ask students to individually read the headlines and write the appropriate letter next to each of them. Then, form pairs and ask them to discuss the reasons for your answers. You may elicit the answers from volunteers.

5. Now listen and number the headlines in the order Emily and Tom mention them.

Tell students they now have to number the headlines in the order they hear them. Play Track 15 as many times as you consider appropriate for your students to complete the activity. Elicit and check.

6. Listen to the dialogs again and complete the sentences.

Direct students' attention to the activity. Read the instructions along with students and make sure everyone understands what needs to be done. Play Track 15 as many times as you consider necessary for students to complete this activity.

**Lesson 1**

**Think** Read these newspaper headlines. Tom is interested in news related to scientific discoveries, and inventions, and Emily in environment and sports. Write T (Tom) or E (Emily) next to the news each one is interested in. Discuss in pairs the reasons for your answers.

**NEWSPAPER**

FERGUSON FINALLY DOES IT IN CLASSIC FINAL

**NEWSPAPER**

SEVEN EARTH-SIZE PLANETS ORBIT STAR

**NEWSPAPER**

INCREASING CROP PRODUCTIVITY IN A LAB

**NEWSPAPER**

POLLUTION BECOMES ART

Now listen and number the headlines in the order Emily and Tom mention them.

**DAILY NEWS**  
World Business Finance Culture Travel Sports Weather  
THE WORLD'S MOST INFLUENTIAL NEWSPAPER

**THE BROWNE STORY**  
World leaders meet in London to discuss the global economy.

Listen to the dialogs again and complete the sentences.

**Dialog 1 and Dialog 2**

Dialog 1    A new solar system. How about that? ?  
                  I mean that we are close to discovering life.

Dialog 2    It's amazing. It seems more food, right?  
                  Yes, you could say that they are just improving a natural process.

Dialog 3    This is good news. What occasion? ?  
                  Yes, it is.

Dialog 4    Look! She won the championship. What is that? ?  
                  Well, that's a surprise.

Now, work with a partner and check your answers. Take turns telling each other the information you remember about the news.

Unit 4    E    167    B

7. Now, work with a partner and check your answers. Take turns telling each other the information you remember about the news.

Form pairs and ask students to compare and check their answers. Encourage them to take turns to tell each other the information they remember about the news. You can elicit the answers from volunteers if you consider it necessary.

### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *The rice crop is large this year. I want to increase my vocabulary.*



**Work in groups. Read these headlines and discuss what the pieces of news are about.**

Mon Mar 26, 2018 <b>New Population of Tigers Found in Thailand</b>	Mon Mar 26, 2018 <b>Floating Homes - A Solution to Flooding</b>
Mon Mar 26, 2018 <b>Antarctica Gives Ground to the Ocean</b>	Mon Mar 26, 2018 <b>Trash Robot Collects River Garbage</b>

**Read the beginning of each article to check your answers in activity 8. Then use the expressions in the box to ask for and give opinions about the news. Look at the dialogs you completed in activity 6 as a guide. Discuss which news is the most interesting and why.**

This robot created in the US is connected to the internet and can be controlled by web users from any part of the world. Its purpose is to clean garbage from the Chicago river. It collects trash and takes it to a bin. It will have recognition software to avoid harming wildlife.

Anti-poaching efforts in Thailand have made the tiger population increase. "The action of anti-poaching patrols has been vital to conserve the tiger population," said the director of Thailand's national parks. He added, that the efforts will continue because poachers are still a threat.

An amazing solution in case of floods. Architects have developed amphibious houses in flood zones. They look like normal houses but in case of a flood they can rise with the flood waters keeping its occupants safe. They are also eco-friendly.

Some of Antarctica's biggest glaciers are melted from below by warm water. With the help of a radar spacecraft researchers can find the location of glaciers when they begin to float as they come off the continent. The Thwaites Glacier is matter of concern because it can contribute to global sea-level rise.

## Lesson 1

### 8. Work in groups. Read these headlines and discuss what the pieces of news are about.

You can form groups of four or five students and ask them to read the headlines and discuss what the pieces of news are about. Then, invite each group to share their ideas with the rest of the class.

### 9. Read the beginning of each article to check your answers in activity 8. Then use the expressions in the box to ask for and give opinions about the news. Look at the dialogs you completed in activity 6 as a guide. Discuss which news is the most interesting and why.

Ask students to continue working with their groups. Direct their attention to the beginning of each article and ask them to read them silently to check their answers in activity 8. You can invite volunteers to share what they read about and check answers with the class. Next, direct their attention to the box of expressions and invite

volunteers to come up with examples using these expressions. Assist if needed, e.g. What do you think about the robot that can be controlled by web users? It seems like amphibious houses can really help in flood zones. You could say that poachers hurt the tiger population, etc. Then, tell them to ask for and give opinions about the news with their groups using these expressions. Remind them they can look at the dialogs in activity 6 as a guide. Then, ask them to discuss which news they find to be the most interesting and why. You can have volunteers share their opinions with the rest of the class.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Poachers kill elephants to get ivory. / Tiger populations have been harmed by poachers. / When the water levels rise, houses flood and people have to evacuate. / If you leave ice out of the freezer it will melt.*

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs. In groups or pairs. This can be a task that you assign for homework and later follow up. Encourage students to go to a newspaper stand or to look at at least three different newspapers on the same day. Ask them to read the headlines and, if necessary, write them down. Then, back in the classroom, discuss the headlines they saw, were they all the same? why do they think this happens?

## Lesson 1



Making a comparative chart

## Session 1

You can tell students that this unit's product will be a chart to compare news.

You can ask students to silently read the information about the product on their books. Clarify any doubts. Have students work in teams of five and ask them to brainstorm news topics they are interested in and choose one. Tell them they can choose a topic from any of the sections they learned about in this lesson. Ask them to write the topic they chose and the section it belongs to in their notebooks. You should ask your students to gather different newspapers they might have at home or look for people who can let them borrow one. You could also encourage students to visit the local library or, if available, you could even invite them to browse online newspapers and webpages with news about the topic they chose. If there is Internet access, remind students to only visit reliable and trustworthy sites. You can even discuss and determine the details that make a webpage or online newspaper a reliable source of information, e.g. Look for information in sources you know (like the ones suggested on their books)/Check the date (is it recent? news have to be recent)/Look for the same information in more than one source./etc. Ask them to select the same piece of news reported by at least three different sources. Next, have them draw a chart and add the corresponding columns. Tell them to look at the example. Monitor and provide any needed assistance. Remind students that they will need this material for the following sessions, so it should be put away in their portfolios. Suggest to students to save the

**Session 1**

In this unit's product you will make a chart comparing news. You will work in small teams, as usual. Let's get started.

Get together in teams of five. Brainstorm news topics you are interested in and choose one. You may choose the topic from any of the sections you learned about in this lesson (sports, entertainment, local, international, etc.). Write the topic you chose and the section it belongs to in your notebooks.

Gather different newspapers you may have at home or borrow some. You can also go to your local library or browse online newspapers and webpages with news about the topic you chose. In this last case, remember to visit only reliable sources and trustworthy sites such as *The Washington Post*, *BBC News*, *The Sun*, *The New Yorker*, *CNN*, etc.

Select the same piece of news reported by at least three different sources or newspapers. The idea is to get enough material to work with in the following sessions.

On a piece of paper, draw a chart and add as many columns as newspapers you researched from. Write the name of the newspaper or publication at the top of the columns and the corresponding headline under it. Check the example below.

Save your work and the newspapers you collected or the links to the webpages you visited. You will use them in the following Product Sessions.

**Reading Time!**

2014 E.C.E.T.A.

newspapers they collected or, if applicable, the links to the web sources they are using so that they always have them at hand and they can easily find them.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

**Lesson 2**

Read the headlines and match them with the corresponding texts.

<p><b>1 A REVOLUTIONARY SOLUTION</b></p> <p><b>3 A DEVASTATING LOSS</b></p>	<p><b>2 STEPPING INTO THE FUTURE</b></p> <p><b>4 DON'T WORRY, BE HAPPY!</b></p>
---	---

a) It is estimated that 40% of coral has died at the Dongsha Atoll in the South China sea, due to a sudden rise in water temperature.

b) Besides sending rockets into space and conquering the solar power industry, Elon Musk wants to implant electrodes in our brains.

c) Finland, Norway and Denmark were declared the top three happiest countries in the world in the 2018 report, according to the UN.

d) A house in Russia took 24 hours to build and its cost was \$10,000. It was done by 3-d printing.





**Work in pairs. Discuss what you can infer from each piece of news above. Then complete the sentences with the implied information to check your answers.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Reader Facts - It's in the News!**  
**Track 49**

During this unit, students will read Facts about news and newspapers to complement their knowledge and learning in this unit.

Before you begin today's lesson, read pages 47 to 49 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is this reading about? Have you learned anything new? Is there anything you already knew? When did newspapers start circulating? What is the name of the first newspaper?* etc.

**Lesson 2**

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

**Warm Up**

To begin the class you can form small groups and ask students to discuss the type of news they would include in their own newspaper, TV show or radio show.



**1. Read the headlines and match them with the corresponding texts.**

You can have volunteers read the headlines aloud. Then, ask them to read the texts and match the headlines. Monitor. Elicit answers and check.

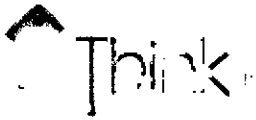
**2. Work in pairs. Discuss what you can infer from each piece of news above. Then complete the sentences with the implied information to check your answers.**

Form pairs and read the instructions along with students. Make sure everyone understands what needs to be done. You may also have volunteers read the words in the box aloud. Ask them to complete the activity with their partner. Monitor. Ask volunteers to write the sentences on the board.

## Lesson 2

### Warm Up

You can ask students to tell you the names of any European countries they know. You can use a map if you want to. You may also invite them to tell you which of those countries they would like to visit and why.



3. Read this piece of news from activity 2 again and discuss the questions with a partner.

Students work in pairs. Ask them to read the piece of news and discuss the questions with their partner. You may invite volunteers to share what they discussed.

4. Draw a chart similar to the one below in your notebook. Individually, complete the first two columns with your own ideas. Then listen to and read the article and complete the third column. Compare your charts in pairs.

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the first part of the activity individually. Monitor and provide any needed assistance. Then, play Track 16 as many times as you consider necessary for students to complete the last column. Next, form pairs and ask students to compare their answers.

The logo for 'Think' features a stylized house icon above the word 'Think' in a serif font.

Read this piece of news from activity 1 again and discuss the questions with a partner.

Finland, Norway and Denmark were declared the top three happiest countries in the world in the 2018 report according to the UN.

What do you know about the countries mentioned?  
What do you think makes most people happy?

Look at the chart below and copy it in your notebook. Individually, complete the first two columns with your own ideas on what you know and what you want to know about the topic. Then listen and read the article to complete the third column. Compare your charts in pairs.

20<sup>th</sup> MARCH  
INTERNATIONAL DAY OF HAPPINESS  
#KEEP SMILING

A photograph of three people smiling and holding a sign that says 'HAPPY'.

Norway, Denmark, and Iceland were declared the top three happiest countries in the world in 2017 according to the United Nations (UN). This was the result shown in the World Happiness Report 2017, released today March 20, at a special event at the UN in New York, which has declared this day as World Happiness Day.

The UN celebrates this day to focus the world's attention on the concept that to obtain global happiness, the economic development must go hand in hand with social and environmental well-being. The study measures social factors and economic data and shows that money is not the most important thing for people to feel happy. Many other factors besides the standard of living are evaluated, like social support, generosity, a healthy life expectancy, freedom to make choices, and freedom from corruption. The report analyzes statistics to explain why one country is happier than another.

The UN agency collects data from people in 155 countries every year. The initiative to declare a day of happiness came from Bhutan, which adopted a Gross National Happiness Index as a better measure of its people's prosperity than its income.

— E — E — R —

## Lesson 2

Look at the structure of a newspaper article. Then, use the color code to underline the corresponding parts in the article in activity 4.

**Inverted Pyramid**

Work in pairs. Number the parts of these two articles from a newspaper to follow the inverted pyramid pattern. Then, write a title for each article. Remember that a title shows the most important information in the news using few words and it has to impress the reader. Look at the example on the left side.

<p><b>A fire puts people in danger!</b></p> <p>The building was under investigation because of deplorable living conditions and violation of safety regulations.</p> <p>Firefighters have put out a fire at an apartment block in Oakland, California. Fifteen people were rescued at 6:00 a.m. this Friday. Four of them were taken to the hospital.</p> <p>Firefighters battled the fire from truck ladders, spraying water onto the roof and through windows. The cause of the fire has not been determined yet.</p>	<p><b>Stealing art is a sin</b></p> <p>The thieves hacked and disabled the museum's alarm system. Susan Bradford, the museum director, thinks the couple will soon be arrested.</p> <p>Leo Baker is a famous American artist. The painting was part of a temporary exhibition called "Fragments" which opened in April 12 and will close on May 15.</p> <p>Police is looking for a man and a woman after a \$300,000 painting called "Moonlight" by artist Leo Baker disappeared from an art museum in Chicago yesterday.</p>
---	---

Listen and check the order of your article. Were you right?

5. Look at the structure of a newspaper article. Then, use the color code to underline the corresponding parts in the article in activity 4.

You can ask volunteers to read the instructions and the structure. Clarify any doubts. Then, ask them to underline the different parts of the article in activity 4 with the corresponding color. Finally, you can invite volunteers to share their answers with the rest of the class. Correct as needed.

6. Work in pairs. Number the parts of these two articles from a newspaper to follow the inverted pyramid pattern. Look at the sentences you underlined in the text in activity 4 as a guide. Then, write a title for each article.

Have students work in pairs. Read the instructions along with students and ask them to complete the activity with their partners. Monitor and provide any needed assistance.

7. Listen and check the order of your article. Were you right?

Play Track 17 as many times as you consider necessary for students to check their answers. You can invite volunteers to share their headlines with the rest of the class.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *They lost the battle./ I had to put out the camp fire./ I need a ladder so I can get up my roof.*

## Lesson 2



Making a comparative chart

### Session II

You can tell students you will now continue working with this unit's product. Ask them to read the instructions for Session II and clarify any doubts. Have students take out their charts from the previous session as well as their articles. Tell them to make sure that their pieces of news answer the questions they learned in this lesson in their first paragraphs. Ask them to discuss if their articles follow the Inverted Pyramid pattern. Remind them that they can always go back and look at the information in their books. Have them exchange ideas with their group and look at the example to write the question words and the corresponding information from each article in the correct space. Monitor and provide any needed assistance.

Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Session II**

**During this session you will:**

- Get together with your teammates and take out the chart you made in Session I
- Look at the articles from the newspapers you collected in Session I or open the webpages where you found the pieces of news.
- Make sure that the pieces of news that you chose answer the information questions you learned about in this lesson (who, what, where, when, why or how) in their first paragraphs.
- Discuss whether the structure of the articles follow the Inverted Pyramid pattern. You may go back and look at the information in your book

Now, exchange ideas with your partners and write II •  
Write question words in the left column and the corresponding information from each article in the correct space.

Save your work and the links of the webpages you visited. You will use them in the following Product Session.

**Reading Time!**

## Reading Time!

### Reader Facts - It's in the News!

#### Track 49

You can ask students to read pages 50 to 53 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about; ask them some questions, e.g. *How is a newspaper made? What are some of the largest news services? What do reporters do? What is the role of photographers? How are newspapers printed? Who delivers newspapers? How are they delivered? What are digital versions? What can be recycled? etc.*

**Lesson 3**

**Discover**

Read these two headlines about the same news. Then, discuss the questions with a partner.

1- Which of these headlines causes a stronger impression on the reader? Why?

1- Giant alligator on golf course in Florida

2- TERROR! Enormous alligator scares golfers in Florida

Read and match the articles with the corresponding headlines. Then in pairs, give reasons for your choice.

Paragraph 1: Golfers jumped into carts to escape from enormous alligator on a golf course. Golfers were shocked by the huge size of the beast. "It was literally a dinosaur," said one. "I ran away terrified," said another player. While another group of golfers said, "It is the biggest one we have ever seen." The animal walked slowly across the golf course and slipped into the water.

Paragraph 2: A really large alligator is seen on Florida's golf courses. Golfers are scared. "It was literally a dinosaur," said one. "I ran away terrified," said another player. While another group of golfers said, "It is the biggest one we have ever seen." The animal walked slowly across the golf course and slipped into the water.

Compare both texts by writing the correct article number next to each sentence.

- It focuses on the alligator's actions and not the people's reactions.
- It focuses on the people's emotions when seeing the alligator.
- It gives the impression the alligator was about to attack the golfers.
- It gives information about the size of the alligator.

Read the information in the table comparing two kinds of newspaper. Then, go back to the articles on activity 2 and write T (tabloid), or B (broadsheet) next to the correct article.

Articles are fact and emotion	Articles have more fact than emotion
Shorter sentences	Longer sentences
Simple vocabulary	More elaborate vocabulary

### Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can prepare some short articles or extracts before this lesson. Form small groups and give an article to each group, ask them to read them and come up with a headline for their article. Then, invite each group to share their headline and briefly explain what their article is about.



1. Read these two headlines about the same news. Then, discuss the questions with a partner.

To complete this activity you can form pairs and ask students to first read the headlines silently. Then, read the questions aloud along with students and make sure

they understand them. Ask them to discuss the questions with their partners. You may invite volunteers to share their opinions with the rest of the class.

2. Read and match the articles with the corresponding headlines. Then in pairs, give reasons for your choice.

Students should continue working in pairs. Have students discuss and decide what article matches what headline and write the appropriate number. Next, you can ask each pair to share at least one reason for their choice.

### Tips

You can read the information in this section and then put it into practice by figuring out the meaning of a word in one of the articles, e.g. *what does course in golf course mean?*

3. Compare both texts by writing the correct article number next to each sentence.

Ask students to complete the activity individually. Monitor. Next, have volunteers share their answers. See if everyone agrees. Correct as needed.

4. Read the information in the table comparing two kinds of newspaper. Then, go back to the articles on activity 2 and write T (tabloid), or B (broadsheet) next to the correct article.

You can have volunteers read the table aloud. Clarify any doubts. Then, ask students to reread the articles on activity 2 and classify them accordingly. Elicit answers from volunteers and check.

### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *We ambled back to the car./They may retreat at noon./There are ducks in the pond.*

### Lesson 3

#### Warm Up

To begin the class you can encourage students to remember the differences between a tabloid and a broadsheet newspaper and invite them to think of examples of tabloid or broadsheet articles, newspapers or magazines that they might have seen. You can also give some examples, e.g. a magazine with an article containing gossip about a famous singer vs. an article that talks about the problems a theater company is facing, etc.



**5. Read and analyze these sentences from the articles on the previous page. Then, answer the questions.**

You can ask a volunteer to read the instructions aloud. Have students complete the activity individually. Then, elicit answers and check. Correct as needed.

**6. Check (✓) the aspects that change between both forms of speech.**

Read the instructions along with students and make sure everyone understands what needs to be done. Ask students to check the appropriate aspects. Then, have volunteers share their answers with the rest of the class. Encourage them to share the examples that allowed them to reach their conclusion and answer.

**7. Work in pairs. Identify and underline the words that describe the people and the actions in both articles. Look at the examples.**

Have students work with a partner. You can read the instructions along with students and then write the example on the board and make sure everyone understands what needs to be done. Ask students to complete the activity. Have volunteers write their answers on the board. Check and correct as needed

Read and analyze these sentences from the articles on the previous page.. Then, answer the questions.

Some of them stated it was the biggest one they had ever seen  
 "It is the biggest one we have ever seen."

Which one reproduces the exact words said by a person?  
 Which one reports what a person said?

Check (✓) the aspects that change between both forms of speech

punctuation	verb tenses ✓
nouns ✓	pronouns ✓

Work in pairs. Identify and underline the words that describe the people, animals and the actions in both articles. Look at the examples.

Banked golfers jumped into carts to escape from an enormous alligator on a golf course

Examine the underlined words and discuss the following questions.

How do these words enrich the text?  
 What kind of information do they provide?

**8. Examine the underlined words and discuss the following questions.**

You can direct students' attention to the underlined words on the board, if you asked them to write the answers on the board, or have them look at these words in their books. Go over the questions along with students and make sure they understand them. Have students discuss the questions with their partner from the previous activity. Elicit ideas from volunteers.



## Lesson 3

- Read these articles about the same news published in different newspapers. Then, work in pairs and follow the instructions.

### Plane catches fire and makes emergency landing

A Peruvian commercial plane was forced to make an emergency landing at an airport in the Andes after its right wing caught fire. The company said all 130 passengers and crew members

had been safely evacuated before the fire spread to the fuselage. No injuries among passengers were reported. Authorities have launched an investigation into the cause of the fire.

### PAWIC Airline passenger BURSTS INTO FLAMES

A Peruvian passenger plane burst into flames after an emergency landing. Hundreds of passengers fled the burning plane and before its right wing exploded. It was the second in the last two years.

One of the passengers, Mark U. said, "I was told to take a plane in the next future." It also in the same airplane. "I was although," said James M. M. "I was given an air ticket."



- Underline that report what someone said and one that quotes the exact words someone said.

- Complete the table below with (✓) or (X).

More words to describe protagonists and events

Longer sentences

Emotional language

- Write an example of each aspect in the table.

- Discuss in pairs: Which kind of text would you rather read to be informed about the news? Why?

9. Read these articles about the same news published in different newspapers. Then, work in pairs and follow the instructions.

First, you can have students read the articles individually and clarify any doubts or unknown words. Then, form pairs and play Track 18 as many times as you consider necessary for students to underline one sentence that reports what someone said and one that quotes the exact words someone said. Next, ask them to complete the table. Finally, have them write an example of each aspect in the table. Provide any needed assistance. You may elicit answers from volunteers and correct as needed.

10. Discuss in pairs: Which kind of text would you rather read to be informed about the news? Why?

Students should continue working with their partners. Ask a volunteer to read the instructions aloud and clarify any doubts. Ask students to discuss the questions. Invite volunteers to share their opinions with the rest of the class.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students choose something worth reporting to the kids in their school. Ask them to choose one of the two styles exemplified on activity 9 and try to come up with a headline for their report. Invite volunteers to share their headline with the rest of the class.

## Lesson 3



Making a comparative chart

### Session III

Students should have their materials for the product ready for this session. You can ask students to read the information for this product session and clarify any doubts. Have students take out their materials and follow the instructions to make their chart to compare and contrast on construction paper. Remind them to include the versions of the news they chose on the construction paper too. Monitor and provide any needed assistance. Remind students that they will need this material for the final session, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

### Reading Time!

**Reader Facts - It's in the News!**

**Track 49**

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 54 to 57 from the Reader's Book. Invite them to share

anything they might have found interesting. You can also ask some questions, e.g. *What types of newspapers are there? Do you remember the names of newspapers mentioned in the reading? What is a tabloid? What is a broadsheet? What are the differences between them? What are the usual sections of a newspaper? What is (section) about? How have newspapers adapted to the age of technology? etc.*

Family and Community  
Environment

**Review** ✓ **Lesson 4**

**1** Read this news and circle the correct headline.

**ELEPHANTS  
SAD ENDING  
STORY**

**ELEPHANTS  
HAVE FUN  
IN MUDDY  
WATERS**

**ASIAN  
ELEPHANTS  
BREAK FREE  
FROM A  
MUDDY HOLE**

## THE NEWS

**L**os Angeles Wildlife  
Laboratory, a subsidiary of the  
refuge, got a call from a local farmer  
where they had gone to track and  
hunts. When the farmers of the area  
realized the elephants were trapped  
they informed the Department of  
Environment who set a rescue plan  
into action. Local villagers used ropes  
and vegetation to help the animals  
out.

"We had to work hard in order to  
rescue" said Steve Miles, a Wildlife  
Service advisor. "The animal an-  
ticipated by pulling out of the hole  
with a rope and every person in the  
village cooperated."  
The event was led by five  
adult females, a male and seven  
juveniles. These elephants represent  
an important part of the wildlife  
population of the Sanctuary.

**2** Work in pairs the graphic organizer answering the questions about the event to summarize the main information in the article.  
*Students write answers.*

**Q # 1 What happened?**  
A # 1

**Q # 2 Where did they get stuck?**  
A # 2

A # 3

**Q # 4 Who was involved?**  
A # 4

**Q # 5 How did they save them?**  
A # 5

## Lesson 4

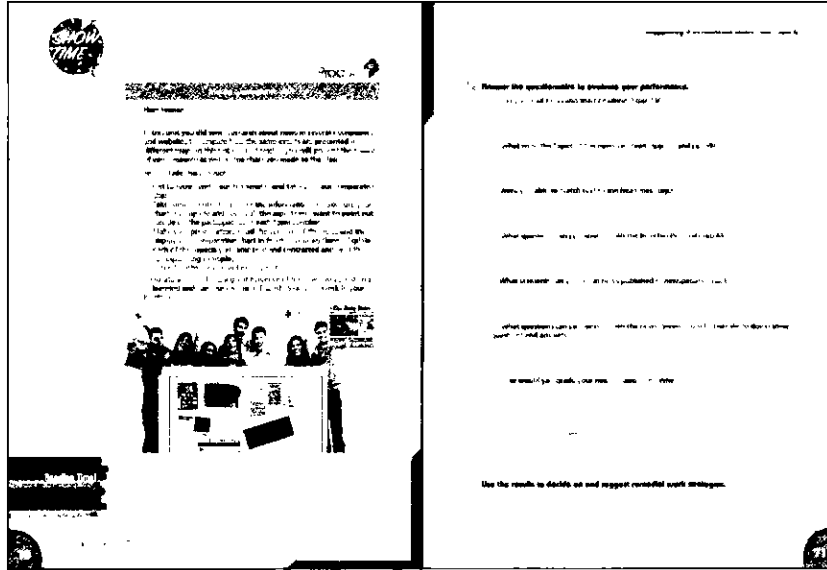
### Review ✓

**1. Read this news and circle the correct headline.**

To complete this activity you can ask students to first read the headlines. Then, silently read the news so that they can choose the correct headline. Elicit the answer and see if everyone agrees. Invite volunteers to mention the clues that them choose the headline.

**2. Work in pairs. Complete the graphic organizer answering the questions about the event to summarize the main information in the article.**

Form pairs and ask students to complete the graphic organizer by answering the questions about the news they just read to summarize the main idea in the article. You can first read the questions along with students and then let them answer them. Monitor. Elicit answers and check.



## Product



4

Making a comparative chart  
 You can begin the lesson by encouraging students to share any interesting or important information they learned in this unit. Ask them to tell you their opinion about looking at the same news presented in different ways. Did this experience allow them to learn something new? Ask them to read the information that corresponds to the presentation of this product so that they can prepare to present it. Clarify any doubts. Give students enough time so that they can go over the information and make sure their charts are complete and also so that they can decide on the participation of each team member. Have each team present their chart. Encourage them to explain the aspects they compared and contrasted and read the examples. Remind everyone to be respectful while watching their classmates' presentations. You may place the charts on different classroom walls so that everyone can get close and read the news they found interesting during the presentations. Remind students to save their written work in their Portfolios.

## Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 172 to clarify, reinforce and review the grammar learned in this unit.

### Reader Facts - It's in the News!

#### Track 49

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. To finish this unit's reading, read pages 58 to 60 from the Reader's Book and encourage students to mention the most interesting facts they remember from the reading.

**Assessment**

Let's reflect! (Check (✓) each of the achievements you accomplished. Cross out (✗) the ones you didn't and ask your teacher for help.

Now I can

- review news from the newspapers
- read and understand journalistic news.
- contrast news from different newspapers.
- ask and answer questions to understand content.

During the planning and performing of the final product, I...

- participated actively
- found interesting and useful information on the internet
- contributed with observations and point of view when making the chart
- felt more confident and fluent than at the beginning of the lesson
- spoke clearly and used the appropriate body language during the presentation
- felt more confident and fluent than at the beginning of the unit

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then complete the idea: I feel...

Happy   Excited   Angry   Disappointed   Sad   Interested   Curious

**Co-evaluation**

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

	1 = Agree	2 = Disagree	3 = Needs Practice
Accepted the assigned tasks			
Contributed positively to group discussions.			
Completed work and helped others when needed			
Worked well with other teammates			
Was a valuable member of the team			
TOTAL:			

72   Unit 4 • Extra! Extra! Read all about it

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 73 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their performance, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.*

You may also invite students to share the remedial work strategies they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 74 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Questionnaire****Select the appropriate answer to assess your students' performance.****1.** Was the student able to anticipate news content from their structure?

a. Yes    b. Sometimes    c. No

**2.** Was the student able to organize information to answer basic questions?

a. Yes    b. Sometimes    c. No

**3.** Was the student able to infer implicit information from journalistic notes, making connections between headlines and initial paragraphs?

a. Yes    b. Sometimes    c. No

**4.** Was the student able to exchange points of view about the same news story?

a. Yes    b. Sometimes    c. No

**5.** Was the student able to contrast news in different newspapers?

a. Yes    b. Sometimes    c. No

a = 2 points

b = 1 point

c = .5

8 - 10 points = Excellent


5 - 7 points = Ok

0 - 4 = Poor

Unit 5 Lesson 1

Discover

Read an extract of the story *Alice in Wonderland* and match the pictures with the parts of the text.



Hmm... He won't answer me. How impolite of him! I wonder if I might follow him. Why not? I will follow him. How curious. I never realized that rabbit holes were so dark... and so long... and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! I wonder how many miles I've fallen by this time. I must be getting somewhere near the center of the earth. I wonder if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt! I say, Mr. White Rabbit, where are you going?

**Work in pairs and discuss the following questions.**

Who is Alice speaking to in the second and third pictures?  
Why is she doing that?

**Write Monologue or Dialog next to the definitions below.**

A conversation between two or more characters in a story

A speech given by one character to himself / herself, another character, and/or the audience

### Achievements

- Review genres of monologues.
- Plan a monologue.
- Present a monologue.
- Encourage feedback.

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can ask students to mingle and greet each other shaking hands. Then, ask them to greet each other in a more specific way, e.g. as if you were friends that hadn't met in a long time, as if it was someone who you don't trust, someone you don't like, someone you are secretly in love with, someone with bad breath, someone who looks scary, etc.

## UNIT 5

### To Be or Not to Be...



#### 1. Read an extract of the story *Alice in Wonderland* and match the pictures with the parts of the text.

You can read the instructions along with students and then ask them to silently read and complete the activity. Elicit answers and check.

#### 2. Work in pairs and discuss the following questions.

Form pairs and ask students to discuss the questions. You can go over the questions before they start discussing them. You may invite volunteers to share their conclusions with the rest of the class.

#### 3. Write Monologue or Dialog next to the definitions below.

Direct students' attention to the activity and ask them to read the definitions and determine which one is which. Then, elicit the answers and check. Correct as needed.

## Lesson 1

### Warm Up

You can choose some action verbs and have students take turns to come to the front and act them out for the rest of the class.



#### 4. Match the genres of monologues with their characteristics.

You can have volunteers take turns to read the characteristics of the monologues and ask them to determine which is which. Then, elicit the answer and see if everyone agrees.

#### 5. Listen and read along. Then, label the monologues with their corresponding genres, interior or dramatic. In pairs give reasons for your answers.

Tell students they will now listen and read along. Ask them to label the monologues with the corresponding genre. Play Track 19 as many times as you consider necessary for students to complete the activity. Next, form pairs ask them to compare their answers. Tell them to give reasons for their answers. Elicit the answers along with the reasons for them and check.

#### 6. Work in pairs. Read the Tips box, study the monologues above and answer the questions.

Students should continue working in pairs. Ask a volunteer to read the Tips box aloud and clarify any doubts, you can elicit names of TV shows or movies students might know that are either comic or serious to exemplify. Then, go over the questions along with students and make sure everyone understands them. Have students look at the monologues and answer the questions with their partner. Monitor. Elicit answers from volunteers and see if everyone agrees.

**Think**

Match the genres of monologues with their characteristics.

Interior monologue	X	A speech by a single character given to the audience or another character. It can be formal or informal, funny or serious.
Dramatic monologue		A speech that expresses a character's thoughts so that the audience can understand what is going inside the character's mind. It can be funny or serious.

Listen and read along. Then, label the monologues with their corresponding genres, interior or dramatic. In pairs give reasons for your answers.

interior	dramatic
<p><i>Anne of Green Gables looking at herself in the mirror...</i> I'm going to imagine things... I can see my reflection in that mirror. I am tall, and I'm wearing a beautiful white dress. My name is Lady Cordelia Fitzgerald. No, it isn't - I can't make that seem real. You're only Anne of Green Gables, and I see you whenever I try to imagine I'm Lady Cordelia. But it's a million times nicer to be Anne of Green Gables than Anne of nowhere in particular, isn't it? <small>(Adapted from Anne of Green Gables by Lucy Maud Montgomery)</small></p>	<p><i>Marc Anthony to the people of Rome...</i> Friends, Romans, countrymen, lend me your ears; I come to bury Caesar, not to praise him. The evil that men do lives after them; The good is often interred with their bones; So let it be with Caesar... <small>(Adapted from Julius Caesar by William Shakespeare)</small></p>

**Work in pairs. Read the Tips box, study the monologues above and answer the questions.**

- What is the topic of each monologue?
- Which one has a funny or comic tone and which one is serious?
- Why is monologue 2 more formal? What is the situation?
- Do you think they are for children, teenagers and/or adults? Why?

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Billy was praised for his great effort./ That evil man destroyed everything he could./She was interred with the military honors due to her.*



# Lesson 1

Classify the topics in the box into the mind map below. Add two more topics to each category.

Things that I do that annoy my parents

Good and bad things about having siblings

My hobbies

My best friend

Things that I do that annoy my parents

The coolest project I have made

Good and bad things about having siblings

The craziest thing I've done

Students should choose what they want to learn at school

How I met my girlfriend/boyfriend

Work in teams of three. Choose three topics from the mind map, and write words and expressions related to them in your notebooks. Use a dictionary or ask your teacher for help. Look at the example.

*My hobbies love, going to...playing every day I also like collecting*

7. Classify the following topics in the box into the mind map below. Add two more topics to each category.

To complete this activity you can read the topics along with students and make sure everyone understands what they are. Then, direct their attention to the mind map and ask them to complete them. Remind them to add two more topics to each category. Monitor and provide any needed assistance. To check, you can have students take turns to come to the board and make the mind map.

8. Work in teams of three. Choose three topics from the mind map and write words and expressions related to them in your notebooks. Use a dictionary or ask your teacher for help. Look at the example.

Form teams of three. Ask students to choose three topics from the mind map and write words and expressions related to them in their notebooks. Tell them they can use a dictionary if they need to or you can assist them if necessary. Read the example along with them and clarify any doubts. Monitor. You can invite a member from each group to share some of their words and expressions.

## Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students make a mind map about topics people in their community or school might find interesting. Encourage them to think of details that describe that topic. Then, invite them to make a mind map like the one on page 75. You can ask volunteers to draw it on the board and see what information they've included.

## Lesson 1



Playing "Improvised Monologues"

## Session 1

You can tell students that this unit's product will be to design and play a game called Improvised Monologues. Ask them to silently read the information about the product on their books and clarify any doubts. Form teams of five and ask students to brainstorm topics for their monologues and make a list on their notebooks. Tell them they can use a mind map like the one they completed in this lesson or any other diagram if they consider it necessary. Tell them to write down expressions and words related to each of the topics so that they'll help them with the vocabulary they will need for their monologue. Remind them they can always use a dictionary if they need to. Remind students that they will need this material for the following sessions, so it should be put away and kept in a safe place until the next session.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Lesson 1**

**Creative**

**Product**

**Session 1**

In this unit, your final product is designing and playing a game called Improvised Monologues. You will work in small teams to decide on the genres and topics of the monologues to perform, and the rules to play the game. So, let's start with this first session.

Get together in teams of five. Brainstorm monologue topics you find interesting and appealing and make a list in your notebooks. Include topics that can be used for a dramatic or interior monologue. You can use a mind map as the one in this lesson, or any other diagram you like.

Write expressions and words related to each of the topics you listed. Use a dictionary to help you with the vocabulary you will need for your monologue.

Save your work. You will use it in the following Product session.

**Reading Time!**

Unit 5

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

**Reader's Story Great Writers Great Monologues****Track 50**

During this unit, students will read small paragraphs of different monologues written by great writers. Before you begin today's lesson, read pages 61 to 63 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is a monologue? What kinds of monologue are there? What ancient Greek writers are mentioned in the reading? What is this reading going to be about? Had you heard of any of these writers before?*

**Lesson 2**

**Discover**

**Work in pairs and discuss these questions.**


Have you ever had to talk to more than ten people? What about?  
If not, what things do you think are important when giving a speech?  
What kind of body language is the most appropriate?

**Work in pairs. Read this monologue and answer the questions.**

Hi, my name is Colin Anderson and you should vote for me for class president because I have incredible ideas that will make our school a better place. For instance, break time should be longer, a full hour to play and chat or do nothing. Another thing, free snacks will be available at any time on a big table in the hallway, cookies, cupcakes, and brownies. This will improve our performance in class by keeping our energy up. No more grades! They make some students depressed and others are called geeks or nerds because of them. Vote for me. Vote for Colin Anderson. Thank you!

Who is Colin speaking to?  
What is the purpose of his speech?

**Now, listen to the monologue and check (✓) the picture that shows the situation.**



**Read the statements and underline the correct options.**

Body language is important / not important when delivering a speech.  
In order to convince people of voting for him, Colin should concentrate on his speech, but not look at his audience / make visual contact with his audience.  
Colin should stand still and read his proposal / show enthusiasm by making some body movements.

**4. Read the statements and underline the correct options.**  
You can have volunteers read the instructions and statements aloud or ask them to read them silently and answer. You can have volunteers write the correct sentences on the board.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *I studied more to improve my grades. Kids called me four-eyes, geek, nerd. You name it.*

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can invite students to share if they have ever gone to the theater and seen a monologue being performed, if they have, ask them to share the name of the play and what the monologue was about. If nobody has seen a monologue on stage, invite students to think if they know any monologues from any plays (the language doesn't matter).



### 1. Work in pairs and discuss these questions.

To complete this activity you can form pairs and ask students to discuss the questions. Monitor. You can invite volunteers to share their answers with the rest of the class.

### 2. Work in pairs. Read this monologue and answer the questions.

Students should continue working in pairs. Ask them to first read the monologue and then answer the questions with their partner. Monitor. Elicit the answers and check.

### 3. Now, listen to the monologue and check (✓) the picture that shows the situation.

You can ask a volunteer to read the instructions aloud. Then, play Track 20 as many times as you consider necessary for students to complete the activity. You can elicit the answer and check.

## Lesson 2

### Warm Up

You can form small groups and ask them to come up some ideas to convince the rest of the class why one of them should be chosen as class president and then present them to the rest of the class.



#### 5. Listen to Kate's monologue. Then, answer the questions.

To complete this activity you can play Track 21 as many times as you consider necessary for students to understand the monologue so that they are able to answer the questions. Elicit the answers and check.

#### 6. Check (✓) the emotion she wants her listener to feel.

Read the instructions and emotions along with students and ask them to check the correct emotion. Elicit which one it is. See if everyone agrees.





#### 7. Look and match the pictures showing Kate's speech with her intentions.

You can first direct students' attention to the pictures and encourage them to describe what they see. Then, read the instructions along with students and ask them to complete the activity. Monitor. Elicit the answers and check. Encourage students to share what let them know Kate's intentions.

**Lesson 2**

**Think:**

- Listen to Kate's monologue. Then, answer the questions.
  - Who is Kate talking to? *her father*
  - What about? *her job*
  - What is the purpose of her speech? *to let her father know she is in the party.*
- Check (✓) the emotion she wants her listener to feel.
  - happiness
  - forgiveness ✓
  - anger
- Look and match the pictures showing Kate's speech with her intentions.
 

  - Just lying misbehavior
  - Begging for permission again
  - Begging for permission
  - Recognizing mistakes
- Read and listen again to Kate's monologue and add slashes (/) every time she makes a pause.
 

Oh, Dad, please, please. Let me go to the school party. It's going to be so much fun you see, everybody is going to be there tonight. What I mean is: I can't miss it. I know I haven't been good lately. I know I haven't tidied up my room. I know I said I was studying, but I was listening to music in my room – and I failed my exams – and I remember that you told me to take care of Tommy and I didn't, but if you come to think about it, it's time he grows up and takes care of himself, I mean – he's not a baby anymore, right? Anyway, going back to the party, please let me, won't you? What do you say?

#### 8. Read and listen again to Kate's monologue and add slashes (/) every time she makes a pause.

You can ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. Play Track 21 as many times as you consider necessary for students to complete the activity. To check, you can have volunteers take turns to read the sentences up to where they added each slash. Correct as needed.

### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *He was on his knees asking for forgiveness. / Before you go out you have to tidy up your room. / I failed the test.*

## Lesson 2

Read the sentence before and after the words in italics in the monologue and discuss the question in pairs.

Why does Kate use the phrases *What I mean is...* and *I mean...*?

Plan and write a monologue about the following situation:

You are a father or mother scolding your son or daughter for misbehavior. You feel angry and want him or her to understand why you are angry and to recognize his or her misconduct.

Think of the situation why you are scolding your son or daughter

Discuss and decide on the most appropriate body language and tone of voice to convey your feelings and achieve your purpose (recognizing misbehavior)

Include pauses to create effect and expressions like *What I mean I mean...* to make sure your message is clear.

Get together with another pair and compare your monologues. Take turns performing them.

**9. Read the sentence before and after the words in italics in the monologue and discuss the question in pairs.**

To complete this activity you can have a volunteer read the instructions aloud and make sure everyone understands what needs to be done. Form pairs. Ask them to read the sentence and discuss the question. Elicit the answer and see if everyone agrees.

**10. Plan and write a monologue about the following situation:**

You can read the instructions and situation along with students and clarify any doubts. They can continue to work with their partner from the previous activity. Ask them to complete the activity. Monitor and provide any needed assistance.

**11. Get together with another pair and compare your monologues. Take turns performing them.**

Have each pair get together with another pair and ask them to compare their monologues. Then, have students take turns to perform their monologues. You can give them some time to rehearse and prepare before their performances.

## Lesson 2



Playing "Improvised Monologues"

### Session II

Students will now continue to work on this unit's product. You can ask them to silently read the instructions for this product session and clarify any doubts. Ask students to get together with their teams and follow the steps to make their chart, brainstorm different gestures and facial expressions associated with the emotions and rehearse them. You may also ask students to take turns to improvise a short monologue with their teammates using the body language and emotions they discussed during the session. Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Creo
Product


**Session II**

Get together with your teammates and take out the list of possible topics for the monologues you chose for your game. Go over the vocabulary and expressions you listed and take some minutes to think of some more words you could add. Draw a chart to list the different ways in which you can feel angry, sad, happy, nervous, excited, etc. Try to cover as many emotions as possible. Use a dictionary to help you with new words. Then, brainstorm different gestures and facial expressions associated with each of the emotions in your list. Rehearse them with your teammates.

In order to get some practice before actually playing the game, you can take turns with your teammates picking up one of the topics in your list, looking at the connected words and expressions, and improvising a short monologue. Include the body language you have discussed in this session.

Ask your teacher to help you if necessary.

Save your work. You will use it in the next Product session.



## Reading Time!

### Reader Fiction – Great Writers Great Monologues Track 50

You can ask students to read pages 64 to 67 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about; ask them some questions, e.g. *What is the monologue from The Casket Comedy about? Who is the author? What is the monologue from The Cherry Orchard about? Who is the author? Who is the character that performs the monologue? What is the monologue from The Phantom of the Opera about? Who is the author? Who is Erik? Who does he fall in love with? etc.*

**Lesson 3**

**Discover**


Discuss the following questions in pairs.

- When was the last time you thanked someone? What was it for?
- Work in pairs. Check (✓) the situations below where you would use more formal language. Can you think of any other situations?
  - in a speech or lecture ✓
  - with friends and relatives ✓
  - in a job interview ✓
  - in a ceremony ✓
  - in everyday conversations

**Listen and read the following monologues. Write F (formal) or I (informal) next to each one. Then, match them with the pictures.**

We are most pleased to hold this event, and hope tonight's Cultural Night is a success. We are truly thankful to everyone who made this possible. Tonight's event marks the 10th anniversary of this celebration of culture. Let's raise our glasses to our country's rich heritage. [ . . . ]

Thanks guys for coming. Anna and I are thrilled to see you. At first, we thought of going away on a trip for our anniversary, but then we decided it would be awesome to throw a big party to celebrate. So, eat, drink, dance and enjoy! Cheers! [ . . . ]



**Underline the formal expressions in monologue 2 that correspond to the following informal ones in monologue 1.**

Anna and I are thrilled      thanks guys for coming      cheers

**3. Listen and read the following monologues. Write F (formal) or I (informal) next to each one. Then, match them with the pictures.**

You can read the instructions along with students and clarify any doubts. Play Track 22 as many times as you consider necessary for students to complete the activity. Monitor. Elicit answers and see if everyone agrees.

**4. Underline the formal expressions in monologue 2 that correspond to the following informal ones in monologue 1.**

You can ask a volunteer to read the instructions aloud and have students complete the activity. Elicit answers and check.

**Glossary**

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *We must all take care to preserve our national heritage. / He was thrilled with the news. / That game is awesome!*

**Lesson 3**

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

**Warm Up**

You can choose three students to stand in the front. One of them is the good, the other one is the bad and the other one is the very bad. The class asks them questions or shares problems to which the three students provide a different kind of advice, good, bad and very bad. You can switch the roles around as you consider appropriate. E.g. Problem: I lost my dog. Good: Make some signs and put them on visible places around your neighborhood. Bad: Walk around your neighborhood until you find your dog. Very bad: Scream your dog's name until it returns.

**Discover**

**1. Discuss the following questions in pairs.** Form pairs and ask students to discuss the questions. You may elicit answers from volunteers.

**2. Work in pairs. Check (✓) the situations below where you would use more formal language. Can you think of any other situations?**

Students should continue working in pairs. Read the instructions and ask students to complete the activity. Elicit answers and see if everyone agrees.

### Lesson 3

### Warm Up

You can form groups and assign them an object, e.g. an apple, a stapler, a pencil, etc. Give students less than 5 minutes to come up with ideas of what that object would say if it could talk. Tell them to write these ideas as if they were a short monologue. Have each group present their monologue to the rest of the class.



**5. Match the following informal expressions on the left with the formal ones on the right.**

To complete this activity you can go over the instructions and expressions with students and clarify any doubts. Then, ask them to complete the activity individually. Elicit answers and check. Correct as needed.


**6. Work in pairs. Take turns performing the monologues in this lesson. Use appropriate body language.**

Form pairs. Ask students to choose one of the monologues from this lesson. Tell them to take turns performing it. Remind them to use appropriate body language. Monitor. Provide any needed assistance. You may invite volunteers to perform a monologue for the rest of the class.


**7. Read the topics for a monologue in the box and then, complete the table with words, expressions, and ideas to include in each of them. Use a dictionary if necessary.**

You can have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the activity individually. Remind them they can use a dictionary if they need to. Monitor. Elicit answers from volunteers.

**Match the following informal expressions on the left with the formal ones on the right.**



Teacher praising her students for their good exam results



President of company praising his staff for their good work

<p>I'm so happy</p> <p>I can see you've studied</p> <p>This shows when you put your mind to it you can do it</p> <p>Keep it up!</p>	<p>This shows your commitment</p> <p>1. Continue with your good performance.</p> <p>2. I am most pleased/satisfied</p> <p>3. I am aware of your effort</p>
---	--

**Work in pairs. Take turns performing the monologues in this lesson. Use appropriate body language.**

**Read the topics for a monologue in the box and then, complete with words, expressions, and ideas to include in each of them. Use a dictionary if necessary.**

<p>A day to remember</p> <p>What you would like to be and do when you grow up</p> <p>Thanking someone and giving reasons</p>	<p><b>Notes</b></p> <p>students - on success</p> <p>student - on success</p> <p>students - on success</p>
--	---

### Tips

You can invite volunteers to read the information in the box aloud and invite them to remember the formal and informal monologues they read on the previous page.



## Lesson 3

Get together in groups of three. You are going to improvise a monologue about one of the topics in activity 7. Discuss these questions to decide the rules to play.

How will you decide which monologue the player has to perform?  
 (Student answers)

Are you going to roll a dice or flip a coin to know who starts first?  
 (Student answers)

What's the time limit for turns to speak?  
 (Student answers)

How does the game continue?  
 (Student answers)

Complete this table to assess your classmates' performances.

very interesting (3)	very good (3)	very effective (3)
interesting (2)	good (2)	effective (2)
OK (1)	OK (1)	not appropriate (1)

Comment on your classmates' performances giving positive feedback and making suggestions on how to improve their speech.

Content

Verbal language

Body language

Comment on your classmates' performances giving positive feedback and making suggestions on how to improve their speech.

**8. Get together in groups of three. You are going to improvise a monologue about one of the topics in activity 7. Discuss these questions to decide the rules to play.**

Students should work in groups of three. Tell them they will improvise a monologue from one of the topics in activity 7. Ask them to discuss and answer the questions to determine the rules of their game. Monitor and provide any needed assistance. After the rules have been determined, students should take turns to perform the monologue following the rules of their group.

**9. Complete this table to assess your classmates' performances.**

While still working with their groups, students should assess their classmates' performances. You can go over the table and clarify any doubts if necessary.

**10. Comment on your classmates' performances giving positive feedback and making suggestions on how to improve their speech.**

Allow students some time to give positive feedback about their classmates' performances. Ask them to give them suggestions on how to improve their speech.

### Tips

You can read the information in this section along with students and invite volunteers to share examples of positive feedback, you could also share examples of positive feedback, e.g. *I think that your monologue was very interesting. Your language was OK. Your body language was excellent. Maybe you could try to speak more slowly so that it is easier to understand the words that you are saying.*

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or as a class play charades. Encourage students to act out emotions and/or action verbs. Prepare some words you can use. Assign the word and have the student act out for their classmates to guess.

## Lesson 3



### Playing "Improvvised Monologues"


#### Session III

Tell students that they are very close to completing this unit's product. Ask them to read the information that corresponds to this third session. Clarify any doubts. Ask students to get together with their teammates and go over their list of monologue topics and situations. Tell them they can add or remove any topics to create their final list. Ask them to look at their chart of emotions and feelings to make sure it is complete. Then, they should decide on the rules to play their game. They can look on the previous page to choose their options and write them down on their notebooks. Have students draw a table to assess their teammates' performances. Tell them they should decide the aspects that they are going to evaluate and be prepared to give feedback always thinking of sharing ideas that will help their teammates improve.

Remind students that they will need this material for the final session, so it should be put away in a safe place.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.



**Session III**

This is the third session to create your product and you are almost finished. Follow these steps to continue working on it:

- Get together with your teammates. Go over your list of monologue topics and situations. Add or remove any topics to edit a final list.
- Look at your chart of emotions and feelings. Make sure it is complete.
- Now, decide on the rules to play your game. Look at the questions on the previous page and choose your options. Write them down in your notebook.
- Draw a table to assess your teammates' performances. Decide which aspects you are going to evaluate and be prepared to give feedback. Remember it is important to value your teammates' strengths and to make suggestions to help improve their performance.

Save your work. You will use it in the last Product session in this unit.

## Reading Time!

### Reader's Story – Great Writers Great Monologues Track 50

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 68 to 70 from the Reader's Book. Invite them to share anything they might have found interesting. You can also ask some questions, e.g. *What is Moliere's speech about? Who is the character that performs the monologue? Who wrote The Adventures of Huckleberry Finn? What is The Adventures of Huckleberry Finn about? What is Huck's monologue about?*

**Revisiting Lesson 4**

Read these two monologues and write I (interior) or D (dramatic) next to each one, according to their type. Then, write on the line what situation they describe.

Oh, I can't believe he spoke to me... to me! Of all girls at school, isn't that awesome? I wonder how I looked... did I look alright? Was I laughing? I was so tense I don't even remember what he said. And he's so cute! Should I speak to him tomorrow? I need something to say or maybe... or just say yes, that's it! I don't want him to notice I have a crush on him.

Without you I'm miserable. If you marry me I will happily watch romantic movies with you and go shopping for clothes all day long. I'll never leave my socks in the floor. I'll even learn how to use the washing machine. I'll never complain if you take hours getting ready to leave the house. I'll never forget you on a Friday. Please say yes...

Choose some of the words in the box to answer the following questions:

excited    worried    anxious    nervous  
happy    disappointed    unsure

How do you think the man feels?  
How do you think the girl feels?

Write your own version of monologue A in your notebook. Use some of the sentences in the box and your own ideas to what the girl says.

Compare your monologues in pairs. Take turns performing it. Use body language to show your emotions. Give your partner feedback on his/her performance.

## Lesson 4

Before you begin you can explain to students that they will now put everything they have learned so far in the unit into practice.

### Revisiting

**1. Read these two monologues and write I (interior) or D (dramatic) next to each one, according to their type. Then, write on the line what situation they describe.**

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the activity individually. Elicit the answers and check.

**2. Choose some of the words in the box to answer the following questions:**

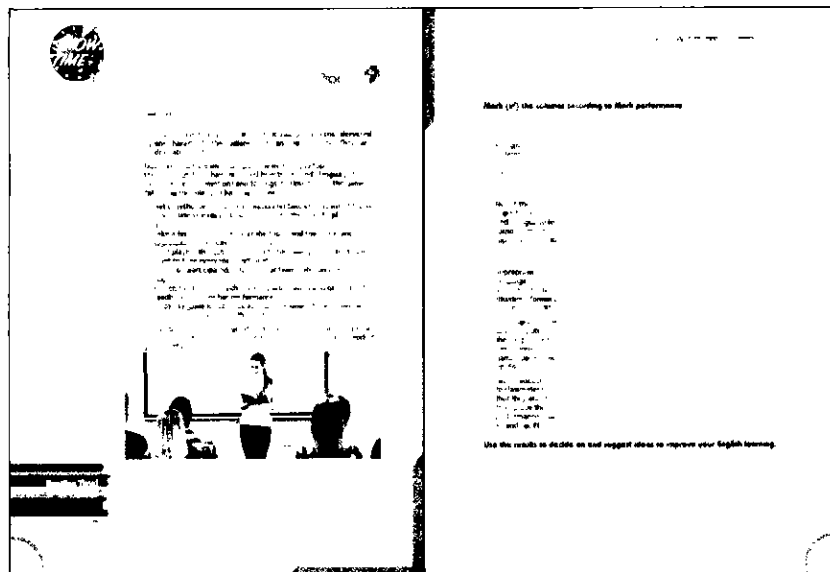
You can have a volunteer read the instructions aloud. Have students answer the questions with the words from the box. Elicit answers from different volunteers and see who agrees or who choose a different feeling.

**3. Write your own version of monologue A in your notebook. Use some of the sentences in the box and your own ideas to paraphrase what the girl says.**

Students should complete this activity in their notebooks. Read the instructions and sentences in the box along with students and make sure they understand what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance.

**4. Compare your monologues in pairs. Take turns performing it. Use body language to show your emotions. Give your partner feedback on his/her performance.**

Form pairs and ask students to compare their monologues. Then, ask them to take turns to perform it. Remind them to use body language to convey emotions. Ask them to give their partner feedback so that they can improve. Monitor.



## Product

## 5

### Playing "Improvised Monologues"

You can begin this lesson by encouraging students to share what their favorite monologue was and why. Have students read the information that corresponds to this final step of the product and clarify any doubts. Have students get together with their teammates and review their monologue topics, words, expressions and rules to play their game. Next, students should play their game. Ask them to time everyone's participation. Remind them to be respectful while watching their teammates performances. They should also assess their teammates' participation and give a brief feedback. Finally, ask them to determine the areas in which they all can improve and encourage them to think of ways in which they can do so.

Remind students to save their written work in their Portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 173 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Story – Great Writers Great Monologues Track 50

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. To finish this unit's reading, read pages 71 to 74 from the Reader's Book and encourage students to mention the monologue they liked the most. You can also ask some questions, e.g. *Who is Griffin? What is his monologue about? Who is Jane? What is her monologue about? What is The Ideal Husband about? Who is Mabel?*

**Assessment**

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can

- identify different kinds of monologues.
- plan a monologue
- present a monologue
- give my classmates constructive feedback on their performance

During the planning and performing of the final product I

- participated actively
- was able to collaborate with ideas for topics, vocabulary and suitable body language to convey emotions
- felt more confident and fluent than at the beginning of the unit
- showed a critical and self-critical constructive attitude to assess my work and my classmates' strengths regarding the command of the English language
- made suggestions to improve my classmates' performance

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then complete the idea I feel...

Happy   Excited   Angry   Disappointed   Sad   Interested   Curious

**Co-evaluation**

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

	1 = Agree	2 = Disagree	3 = Needs Practice	
Accepted the assigned tasks	1	2	3	4
Contributed positively to group discussions				
Completed work and helped others when needed				
Worked well with other teammates				
Was a valuable member of the team				
TOTAL				

**Unit 5 - To be or not to be...**

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 88 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 87 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.* You may also invite students to share the strategies they came up with.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Rubric

SCALE 5	SCALE 4	SCALE 3	SCALE 2	SCALE 1
Always recognizes types of monologues	Recognizes types of monologues most of the time	Recognizes types of monologues some of the time	Rarely recognizes types of monologues	Never recognizes types of monologues
Always Values the appropriate type of body language for a monologue	Value the appropriate type of body language for a monologue most of the time	Value the appropriate type of body language for a monologue some of the time	Rarely Value the appropriate type of body language for a monologue	Never Value the appropriate type of body language for a monologue
Always uses the proper register when speaking.	Uses the proper register when speaking. most of the time	Uses the proper register when speaking some of the time	Rarely uses the proper register when speaking.	Never uses the proper register when speaking.
Always chooses adequate words, expressions, and verbal language.	Chooses adequate words, expressions, and verbal language most of the time	Chooses adequate words, expressions, and verbal language some of the time	Rarely chooses adequate words, expressions, and verbal language.	Never chooses adequate words, expressions, and verbal language
Always gives positive and constructive feedback.	Gives positive and constructive feedback most of the time	Gives positive and constructive feedback some of the time	Rarely gives positive and constructive feedback	Never gives positive and constructive feedback

Scale 5 = 1

Scale 4 = .75


Scale 3 = .50

Scale 2 = .25

Scale 1 = 0

Unit 6  
Discover Lesson 1

Match the scenes with the words in the box that describe them. Some may go with more than one scene.



exciting  
great trip  
entertaining  
sunny day

beautiful night  
airport  
celebrate victory  
flight departed

Work with a partner. Describe the scenes to each other. Use some of the words in the previous activity.

Look at the people in the picture and discuss in pairs how they feel. Use some of the words in the box.

### Achievements

- Listen and revise conversations about personal experiences.
- Understand general sense, main ideas and details.
- Share personal experiences in a conversation.

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can invite volunteers to share what they did last summer/last Christmas/last weekend or during any other holiday. You may share your own experiences too.

## UNIT 6

### You Won't Believe It!



1. Match the scenes with the words in the box that describe them. Some may go with more than one scene.

You can direct students' attention to the pictures and ask them to tell you what they see. Then, have some volunteers read the words aloud and make sure everyone understands their meaning. Ask them to match the scenes with the words. Elicit answers from different students and see if everyone agrees.

2. Work with a partner. Describe the scenes to each other. Use some of the words in the box.

Form pairs. Ask them to take turns to describe the scenes to each other. Encourage them to use the words in the box. Monitor.

3. Look at the people in the pictures and discuss in pairs how they feel. Use some of the words in the box.

Now, each pair should discuss how the people in the pictures feel using the words in the box. Monitor. You can invite volunteers to share their ideas with the rest of the class.

# Lesson 1

## Warm Up

You can form two teams. Have each team sit in a line. Whisper the same sentence to the first student of each team. Then, they have to whisper what they heard to the person next to them. And so on. When the message reaches the end of the team, that person must say the sentence out loud. Many times the sentence will be a different one!



### 4. Listen to three dialogs and complete the table.

To complete this activity you can ask students to listen and complete the table. Play Track 23 as many times as you consider appropriate for students to complete the table. Elicit the answers and check.

### 5. Read the words in the box and check their meaning with a partner. Then complete the dialogs.

You can ask volunteers to read the instructions and the words in the box aloud. Then, form pairs and ask students to check the meaning of the words with a partner and complete the dialogs. Monitor. Finally, you can invite volunteers to take turns to share the answers with the rest of the class.

### 6. Role-play the dialogs in pairs. Pay attention to intonation and body language to make them sound real.

Students can continue working with their partner from the previous activity. Ask them to role-play the dialogs making sure to pay attention to intonation and body language so that they sound real. Monitor. You can invite volunteers to role-play the dialogs for the rest of the class.

## Lesson 1

Listen to three dialogs and complete the table.

Dialog 1  
Dialog 2  
Dialog 3

Read the words in the box and check their meaning with a partner. Then complete the dialogs.

1

2

3

Mark Hello?  
Rob Hi, Mark. It's Rob.  
Mark Hi! You're back! So, how was it?  
Rob We loved it. Such \_\_\_\_\_! We took \_\_\_\_\_! The weather was great, we are planning to go again next year. Why don't you and Jean come with us?  
Mark We'd like to, but I don't know, the airline ticket is \_\_\_\_\_.

Sean You didn't go to the football match!  
Dad Yeah, I know Arsenal won.  
Sean Yes, with two amazing goals. I shouted at \_\_\_\_\_! It was very exciting! Next time you should come with Jimmy and me, dad.  
Dad Sure!

Stephanie Hi, Kate. We missed you. How were your holidays?  
Kate Great, but you won't believe what happened to Maggie and me in New York.  
Stephanie What happened?  
Kate We left the hotel early, but on our way to the airport we asked the taxi driver to stop at a chemist's because Maggie needed some medicine, and then there was a terrible \_\_\_\_\_! We \_\_\_\_\_ behind some lorries on the motorway, but we never thought it would take us so long! And guess what? When we finally arrived, our plane had already left!  
Stephanie Oh, no!

Role-play the dialogs in pairs. Pay attention to intonation and body language to make them sound real.

## Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students share a trip or journey they enjoyed. Encourage them to mention what they did, who they did it with and why they enjoyed it.



## Lesson 1

Find and circle the words in British English in the dialogs that correspond to the following ones in American English.

*My mother and I went to New York last week. We had a great time. We stayed at a hotel. We left the hotel on time, but before heading for the airport we asked the taxi driver to look for a chemist's because Maggie had to buy some medicine. Once on the highway, the traffic was extremely heavy. We had to slow down because there were so many trucks, but we thought we would make it anyway. Guess what? We were wrong. When we arrived, we realized the plane had left.*

**Note is now telling her mom what happened to her in New York. Discuss these questions in pairs.**

Is the story the same?  
What is different?

We left the hotel on time, but before heading for the airport we asked the taxi driver to look for a chemist's because Maggie had to buy some medicine. Once on the highway, the traffic was extremely heavy. We had to slow down because there were so many trucks, but we thought we would make it anyway. Guess what? We were wrong. When we arrived, we realized the plane had left.

**Underline the phrases and sentences that have a similar meaning to the ones she used in the previous dialog.**

**Work in pairs, role-play the new versions of dialogs 1 and 3. You can role-play the British or the American version.**

Find and circle the words in British English in the dialogs that correspond to the following ones in American English.

British English	American English
football	pharmacy
holiday	highway
chemist's	soccer
forries	variety
motorway	trucks

**Work in pairs, role-play the new versions of dialogs 1 and 3. You can role-play the British or the American version.**

### 7. Find and circle the words in British

English in the dialogs that correspond to the following ones in American English.

You can read the instructions along with students and then have volunteers read the words aloud. Make sure everyone understands what needs to be done. Ask them to find the words in British English in the dialogs. Monitor. You can elicit the answers from different students and check.

### 8. Kate is now telling her mom what happened to her in New York. Discuss these questions in pairs.

Form pairs. Ask a volunteer to read the instructions aloud. Clarify any doubts. Have students discuss the questions. You can invite volunteers to share what they've discussed with the rest of the class.

### 9. Underline the phrases and sentences that have a similar meaning to the ones she used in the previous dialog.

Students can continue to work with their partner from the previous activity. Ask students to underline the phrases and sentences that have a similar meaning to those in the previous dialog. Monitor. Elicit answers and check.

### 10. Find and circle the words in British English in the dialogs that correspond to the following ones in American English.

You can let your students work with the same partner as in the two previous activities, or have them switch partners or ask them to work individually. Read the instructions along with students and make sure everyone understands what needs to be done. Monitor. Write the words in American English on the board and have volunteers take turns to write the answers on the board. Check and correct as needed.

### 11. Work in pairs, role-play the new versions of dialogs 1 and 3. You can role-play the British or American version.

Students should continue working with a partner. Ask them to choose what dialog and what version they will role-play first. Monitor while they work. You may invite volunteers to present their role-play to the rest of the class.

## Lesson 1



### An Autobiographical Anecdote

#### Session 1

You can tell students that this unit's product will consist of producing a dialog where you talk about an autobiographical anecdote. Ask them if they know what autobiographical means, if they don't, explain it yourself, e.g. one's own experiences or life history.

You can ask students to read the information on page 92 and clarify any doubts. Have students get together in teams of three. Ask them to brainstorm different experiences they've had. Then, ask them to choose two of their own experiences and briefly share them with their teams. Encourage them to write some keywords so that they are able to remember which ones they are. Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

The screenshot shows a lesson page with the Crec logo at the top left. Below it is a 'Check your Progress' box containing the text from the 'Check your Progress' section of the document. To the right of the box is a photo of three students (two boys and one girl) looking at a document together. Below the photo is a 'Reading Time!' section with text about reading skills and a 'Reader's Story' section.

### Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

#### Reader's Story – So What Happened Next?

##### Track 51


During this unit, students will read a fiction story where kids at a summer camp listen to stories around the campfire.

Before you begin today's lesson, read pages 75 to 77 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is the story about? What are the names of the characters? Who is telling the story? Who is Cindy? Why was Emily terrified? You can also invite students to make predictions, what do you think will happen next?*

**Lesson 2**

Disc 1

Look at the picture and discuss: What type of event is it?



Take turns describing the scene.

**Listen to the Joe and Stan talking and answer the questions in pairs.**

How are they communicating?  
 What are they talking about?  
 Why couldn't it be there?

**Work in pairs. Complete the rest of the conversation with the questions in the box.**

<p>Joe: You mean they were in a park?</p> <p>Stan: No, they were in a park.</p> <p>Joe: Why? What happened?</p>	<p>Stan: It was great. There were lots of people in the backyard. We had a barbecue. My father loves cooking.</p> <p>Joe: Yes, we had some sausages and ham burgers and a delicious chocolate cake.</p> <p>Stan: Tracy's cousins have a rock band. Yes, they did. They sound really good. And later we played volleyball. Tracy against girls, but they were far better than us.</p> <p>Joe: Yes, and by the way, it was all great until the end.</p> <p>Stan: Megan's dad gave me a ride, but the car broke down and I couldn't get home. I had to call the police. They took me to the hospital and I had to stay there for a long time. We were all happy, thirty and only ten minutes home at night. I'll</p>
---	---

**Listen and check your answers.**

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can form teams and give students a theme, e.g. birthday party. Write the letters A-Z on the board. Each team must write an appropriate word for as many letters of the alphabet as they can (all related to the theme). Elicit the words and see which team came up with the most correct words, which came up with the same words, etc.



**1. Look at the picture and discuss: What type of event is it? Take turns describing the scene.**

You can start by directing students' attention to the picture and asking them to describe what they see. Then, form pairs and ask students to discuss the type of event it is and to take turns describing the scene. Monitor.

**2. Listen to Joe and Stan talking and answer the questions in pairs.**

Students should work in pairs. You may go over the questions along with students and clarify any doubts. Play Track 24. Students answer the questions. Elicit answers from volunteers and see if everyone agrees.

**3. Work in pairs. Complete the rest of the conversation with the questions in the box.**

Students can continue working with their partner from the previous activities. Read the instructions along with students and ask volunteers to read the questions aloud. Have students complete the activity. Monitor.

**4. Listen and check your answers.**

Tell students they will now listen to the conversation to check their answers. Play Track 25 as many times as you consider necessary. Finally, you can invite volunteers to take turns to read the conversation aloud.

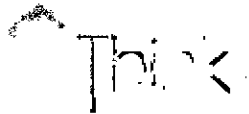
## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *The children were playing in the backyard. / My mom always cooks sausages on the grill. / My brother gave me a ride to school. / My grandpa's truck broke down.*

## Lesson 2

### Warm Up

You can have students work in pairs or in small groups and encourage them to write all they remember from last lesson. All details count. Then, elicit and see what they remember from the previous lesson.




- 5. Work in pairs. Discuss the purpose of each of the questions in the box in activity 3 and match them with the corresponding ones below.**

Students can continue to work with the same partner or you can form new pairs. Have students look at the questions in the box in activity 3. Then, have volunteers read the sentences in activity 5. Ask students to match the questions to the purpose. Monitor. Invite volunteers to share what they've determined and see if everyone agrees.

- 6. Read these sentences from the first and second part of the dialog on the previous page and study the words in italics. In pairs, analyze how they link ideas. Classify them in the table below.**

Students should continue working in pairs. Have them read the sentences from the dialog focusing on the words in italics. Ask them to analyze how these words link ideas and to classify them in the table below. Monitor. You can draw a similar table on the board and have volunteers take turns to complete it. Check and correct as needed.



**Work in pairs. Discuss the purpose of each of the questions in the box in activity 3 and match them with the corresponding ones below.**

To get more information

To check understanding

To refer to the other person to talk

**Read these sentences from the first and second part of the dialog on the previous page and study the words in italics. In pairs, analyze how they link ideas. Classify them in the table below.**

I *couldn't* go because I spent the weekend on my grandma's farm.

We had some sausages and hamburgers and on top of that, a *delicious* chocolate cake.

*And* later, we played volleyball, boys against girls.

Yes, and by an *ample* margin.


Megan's dad offered me a ride home, but the car broke down *halfway* back.

He called the emergency road assistance, but by the time they arrived, we were all hungry, thirsty and very tired.

stating the reason for something	1. To get more information
stating the sequence of events	2. To check understanding
establishing a contrast	3. To refer to the other person to talk
showing addition	4. To state a fact
emphasizing something surprising	5. To state an opinion

**Look at the pictures of another birthday party and describe them in pairs. Then discuss the following questions.**

Do you think Tom and Carol enjoyed the party? Why? / Why not?



- 7. Look at the pictures of another birthday party and describe them in pairs. Then discuss the following questions.**

Students work in pairs. You can begin by directing their attention to the pictures and have students say what they see. Ask them to look at the pictures and describe them. Next, have them discuss the questions. Monitor. Elicit opinions from different volunteers.

## Lesson 2

Work in pairs. Write a conversation telling a friend about a party you went recently. In your notebook. You can include some of the questions, vocabulary and connectors in the boxes.



- |  |                |
|--|----------------|
| Why? What happened?                            | but            |
| What about the food?                           | because        |
| What did he say?                               | on top of that |
| You mean the same T-shirt?                     | and later      |
| Is he feeling better now?                      | actually       |
| So, you're saying it was impossible to go out? | by the time    |
|  | and later      |
|  | actually       |
|  | by the time    |
| present  |                |
| small apartment                                |                |
| big balcony                                    |                |
| horrible                                       |                |
| crowded  |                |
| tasted awful                                   |                |
| raining heavily                                |                |
| Tom felt miserable                             |                |
| terrible stomachache                           |                |
| apologize                                      |                |

Work with another pair. Take turns to role-play your conversation. Use body language to show different emotions.

**8. Work in pairs. Write a conversation where Carol tells her friend Tina about the party above in your notebook. You can include some of the questions, vocabulary and connectors in the boxes.** Students should continue working in pairs. Ask students to work with their partner to write a conversation in their notebooks where Carol tells her friend Tina about the party. Remind them they can use the questions, vocabulary and connectors they have learned so far. Monitor and provide any needed assistance.

**9. Work with another pair. Take turns to role-play your conversation. Use body language to show different emotions.** Have each pair get together with another pair and ask them to take turns to role-play their conversations. Remind them to use body language to convey different emotions. Monitor. You may invite volunteers to role-play their conversation for the rest of the class.

## Lesson 2



### An Autobiographical Anecdote

#### Session II

Students will continue to work on this unit's product. You can ask them to silently read the instructions for this product session and clarify any doubts. Ask them to get together with their teammates and take out their sheets of paper with key words about their experiences. Have them choose one of the stories in their column of the chart and individually write a first draft of their anecdote. Remind them they can look back on the previous lesson for help on ideas, words and expressions to retell their anecdote. Monitor. Next, ask them to brainstorm possible questions for each of the three chosen stories and write them down. The questions can have any of the purposes they have studied so far. Remind them to check that their questions are correct and that they serve the purpose they are supposed to. Remind students that they will need this material for the following sessions, so it should be put away in a safe place. Check your Progress You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

tarea

Product

Session II

Get together with your teammates and take out the sheet of paper with the key words you wrote about your experiences in Session I.

Choose one of the stories in your column of the chart and individually write a first draft of your anecdote.

Brainstorm possible questions for each of the three chosen stories with your teammates, and write them down. Their purpose can be to get more information or details about the story, to confirm understanding or to retell the story and tell their teammates about it.

Check the questions are correctly written and serve their purpose. Remember to save your work. You will use it in the next product session.

4 / 8

## Reading Time!

### Reader's Story – So What Happened Next?

#### Track 51

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 78 to 81 from the Reader's Book. You can invite students to see if their predictions were correct. Encourage them to share what they understood. You can also ask some questions, e.g. *What did Emily discover? How did Emily and Cindy solve their problem? What happened to Jake?*

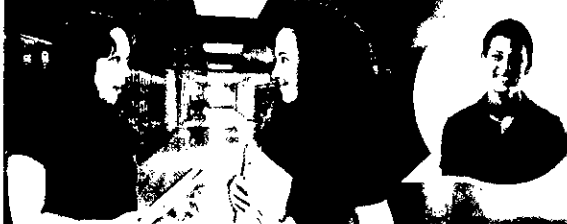
**Lesson 3**

**Discover**

Look at the pictures and discuss the following questions in pairs.

**Picture 1:** What do you think Jennifer is telling Paul about?  
How does Jennifer feel?

**Picture 2:** How do you think Paul feels about what Jennifer is telling her?



Listen to the conversation and complete the main ideas below.

Jennifer tells Emma about her \_\_\_\_\_ because \_\_\_\_\_.

Something strange happened \_\_\_\_\_.

Listen again and answer the questions with the specific details Jennifer mentions. Check your answers in pairs.

When did she go out with Paul? \_\_\_\_\_

Where did they go? \_\_\_\_\_

What was the name of the movie? \_\_\_\_\_

What did they eat afterwards? \_\_\_\_\_

Where did the guy speak to Paul? \_\_\_\_\_

How did Paul feel at first? \_\_\_\_\_

How did he feel afterwards? \_\_\_\_\_

**Discuss in pairs.**

How would you describe the experience Paul had?  
If you were in the same situation, would you want to meet the other person or not? Why?

**3. Listen again and answer the questions with the specific details Jennifer mentions. Check your answers in pairs.**

You can play Track 26 as many times as you consider necessary for your students to complete this activity. Then, form pairs and ask students to compare their answers. You may elicit answers from volunteers.

**4. Discuss in pairs.**

Students should continue working in pairs. Go over the questions along with students. Ask them to discuss the questions in pairs. You can invite volunteers to share their opinions with the rest of the class and see who agrees and who disagrees.

**Lesson 3**

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

**Warm Up**

You can practice asking questions by sitting students in a circle. You start by saying the name of a student and asking a question. The student that was asked the question doesn't answer the question; instead, he or she says the name of another student and asks another question. Students continue asking each other questions. A student is out of the game if he or she can't come up with a question in five seconds. You can continue until only one student is left.

**Discover**

**1. Look at the pictures and discuss the following questions in pairs.**

You can begin by directing students' attention to the pictures and asking them to describe what they see. Then, form pairs and ask them to discuss the questions. You may invite volunteers to share their ideas with the rest of the class.

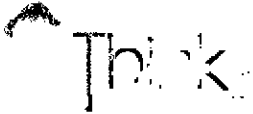
**2. Listen to the conversation and complete the main ideas below.**

Tell students to pay attention and complete the main ideas. Play Track 26 as many times as you consider necessary.

## Lesson 3

### Warm Up

You can write three sentences about yourself. Two of them should be true and one false, e.g. I used to work at a restaurant. I can ride a unicycle. My favorite food is tacos. Form pairs or small groups and invite students to discuss which sentence they think is the lie. Ask each pair to tell you which one they think is untrue and have them explain why. Reveal your answer.



#### 5. Work in pairs. Study these pairs of sentences and answer the questions.

Form pairs. You can go over the questions along with students or you can ask them to do this with their partners. Have them answer the questions. Monitor and provide any needed assistance. Elicit answers from volunteers so you can check and correct as needed.

#### 6. Work in pairs. Think of a funny or scary event that happened to either of you and follow the steps below.

Students should continue working in pairs. Read the instructions along with students. Go over each step along with students and clarify any doubts. Make sure everyone understands what needs to be done. Monitor and provide any needed assistance. Remind students they can use a dictionary if they need to and they can always look on previous lessons for ideas on words, questions, etc.



Work in pairs. Study these pairs of sentences and answer the questions.

Paul said, "I want to meet Luke."

Paul said he wanted to meet Luke.

The guy explained that Luke was his friend, but that he had moved to another city and they hadn't seen each other for some time.

The guy said, "Luke is my friend, but he moved to another city and we haven't seen each other for some time."

Which sentences quote the exact words someone said?

Which sentences report what someone said?

What changes are there when we report someone's words?

Work in pairs. Think of a funny or scary event that happened to either of you and follow the steps below.

Write down the main ideas in the order they happened.

Add details that answer questions like "Where...? What...? When...? Who...? Why...? How...?" and rewrite the story.

Include some sentences where you quote someone's words and others where you report what someone said.



## Lesson 3

Write the final version of your story.

Get together with another pair. Exchange books. Think of questions you could ask about the story your classmates wrote, they can be to get more information or to check you understood correctly. Write them down.

Take turns for a student of each pair to role-play the stories. Use the information in your notebook and when listening to the story use the questions you wrote in activity 7.

Share the story you and your partner wrote, with another pair of students.

### 7. Get together with another pair.

Exchange books. Think of questions you could ask about the story your classmates wrote, they can be to get more information or to check you understood correctly. Write them down.

Have each pair get together with another pair and ask them to exchange their books. Then, they should come up with questions to ask their classmates about their story. Have them write them down. Provide any needed assistance.

### 8. Take turns for a student of each pair to role-play the stories. Use the information in your notebook and when listening to the story use the questions you wrote in activity 7.

Students should work in pairs and take turns to role-play the stories they wrote. They should use the information they wrote and while listening to the story they should use the questions they wrote in activity 7. Monitor. You may also invite pairs to perform for the rest of the class.

### 9. Share the story you and your partner wrote with another pair of students.

Each pair should get together with another pair and share their stories. Monitor.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students discuss what the best experience in their life is and then, mention who they would like to experience something similar (it can be anyone, family member, classmate, friend, etc.) and why.

## Lesson 3

# Story

### An Autobiographical Anecdote

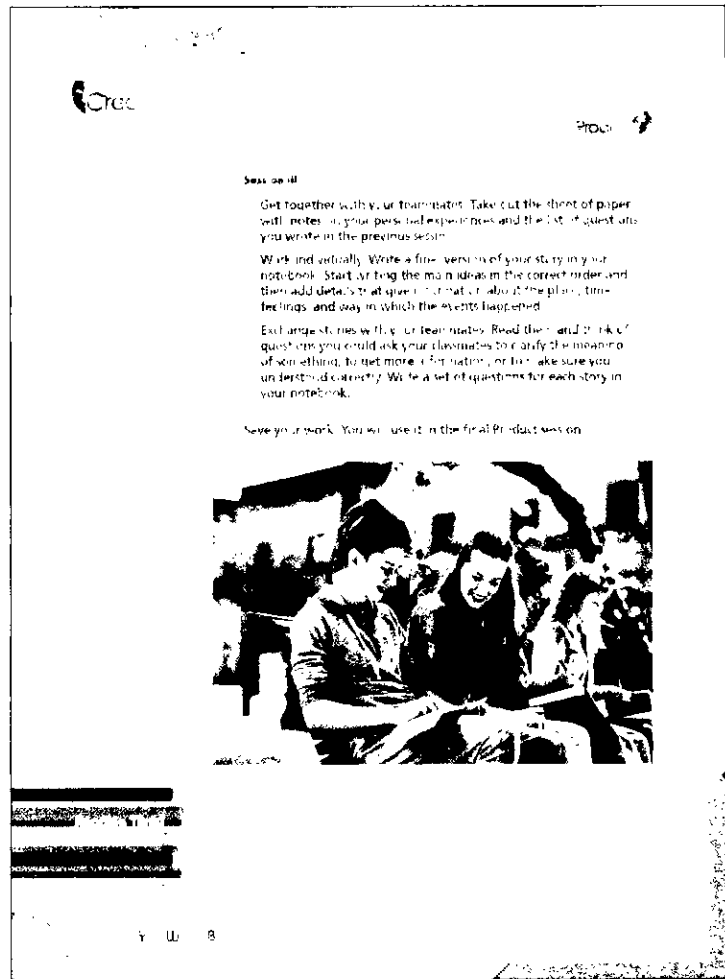
#### Session III

You can tell students that they are very close to completing this unit's product. Ask them to read the information that corresponds to this third session. Clarify any doubts. Have students get together with their teammates and take out their sheets of paper with notes on their personal experiences and the list of questions. Ask students to work individual and write the final version of their story on their notebooks starting by the main ideas in the main order and then add details and information about the place, time, feelings and the way that events happened. Then, students should exchange their stories with their teammates. Ask them to read their teammates stories and think of questions they could ask to clarify the meaning of something, to get more information or to make sure they understood correctly. Have them write a set of questions for each story in their notebooks. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in a safe place.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.




**Check your Progress**

Get together with your teammates. Take out the sheet of paper with notes on your personal experiences and the list of questions you wrote in the previous session.

Work individually. Write a final version of your story in your notebook. Start writing the main ideas in the correct order and then add details that give information about the place, time, feelings, and way in which the events happened.

Exchange stories with your teammates. Read them and think of questions you could ask your classmates to clarify the meaning of something, to get more information, or to make sure you understood correctly. Write a set of questions for each story in your notebook.

Save your work. You will use it in the final product session.



## Reading Time!

### Reader's Story – So What Happened Next?

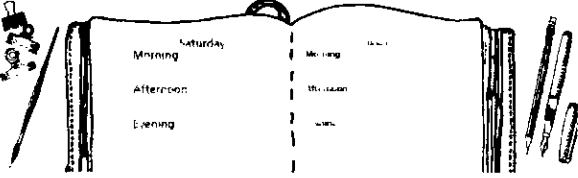
#### Track 51

During this unit, students will read small paragraphs of different monologues written by great writers. Before you begin today's lesson, read pages 82 to 85 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *Who is Mark? What did Jake hear? What was Jake's story about? You can also invite them to make predictions about the text, what do you think will happen next?*


## Lesson 4

Revic / Lesson 4

Write some activities you did last weekend on these diary pages.



Work in pairs. Take turns telling your partner what you did during the weekend. Ask your partner questions to get more information and details about the activities and to confirm you understood correctly.



Work with a partner. Think of a recent event you attended, a birthday party, a trip, or something you really enjoyed. Make notes about the atmosphere, food, drink, music, friends, things you liked, etc.

## Revic /

### 1. Write some activities you did last weekend on these diary pages.

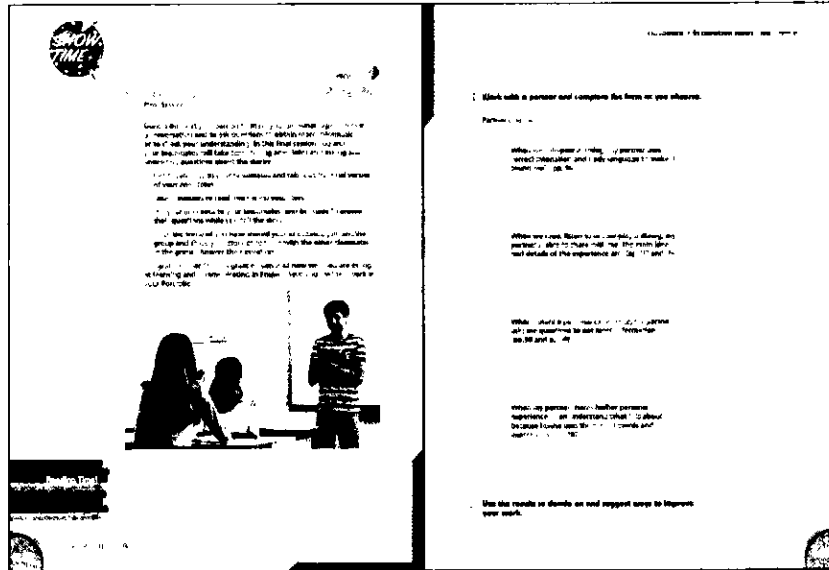
You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor and provide any needed assistance.

### 2. Work in pairs. Take turns telling your partner what you did during the weekend. Ask your partner questions to get more information and details about the activities to confirm you understood correctly.

Form pairs and ask students to take turns to tell their partners what they did during the weekend. Remind them to ask questions to get more information and details about the activities to confirm that they understood correctly. Monitor. You can invite volunteers to share their experiences with the rest of the class.

### 3. Work with a partner. Think of a recent event you attended, a birthday party, a trip or something you really enjoyed. Make notes about the atmosphere, food, drink, music, friends, things you liked, etc.

You can have students continue working with the same partner or you can ask them to work with a new partner. Read the instructions along with students. Make sure everyone understands what needs to be done. Monitor and set a time limit for this activity according to your needs. Invite volunteers to share their notes with the rest of the class.



## Product



An Autobiographical Anecdote  
 You can begin this session by inviting students to share what they think were the most interesting experiences they read about or listened during this unit. You can have students read the information on page 102 and clarify any doubts. Have students get together with their teammates. Ask them to review their anecdote. Then, they should take turns to tell it to their teammates. Remind them that their teammates will ask them some questions and they have to answer them. Once students have shared their stories within their group, they should join another group and share their stories and answer any questions their classmates might have once more. Monitor and provide any needed assistance. Remind students to be respectful and listen to their classmates. Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 174 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Story – So What Happened Next? Track 51

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 86 to 88 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *Who tells the story about her aunt and a friend? Where did the aunt and her friend go on vacation? What happened to them? What did Laura's aunt do the morning after? Does Jake like campfire night?*

**Assessment**

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- listen to and understand conversations about personal experiences.
- understand general sense, main ideas and details of a conversation.
- share personal experiences in a conversation.

During the planning and performing of this unit's product, I

- participated actively.
- was able to collaborate with ideas for topics, vocabulary and suitable body language to convey emotions.
- felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea I feel:

Happy   Excited   Angry   Disappointed   Sad   Interested   Curious

**Co-evaluation**

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

	1 = Agree	2 = Disagree	3 = Needs Practice	4
Accepted the assigned tasks.				
Contributed positively to group discussions.				
Completed work and helped others when needed.				
Worked well with other teammates.				
Was a valuable member of the team.				
<b>TOTAL</b>				

104   Unit 6 - You Won't Believe It!

## Evaluation

You can direct students' attention to the Evaluation Instrument in page 103 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school, etc.* You may also invite students to share the strategies they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 104 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Observation Guide

**I** Draw a (✓) on the square to mark a student's strength. Draw an (↗) to indicate that the student is improving. Draw a (X) to indicate a student's weakness.

Understands the effect of non-verbal language.

Detects the differences between expressions and words used in British and American English.

Understands general sense, main ideas, and details.

Asks questions to get more information about a personal experience.

Always chooses adequate words, expressions, and verbal language.

Shares personal experiences in a conversation.

Unit 7  
Disco

Lesson 1

Read about three simple machines and answer the questions in pairs.

A simple machine is a non-motorized device that changes the direction of a force. It helps us multiply forces.

A wedge has a pointed end. It can be driven into something to separate it. An axe is an example.

A screw is an inclined plane wrapped around a rod. It holds things together securely.

A wheel and axle is a simple machine. It helps to lift or move loads. When we place a heavy load on the axle and push it, the rolling of the wheels reduces the friction.

What characteristic do simple machines have?

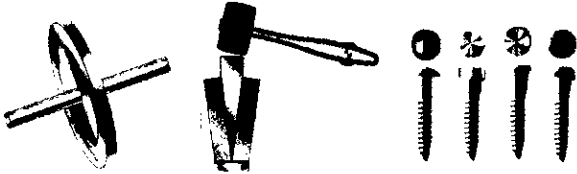
What do they all do?

Which of the machines above can be used to cut wood?

Which can be used to remove a cork from a bottle?

Which is used in a bicycle?

Match the pictures with the machines mentioned in the text in Activity 1.



### Achievements

- Select and revise materials
- Read and understand information
- Write information
- Edit texts

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can ask students to work individually, in pairs or small groups and use a dictionary to find and write down an appropriate adjective that begins with each letter of their first name (if their name is too long they can use their nickname or shorten their name). For example: Cute Adventurous Relaxed Likable Affectionate. Adapt the activity as needed.

## UNIT 7

### How Does it Work?



#### 1. Read about three simple machines and answer the questions in pairs.

You can complete this activity by asking students if they can share examples of simple machines. Accept all contributions of names of simple machines even if they do so in their mother tongue: tell them that they will learn the names and more information about them in English. Explain to students that these are simple machines and that they will learn more about them. You can have volunteers take turns to read aloud or ask students to read individually. Encourage students to mark or write down any words they do not understand and, when you're done reading, go over these words and clarify their meaning. Then, form pairs and go over the questions along with students. Ask students to answer the questions with their partners. Monitor. Elicit answers from volunteers. Check and correct as needed.

#### 2. Match the pictures with the machines mentioned in the text in Activity 2.

You can direct students' attention to the infographic and encourage them to describe what they see. Then, you can either ask them to silently read the text or have volunteers take turns to read it aloud. Next, ask students to choose the correct option. Elicit answers. Check and correct as needed.

## Lesson 1

### Warm Up

You can prepare some pictures or flashcards beforehand with images of useful vocabulary, e.g. lever, wheel and axle, wedge, screw, fulcrum, etc. Form pairs or small groups and ask students to write down the words they remember. Elicit the vocabulary and name each image.



### 3. Look at this infographic, read the text and underline the correct option.

You can direct students' attention to the infographic and encourage them to describe what they see. Then, you can either ask them to silently read the text or have volunteers take turns to read it aloud. You may do the same with the questions. Next, ask students to underline the correct option. Elicit answers. Check and correct as needed.

### 4. Read the text and label the pictures with each type of lever.

You can have students silently read the text or choose volunteers to read it aloud. Once you've read the text, ask students to label the pictures with each type of lever. Monitor and provide any needed assistance. Elicit answers from volunteers and check.

### 5. Work in pairs. Look at the pictures again and identify the fulcrum, load and effort in each lever.

You can now tell students you will continue examining the levers. Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to work with a partner and identify these parts. You can check by eliciting answers or by having volunteers draw and mark where these elements are located.

### Lesson 1

Second class lever

**Think** Look at this infographic, read the text, and underline the correct options.

A lever reduces the amount of force needed to move an object or lift a load. A lever increases the distance through which the force acts. This means that, the closer the fulcrum of the lever is to the load, the less effort is required to lift the load. Consequently, the distance over which you must apply the force increases. Levers neither increase nor decrease the amount of total effort necessary. They make the work easier because they spread out the effort over a longer distance.

The text is organized in a compare and contrast order

The arrows in the infographic show the names of the parts of the lever

The purpose of the text and the infographic is to list the uses a lever has

The text and the infographic are for anyone interested in knowing how things work

chronological order

the direction of the forces

to explain how a lever works

cause and effect pattern

the consequences of applying the two forces

to explain an experiment with a lever

students of physics

small children

**Read the text and label the pictures with each type of lever.**

- ✓ All levers are one of three types, called classes. The class of a lever depends on the relative position of the load, effort and fulcrum.
- ✓ A *first-class lever* has the load and effort on opposite sides of the fulcrum.
- ✓ A *second-class lever* has the load and the effort on the same side of the fulcrum, with the load nearer the fulcrum. The resistance arm is smaller than the effort arm.
- ✓ A *third-class lever* has the fulcrum at one end, the effort in the middle, and the load is at the other end. The effort arm is smaller than the resistance arm.

**Work in pairs. Look at the pictures again and identify the fulcrum, load and effort in each lever**

Third class lever

First class lever



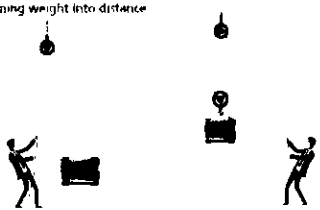
**Read and listen. Then label the infographic of the two-wheel pulley with the words in *italics* in the text.**

A *pulley* is a wheel over which you loop a rope to make it easier to lift things: pulling down on one end of the rope creates an upward pull at the other end. The *load* is the weight of an object and the *effort* the amount of force required to lift or move the object.

When you lift a load, with a single pulley, you pull the rope the same distance as the load is lifted. A two-wheel pulley reduces the effort to lift the same load in half, but you need to pull the rope twice as far as single pulleys. As you increase the number of pulleys, the less effort you require lifting a load.

Both levers and pulleys work under the same principle: they magnify forces, but only if you use that effort over a longer distance, for example, if you want to lift someone four times heavier than you on a seesaw, you need to sit four times further away from the fulcrum than the person is.

Pulleys and levers are the basis for modern machines, from water wheels to internal combustion engines everything uses the principle of transforming weight into distance.



**Read the text again and answer the questions.**

What do we use a pulley for?

How does it work?

What advantage does a two-wheel pulley have over a single pulley?

What machines does the text compare?

Why are they alike?

What do you have to do to lift a person that is four times heavier than you on a seesaw?

What is the principle of both machines?

**Work in pairs. Take turns explaining how a pulley works.**

## Lesson 1

### 6. Read and listen. Then label the infographic of the two-wheel pulley with the words in *italics* in the text.

You can begin by directing students' attention to the pictures and encouraging them to describe what they see. Before they begin, encourage students to identify the words in italics. You can have volunteers read them aloud. Make sure everyone understands these are the words they need to use to label the infographic. Then, you can play Track 27 as many times as you consider necessary for your students to be able to complete the activity. To check, you could have volunteers take turns to read the text aloud, ask them to stop when they find words in italics and have volunteers point at the location of that element. Correct as needed.

### 7. Read the text again and answer the questions.

You can go over the questions along with students. Make sure everyone understands what they mean. Ask students to read the text again as many times as necessary so that they can answer the questions. Monitor and provide any needed assistance. To check, ask each question and elicit answers, see if everyone agrees.

### 8. Work in pairs. Take turns explaining how a pulley works.

Form pairs. Ask students to think about what they've learned about pulleys and take turns to explain to their partner how a pulley works. Model an example with a student if needed. Monitor and provide any needed assistance. Invite volunteers to explain how a pulley works to the rest of the class. Praise students' effort.

## Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

This can be an assignment that you can follow up. In groups, encourage students to choose simple machine. Ask them to gather materials and bring them to class. They have to demonstrate the work of a simple machine during class. Make sure they choose something they will be able to recreate in the classroom setting.

## Lesson 1



Make an Infographic

### Session 1

You can tell students that this unit's product will consist of producing an infographic about how a machine works similar to those that have been presented and will be presented in this unit. You can ask students to read the information on page 108 and clarify any doubts. Form teams of five. Ask them to brainstorm different machines and make a list. Have students discuss the sources where they could find information about the way the machine works. Students can consult books or encyclopedias. If available, you could also tell them they can look for information on the Internet. Tell them to research the machine they chose as and keep the information they consider more useful.

Remind students that they will need this material for the following sessions, so it should be put away in a safe place. Check your Progress You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

### Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

**Session 1**

In this unit, you and your team will do some research to learn how a machine works and then make an infographic showing the way it operates. At the end of the unit you will present your infographic to the class.

Get together in teams of five. Brainstorm machines and make a list. You can look up information in books, encyclopedias or you can research these online websites.

[https://www.teachengineering.org/lessons/view/cub\\_simple\\_lesson01](https://www.teachengineering.org/lessons/view/cub_simple_lesson01)

<https://www.thoughtco.com/kinds-of-simple-machine-2693245>

<http://ourmanenergyjournal.com/the-physics-that-makes-machines-work/>

Choose one and discuss possible sources you can use to get information about the way the machine works.

Choose the information you consider more useful to explain how the machine works.

Remember to save your work. You will use it in a second Product Session.

### Reader's Fact – The Science Behind Modern Machines Track 52


During this unit, students will read facts about how different modern machines work. This will allow them to expand their vocabulary and they might discover interesting information about how machines work! Before you begin today's lesson, read pages 89 to 91 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is the energy used by a machine to operate called? How is work measured? What is a steam turbine? What is it for? How do they work?, etc.*

**Lesson 2**

**DISCO**

A1

Look at the pictures and discuss what machine these parts belong to.



Discuss in pairs. Why is gasoline needed to make an engine powered vehicle work?

Read and listen to check your ideas, and then answer the questions in pairs.

An engine is a machine that uses its parts to convert fuel into energy or power. A motor car engine is an internal combustion engine (ICE). This type of engine burns gasoline. Gasoline is mixed and it mixes with air (gasoline has two molecules when it mixes with air it makes one molecule of gasoline become many molecules). This air-fuel mixture is in the cylinder chamber. It opens a valve to get inside the chamber. The gas heats the cylinder and piston as it expands. The pressure causes the piston attached to a crankshaft to move up and down with great force. The energy is transferred and converted to a rotary motion through the crankshaft and axle. As a result of this the axle turns the wheels that make the car move. The expansion of the gas and air can be mixed, compressed and converted into useable power.

What is an internal combustion engine?

What happens when gasoline is burned?

What is the relationship between the mixture of fuel and air and the piston in a car engine?

Where is the energy transferred?

What does the energy movement do?

# DISCO

## 1. Look at the pictures and discuss what machine these parts belong to.

You can have students work in pairs or groups. Direct their attention to the pictures. Encourage them to discuss what machine the parts belong to with their partner or group. Monitor. Elicit ideas from volunteers. Accept all ideas.

## 2. Discuss in pairs. Why is gasoline needed to make an engine powered vehicle work?

Students should discuss the question in pairs. Make sure everyone understands what the question means. Monitor. You can elicit answers from volunteers and see if everyone agrees.

## 3. Read and listen to check your ideas, and then answer the questions in pairs.

Tell students you will play a recording and they have to listen and read along. Play Track 28 as many times as you consider appropriate. Encourage students to check and mention if the ideas they previously discussed were correct. Then, working with a partner, ask them to answer the questions. Go over the questions before they begin working on them and clarify any doubts if necessary. Monitor. Elicit answers from volunteers and check. Correct as needed.

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can invite students to work in small groups and discuss if they know what the USA and the UK are (countries). And if they know anything else about those countries, e.g. the food they eat, the weather, what language they speak, what they are famous for, music bands, movies, actors, actresses, etc. Encourage them to think if they know any information about these countries.. Then, elicit what each group discussed.

## Lesson 2

### Warm Up

You can invite students to work in pairs or small groups and encourage them to think of machines/ vehicles that require an engine to work and have each pair or group share their ideas with the rest of the class.



**4. Work in pairs. Find and write words from the text in activity 3 that mean the same as the following ones.**

Have students work in pairs. You can go over the words they need to find before they begin working. Point out the letter(s) in parentheses, see if students can tell you what the letter stands for, if not, explain. Remind students that it is very important and useful to look for the word with the same function so that it is easier for them to find the words that mean the same. Ask students to read the text in activity 3 and complete the activity. Monitor. Write the words on the board and have volunteers write the synonym to check answers.

**5. Read these sentences from the text in activity 3 and write MI (main idea) or SD (supporting detail) next to each one.**

You can have volunteers read the instructions and the sentences aloud. Have another volunteer read the information in the Tips box. Make sure everyone understands what needs to be done. Ask students to label the sentences. Elicit answers and see if everyone agrees. Correct as needed.

**Work in pairs. Find and write words from the text in activity 3 that mean the same as the following ones.**

change (v)

combines (v)

combination (n)

generates (v)

makes (v)

connected (adj)

spinning movement (n)

transformed (adj)

**Read these sentences from the text in activity 3 and write MI (main idea) or SD (supporting detail) next to each one.**

Gasoline is ignited, and it mixes with air. [ ]

Gasoline has molecules, when it mixes with air it makes one molecules of gasoline become many molecules. [ ]

**Match the main ideas with the supporting details below.**

**Main ideas**

A motor car engine is an Internal Combustion Engine (ICE). [ ]

The air-fuel mixture fills the combustion chamber. [ ]

The gas creates heat and pressure. [ ]

The energy converts into a rotary motion. [ ]

**Supporting details**

a. This pressure causes the pistons attached to a crankshaft to move up and down.

b. This type of engine burns gasoline.

c. As a result of this, the axle turns the wheels that make the car move.

d. It opens a valve to get inside the chamber.

**6. Match the main ideas with the supporting details below.** If necessary, reread the information in the tips box. Ask students to complete the activity. Monitor. You can have students compare their answers with a partner before you elicit from volunteers and check.

## Lesson 2

- 6. Work in pairs. Complete the second sentence in each pair so that it means the same as the first one.**

Gasoline has molecules, when it mixes with air it makes one molecule of gasoline to become many molecules. Gasoline molecules multiply when

This mixture opens a valve to get inside the chamber. When the valve opens

As the gas expands, it creates heat and pressure. Heat and pressure are the result

The energy is transferred and converted into a rotary motion through the crankshaft and axle. The crankshaft and axle transfer and convert

- 7. Work in pairs. Rewrite the text in activity 3 in your own words. Follow the instructions.**

Identify the main ideas and paraphrase them using synonyms and changing the sentence structure.

Add the supporting details you consider important.

Check spelling, language and punctuation.

Compare your text with that of another pair. Give and provide feedback, making suggestions to improve it.

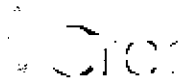
- 7. Work in pairs. Complete the second sentence in each pair so that it means the same as the first one.**

You can go over the instructions along with students. Make sure you read the example and clarify any doubts before you ask students to begin working. Form pairs. Have students complete the activity. Monitor and provide any needed assistance. You can have volunteers write their answers on the board so everyone can see and compare them with their own. Correct as needed.

- 8. Work in pairs. Rewrite the text in activity 3 in your own words. Follow the instructions.**

You can go over all the instructions along with students. Make sure everyone understands them. Tell them they must make sure they follow all the instructions. Ask students to work in pairs. Monitor while they work. Have different volunteers read their work aloud for the rest of the class.

## Lesson 2



Make an infographic

### Session II

You can tell students you will now continue to work on their product. You can ask them to read the information on page 112 and clarify any doubts. Ask students to get together with their teammates and take out the information they individually researched so that they can exchange it and decide on what information they are going to use and what is going to be discarded. Ask students to paraphrase the information they chose to produce sentences that explain, in their own words, how the machine works. Remind them to use the skills they have been practicing during this unit. They can use a dictionary if they need to. Monitor and provide any needed assistance.

Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers

**Session II**

Get together with your teammates and take out the information you researched individually in Session I.

Exchange information with your teammates and decide which one you are going to use and discard the rest.

Paraphrase the information you chose to produce a sequence of statements related to how the machine works in your own words. Remember to use synonyms, change from active to passive voice and vice versa, the sentence structure, and whenever possible, simplify some terms to make it easy to understand for your classmates. Use a dictionary to help you.

Remember to save your work. You will use it in the following Product session.

H D W

## Reading Time!

### Reader's Fact – The Science Behind Modern Machines Track 52

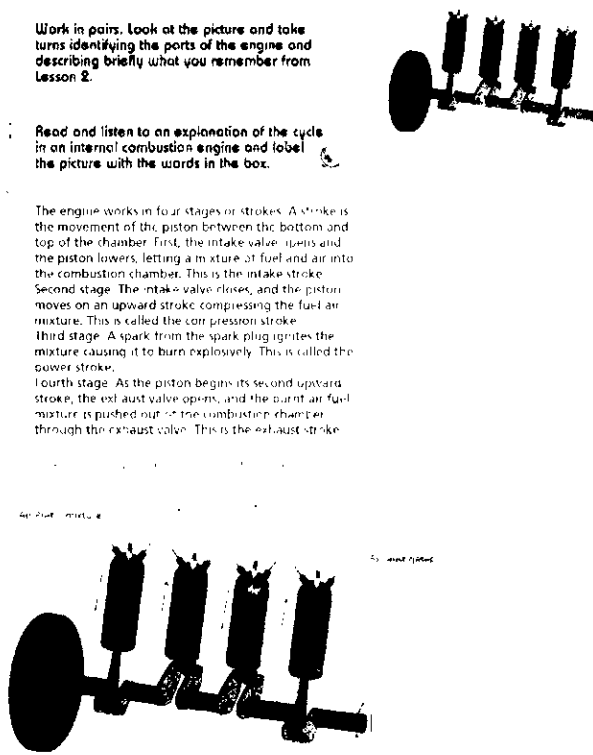
Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 92 to 95 from the Reader's Book. Then, encourage students to share what they understood or the machine they liked the most and why. You can also ask some questions, e.g. *What are examples of appliances that generate heat? How do they work? How does a hair dryer work? What are examples of appliances that make things cold? How do refrigerators work? Who invented the washing machine? When was the washing machine invented? How does it work?*

**Lesson 3**

Work in pairs. Look at the picture and take turns identifying the parts of the engine and describing briefly what you remember from Lesson 2.

Read and listen to an explanation of the cycle in an internal combustion engine and label the picture with the words in the box.

The engine works in four stages or strokes. A stroke is the movement of the piston between the bottom and top of the chamber. First, the intake valve opens and the piston lowers, letting a mixture of fuel and air into the combustion chamber. This is the intake stroke. Second stage: The intake valve closes, and the piston moves on an upward stroke compressing the fuel air mixture. This is called the compression stroke. Third stage: A spark from the spark plug ignites the mixture causing it to burn explosively. This is called the power stroke. Fourth stage: As the piston begins its second upward stroke, the exhaust valve opens, and the burnt air-fuel mixture is pushed out of the combustion chamber through the exhaust valve. This is the exhaust stroke.



### Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can have students work in small groups and give them three to five minutes to briefly write down how a machine of their choice works using their own words. Then, have each group explain how the machine works to the rest of the class.

### Discover

1. Work in pairs. Look at the picture and take turns identifying the parts of the engine and describing briefly what you remember from Lesson 2.

You can start this activity by directing students' attention to the picture and encouraging them to describe what they see. Then, have them work in pairs. Ask them to take turns identifying the parts of the engine and describing everything they remember from Lesson 2. Monitor and make sure everyone is speaking in English. You can invite volunteers to share what they've discussed with the rest of the class.

2. Read and listen to an explanation of the cycle in an internal combustion engine and label the picture with the words in the box.

You can read the instructions along with students. Go over the words in the box and make sure everyone knows what needs to be done. Play Track 29 as many times as you consider necessary and ask them to silently read along as they learn about the cycle of an internal combustion engine and label the picture with the words in the box. Monitor and provide any needed assistance. Elicit answers and check.

### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *You can measure the average kinetic energy of all the particles in a system.// pump water from the well every morning.//The flood made raised the water levels.*

### Lesson 3

### Warm Up

You can have students work in pairs to come up with all the types of machines to generate electricity they might know. They can use their dictionaries to find out what they are called in English, e.g. nuclear fission, thermal power, solar power, wind turbines, hydroelectric reservoirs, etc.



#### 3. Match the words on the left with their synonyms on the right.

You can ask a volunteer to read the instructions aloud. Ask students to complete the activity. Monitor. You can write the words on the left on the board and have volunteers write the synonym next to each word to check. Correct as needed.

#### 4. Work in pairs. Rewrite the four-stroke cycle in your own words. You can use some of the synonyms above to paraphrase and change the sentence structure as in the example below.

Students should work in pairs. Ask them to rewrite sentences to explain using their own words how the four-stroke cycle works. Tell them they can use some of the synonyms to paraphrase and they can also change sentence structure. Direct their attention to the example and make sure everyone understands what needs to be done. Monitor and provide any needed assistance.

**Think** Match the words on the left with their synonyms on the right.

lower	→	drut
letting something into	→	burns
moves on an upward stroke	→	expel
close	→	go down
ignites	→	starts going up again
burn explosively	→	allow something to go into
begins its second upward stroke	→	goes up
push out	→	explodes

**Work in pairs. Rewrite the four-stroke cycle in your own words. You can use some of the synonyms above to paraphrase and change the sentence structure as in the example below.**

The piston moves on an upward stroke compressing the fuel air mixture.  
 The fuel-air combination is compressed when the piston goes up

**Read this additional information that expands the ideas in the text in activity 2 and decide which you would like to add to your text above. Then write a final version in your notebook.**

An internal combustion engine transforms the thermal energy of the burning air-fuel combination into mechanical energy.  
 It is called four strokes because it takes 4 strokes for the piston to execute a complete combustion cycle  
 This compression makes it combust with greater force than if it were uncompressed.  
 As the fuel burns it expands and drives the piston downwards  
 After this, the cycle begins all over again  
 These four stages turn the crankshaft twice. A cycle gets completed once the four strokes took place

#### 5. Read this additional information that expands the ideas in the text in activity 2 and decide which you would like to add to your text above. Then write a final version.

Ask volunteers to read the instructions and the information aloud. Make sure they understand what needs to be done. Remind students to be mindful of grammar, spelling and punctuation while writing their final version. Monitor and provide any needed assistance.



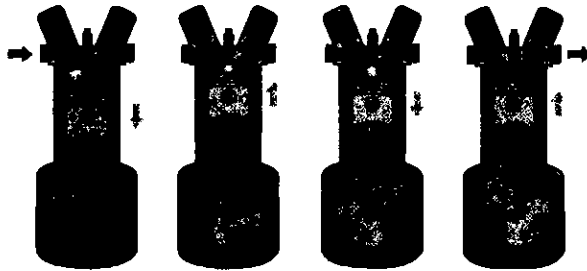
## Lesson 3

- Work with another pair. Share your texts. Make any corrections you think are necessary and then:

Provide your classmates with feedback, that is, make suggestions on ways the text could be improved, for example, by adding, changing or removing information. Exchange points of view and give reasons for the changes you suggest.

Write a final version of your text in your notebook, taking into account some or all of the suggestions made by your classmates.

- Work in pairs. Add some of the main ideas and explanations in your text in note form in the spaces provided below to create an infographic.



- Work in small groups. Share your infographics and take turns explaining how an internal combustion engine works.

6. Work with another pair. Share your texts. Make any corrections you think are necessary and then:

You can read the instructions along with students. Have each pair get together with another pair and share their text. Ask them to make any corrections they consider necessary and then give feedback to their classmates so that each pair can write a final version of their text in their notebooks taking into account the suggestions made by their classmates. Monitor.

7. Work in pairs. Add some of the main ideas in your text in note form in the spaces provided below to create an infographic.

You can ask a volunteer to read the instructions aloud. Ask them to add some of the main ideas as notes in the spaces provided under this activity in note form. Provide any needed assistance. You can even model some examples if necessary.

8. Work in small groups.

Share your infographics and take turns explaining how an internal combustion engine works.

Form small groups. Ask students to share their infographics and take turns explaining how an internal combustion engine works using their notes. You can invite volunteers to share their explanation with the rest of the class.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students think that the engine was never invented. What do they think we would use on vehicles? Would there be vehicles if there were no engines as we know them? Why? Invite them to share their ideas with the rest of the class.

## Lesson 3

# Wrote

Make an infographic

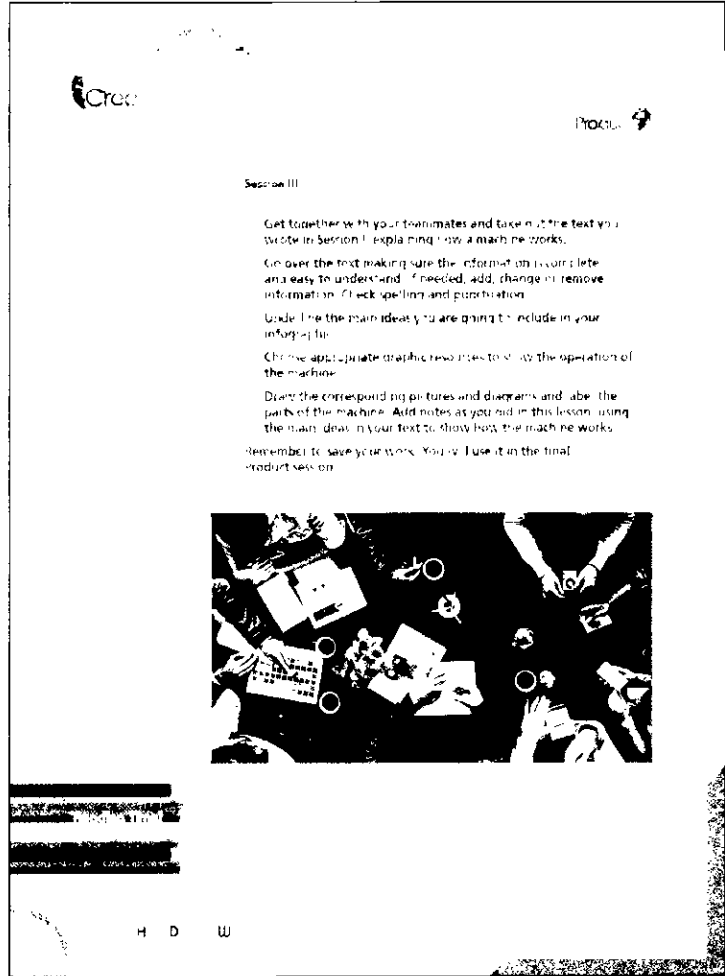
### Session III

You can tell students that you will now continue to work on their product. You may ask them to read the information on page 116 and clarify any doubts. Then, have them get together with their teammates and take out their texts from the previous session. Encourage them to check their information and adjust it as necessary. Next, they should underline the main ideas that they are going to include in their infographic. Students should also choose appropriate graphic resources to show how the machine works. Ask them to draw the pictures and diagrams and label the parts of the machine. Tell them to add notes as they did in this lesson. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers



**Session III**

Get together with your teammates and take out the text you wrote in Session I explaining how a machine works.

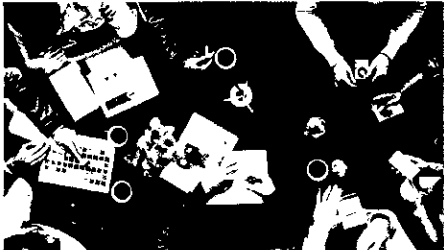
Go over the text making sure the information is complete and easy to understand. If needed, add, change or remove information. Check spelling and punctuation.

Underline the main ideas you are going to include in your infographic.

Choose appropriate graphic resources to show the operation of the machine.

Draw the corresponding pictures and diagrams and label the parts of the machine. Add notes as you did in this lesson using the main ideas in your text to show how the machine works.

Remember to save your work. You will use it in the final product session.



H D W

## Reading Time!

**Reader's Fact – The Science Behind Modern Machines**

### Track 52

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 96 to 99 from the Reader's Book. Then, encourage students to share what they understood and/or if there is something they already knew. You can also ask some questions, e.g. *What is optical fiber? How does it work? What parts can you remember? What is a thermometer? How does it work? Who invented it? What does Celsius mean? What is a stethoscope? How does it work? Who uses stethoscopes?*

**Revic Lesson 4**

Read how a hot air balloon works and complete the sentences below to paraphrase the ones in *italics* in the text. Then, compare your sentences in pairs.

A hot air balloon is made of a balloon shaped envelope that fills with hot air. When you heat the air inside a balloon, the molecules move faster and spread farther apart. (1) *That means there are fewer molecules inside the balloon, so it's lighter than the air outside and it is able to fly.* (2) *To keep the molecules far apart, propane burners keep the air hot as the balloon rises.* (3) *Propane is kept in compressed liquid form in cylinders positioned in the balloon wicker basket.* The intake hose draws the liquid out of the cylinders. The propane passes through the hoses and gets to the steel tubes that cover the burner. When the burner is started, the flame burns and heats the tubing around it. (4) *When the tubing becomes hot, it heats the propane going through it and changes it from a liquid to a gas.* A balloon is steered using the wind. You have to move the balloon up and down to go left and right. When you want to go up you provide more heat, and if you want to go down you release hot air.

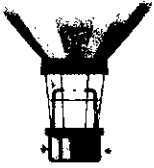
The balloon can fly because \_\_\_\_\_.

The purpose of the burners is \_\_\_\_\_.

Cylinders located in the wicker basket contain \_\_\_\_\_.

The liquid propane changes into gas when \_\_\_\_\_.

In pairs, label the parts of the hot air balloon and add some notes to the infographic to explain how it works.



## Lesson 4

Revic

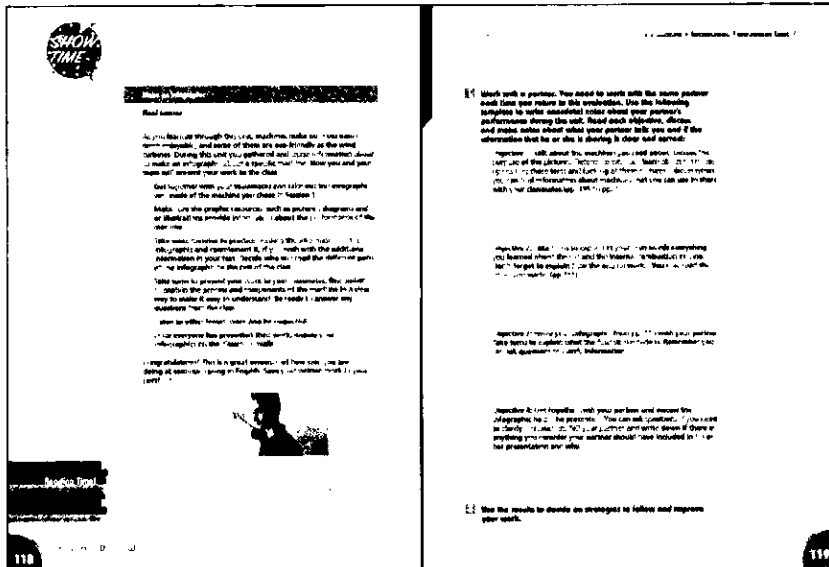
1. Read how a hot air balloon works and complete the sentences below to paraphrase the ones in *italics* in the text. Then, compare your sentences in pairs.

Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity. Then, form pairs and ask students to compare their sentences. You can invite volunteers to share their answers with the rest of the class. They could even write the answers on the board if you consider it appropriate.

2. In pairs, label the parts of the hot air balloon and add some notes to the infographic to explain how it works. Students should work in pairs. Ask a volunteer to read the instructions aloud and clarify any doubts. Have students complete the activity. Monitor and provide any needed assistance. You may invite volunteers to explain how the hot air balloon works.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *He put the pot in the burner/The garden was furnished with wicker furniture./ The garden hose is green and long. / You use the wheel of a car to steer it.*



Product



7

Make an infographic

You can begin this session by inviting students to share what they think were the most interesting machines or the most interesting information they learned about in this unit. You can have students read the information on page 118 and clarify any doubts. Students should get together with their teammates and take out their infographic and make sure that it contains the necessary graphic elements. Then, they should take some minutes to practice reading the information in the infographic and complement it if necessary. Ask them to decide who will read the different parts of the infographic to their classmates. Each team should present their work to their classmates explaining the process and components of the machine in a clear way so that everyone can understand. Remind them they have to be able to answer any questions their classmates might have. Tell students they have to be respectful and listen to all presentations. Once all infographics have been presented, display them on the classroom walls. Remind students to save their written work in their Portfolios.

Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 175 to clarify, reinforce and review the grammar learned in this unit.

Reader's Fact – The Science Behind Modern Machines

Track 52

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 100 to 102 from the Reader's Book. Then, encourage students to share what they understood and/or what machine they have found the most interesting so far. You can also ask some questions, e.g. *What is a bicycle? How does it work? What are the parts of a bicycle? What is a quartz clock? How does it work? What uses quartz clocks?*

*You can direct students' attention to the Check Your Progress box. Read it along with students or ask a volunteer to read it aloud as you ask them to register their progress. Walk around and monitor students' work as you provide any needed clarification or help.*

## Assessment

**Assessment**  
 Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

**Now I can . . .**

- read and understand information about how a machine works.
- select the most important ideas and rewrite them in my own words.
- to explain how a machine operates.
- choose appropriate graphic resources to show the way a machine works.
- complete an infographic with notes to explain the operation.

**During the planning and performing of the final product, I . . .**

- participated actively.
- included interesting information I researched.
- paid attention to intonation patterns when using questions.
- contributed with ideas to develop the final product.
- felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea: I feel . . .

Happy    Excited    Angry    Disappointed    Sad    Interested    Curious

**Co-evaluation**

4 Write the names of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Teammates	1 = Agree	2 = Disagree	3 = Needs Practice		
YOURSELF	1	2	3	4	
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates.					
Was a valuable member of the team.					
<b>TOTAL</b>					

120    Unit 7 - How Does it Work?

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 120 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 119 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school, etc.* You may also invite students to share the strategies they came up with.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Anecdotal Record

**Read the objectives. While observing your students' product presentations, write down some notes in the area below. Then, with your notes and based on the paragraph you read assess your student's performance.**

**Objectives:**

Select and revise materials to explain the operation of a machine. Read and understand the information. Write the information. Edit text. Explain technical terms. Evaluate main ideas and information complementing them. Establish relationship between text and images. Paraphrase information using a relevant range of expressions and linguistic resources. Use synonyms. Order and link ideas in a sequence. Adjust language according to intended audience and purpose.

**Notes:**

---

---

---

---

---

**Circle your student's overall performance:**

**Exceeds Expectations**

---

---

**Excellent**

---

---

**Average**

---

---

**Poor**

---

---

**Needs Improvement**

---

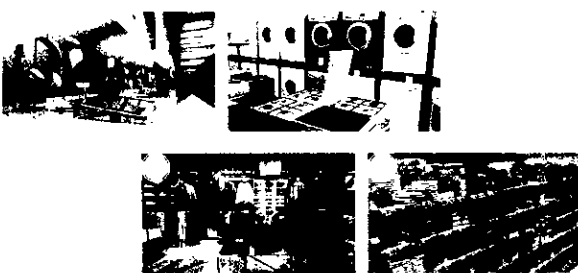
**Lesson 1**

**Disco**

Discuss the following questions in pairs.

Have you ever had problems with new products you just bought?  
Could you solve them?

Match the places in the pictures with the products they sell.



home appliances  
stationary

sporting goods  
electronics

Classify the following complaints in the correct places in the table.

They shrink when I washed them.  
It doesn't heat the food.  
The keyboard doesn't work.  
A tray on is missing.  
It doesn't save pictures from the Internet.  
It burns the bread.  
The valve fell off.  
Some pages are torn.

	and	and	and	and
--	-----	-----	-----	-----

## UNIT 8

### Complaints, complaints!?



**1. Discuss the following questions in pairs.**  
Form pairs. You can read the questions along with students and clarify any doubts. Ask students to discuss the questions. Then, you may invite volunteers to share what they've discussed with the rest of the class.

**2. Match the places in the pictures with the products they sell.**

You may begin by directing students' attention to the pictures and asking them to describe what they see. Then, have students match the places to the products they sell. Monitor. Elicit answers and check.

**3. Classify the following complaints in the correct places in the table.**

You can ask a volunteer to read the instructions aloud and clarify any doubts. Ask students to complete the activity. Monitor. You can draw a similar table on the board and have students take turns to write the answers. Check and correct as needed.

### Achievements

- Listen and revise complaints about products.
- Interpret general sense, main ideas and details of complaints.
- Make oral complaints.

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can invite students to brainstorm things you can buy and the places where you can get them. You can form small groups to do this and then elicit ideas from each group, e.g. clothes/clothes store, video games/video game store/online store/etc.

## Lesson 1

### Warm Up

You can encourage volunteers to share with a partner what the last thing they bought was, where they bought it and who it was for, e.g. I bought a CD at the Music Store for my brother.



#### 4. Listen to two dialogs and check (✓) the correct pictures.

You can tell students they will listen to two dialogs and they have to check the pictures that correspond to these dialogs. Play Track 30 as many times as you consider necessary. You may elicit the answers and see if everyone agrees.

#### 5. Listen again and answer the questions.




Tell students they will listen to these dialogs again and they have to answer the questions. You may go over the questions before they listen and clarify any doubts. Play Track 30 as many times as you consider necessary. You can ask the questions and elicit the answers to check.



#### 6. Complete the sentences with the numbers 1 or 2 according to the dialog they refer to.

You can read the instructions and the sentences along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor. You may ask volunteers to read the complete sentences to check.

### Lesson 1

**Think** Listen to two dialogs and check (✓) the correct pictures.

**Think** Listen again and answer the questions.

1. What did the man buy?  
 2. What's the problem?  
 3. What solution does the sales clerk offer?  
 4. Is the man satisfied?

1. What is the woman complaining about?  
 2. What is the problem?  
 3. Does the man offer a solution?  
 4. Is the woman satisfied?

**Think** Complete the sentences with the numbers 1 or 2 according to the dialog they refer to.

1. in Dialog 2	the man apologizes and solves the problem.
2. in Dialog 1	the customer feels angry.
1. in Dialog 2	the customer feels satisfied with the solution.
2. in Dialog 1	the sales clerk is not helpful.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students discuss if it is important to be able to complain (about anything) and why. What do they think would happen if we were unable to complain?





## Lesson 1

**2** Classify the sentences below by writing *angry*, *polite*, or *apologetic*, next to each of them, according to the speakers' attitudes. Then identify who says them by writing **S** (sales clerk) or **C** (customer). Compare your answers in pairs.

1. This is a very low-quality product!	angry
2. Thank you, that's very nice of you.	polite
3. I'm not leaving until I get my money back.	angry
4. Sorry, we'll find a solution right now.	apologetic
5. Don't worry, we can get you another one.	polite
6. This is absurd! You recommended this product.	angry
7. I'm sorry for this inconvenience.	apologetic

**3** Work in pairs. Look at the two pictures and complete dialogs **A** and **B** with the sentences in the box. Then listen and check your answers.

<p>I demand to speak to the person in charge. Thanks, that's kind of you.</p> 	<p>We don't exchange. I'm afraid that's not possible.</p> 
---	---

<p><b>C:</b> Good morning. I bought this shirt here some days ago, but when I washed it the color changed. Could I get a refund, please?</p> <p><b>SC:</b> I'm afraid that's not possible, but we can exchange it for another one.</p> <p><b>C:</b> Thanks, that's kind of you.</p>	<p><b>C:</b> Good afternoon. I got this CD here, but it skips. I would like to exchange it.</p> <p><b>SC:</b> We don't exchange once they are open.</p> <p><b>C:</b> This is nonsense. I demand to speak to the person in charge.</p>
---	---

**4** Work in pairs. Role-play the dialogs above with the appropriate intonation and tone of voice.

**7.** Classify the sentences below by writing *angry*, *polite*, or *apologetic*, next to each of them, according to the speakers' attitudes. Then identify who says them by writing **S** (sales clerk) or **C** (customer). Compare your answers in pairs.

Read the instructions along with students. Elicit the meaning of angry, polite and apologetic, if they don't know it, model the feelings by saying a phrase demonstrating each feeling, e.g. say: "I'm sorry" as if you were angry, polite and apologetic. Make sure everyone understands what needs to be done. Play Track 31 as many times as you consider necessary for students to complete the activity. Monitor. Then, ask them to write who says each phrase. You may write the phrases on the board and ask volunteers to write the answers next to each phrase or you can elicit answers orally.

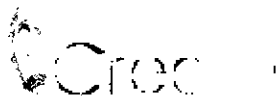
**8.** Work in pairs. Look at the two pictures and complete dialogs **A** and **B** with the sentences in the box. Then listen and check your answers.

Form pairs. Ask students to look at the pictures and complete the dialogs with the sentences in the box. You may go over the sentences in the box and/or the dialogs and clarify any doubts. Ask students to complete the activity. Monitor. Then, play Track 32 for students to check their answers.

**9.** Work in pairs. Role-play the dialogs above with the appropriate intonation and tone of voice.

Students should continue working in pairs. Tell students to role-play the dialogs above using the appropriate intonation and tone of voice. Monitor. You can invite volunteers to role-play the dialogs for the rest of the class.

## Lesson 1



### Making complaints (Role-play)

#### Session 1

You can tell students that this unit's product will consist on writing a dialog to respond to a complaint that they will role-play at the end of the unit in front of the class. You can ask students to read the information on page 124 and clarify any doubts. Form teams of four. Ask them to brainstorm the places and types of products they can buy in each one. Have them exchange ideas about reasons for complaint and finally, ask them to make some notes including everything they discussed during this session.

Remind students that they will need this material for the following sessions, so it should be put away until next session.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

#### Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

The screenshot shows a lesson page for 'Crec'. At the top left is the 'Crec' logo. At the top right is the word 'Actividad' with a small icon. Below this is the heading 'Session 1'. The text in this section reads: 'In this unit, you and your teammates will write a dialog making and responding to a complaint, and at the end of the unit you will role-play it in front of the class. Get together in teams of four. Brainstorm places and types of products you can buy in each one. Exchange ideas about possible reasons for complaint related to each of the products you mentioned in 2. Make some notes on the information you discussed in this session. Save your work, you will use it in a second Product session.' Below the text is a photograph of four students (three boys and one girl) sitting at a table, looking at a book or paper together. At the bottom of the screenshot, there is a partially visible box with the text 'Check your Progress'.

#### Reader's Story – How bad do you want it?

##### Track 53



During this unit, students will read the story of a girl that was looking for a perfect present for her dad. Since she couldn't find it at a store, she decided to order it online. However, she is disappointed since she doesn't receive what she expected. This story takes us through the troubles Aby experiences with customer service until she finally gets what she ordered.

Before you begin today's lesson, read pages 103 to 105 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *Why did Aby go to the mall? Does she find what she was looking for at the mall? What does she decide to get? Who is going to get the present?, etc.* You may also invite students to make predictions about what will happen next.

**Lesson 2**

**Discover**

Work in pairs. Look at the pictures of two situations at different stores and discuss what you think is happening in each one.

**Listen to Situation 1 and complete the sentences.**

Mark went to the store to \_\_\_\_\_.

The problem \_\_\_\_\_.

The sales clerk tells him that \_\_\_\_\_.

**Read the dialog in Situation 2 and underline the correct options.**  
Then listen and check your answers. Role play the conversation.

Sales attendant: Can I help you?

**Claire:** Yes, please. I bought these pants for a year, but they've become small. They're of poor quality.  
Do you have them in a better quality?  
Is there any?

Sales attendant: Let me check. In fact they have sold out.

**Claire:** Oh, what a shame! Then I would like a refund, please.

Sales attendant: I'm sorry. We can't give you money, don't give refunds, if the items are on sale, you can exchange them for something else or we can give you a credit note.

**Claire:** OK. I'll take a red t-shirt and exchange them for a shirt.

Sales attendant: It's all for you, madam.

**Claire:** Oh, that's very good. Thank you.

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can form small groups and encourage students to discuss if they have ever made a complaint at a store (or restaurant or something similar) and if they have, ask them to share why they complained and what happened.



### 1. Work in pairs. Look at the pictures of two situations at different stores and discuss what you think is happening in each one.

Form pairs. You can begin by directing students' attention to the pictures and encouraging them to describe what they see. Then, you can ask a volunteer to read the instructions aloud and clarify any doubts. Ask students to discuss what they think is happening in each situation. You may elicit ideas from different volunteers.

### 2. Listen to Situation 1 and complete the sentences.

Tell students they will now listen to Situation 1 and they have to complete the sentences. You may go over the sentences before you play the track and clarify any doubts. Play Track 33 as many times as you consider necessary for students to complete the activity. Monitor. Elicit the complete sentences and check. See if everyone agrees.

### 3. Read the dialog in Situation 2 and underline the correct options. Then listen and check your answers. Role-play the conversation.

You can read the instructions along with students. Make sure everyone understands what needs to be done. Ask them to first read and underline the correct options. Then, play Track 34 as many times as you consider necessary for students to check their answers. Then, form pairs and ask students to role-play the conversation. Monitor. You can invite volunteers to role-play the conversation for the rest of the class.

## Lesson 2

### Warm Up

You can form pairs or small groups and invite students to discuss the reasons why people can make complaints. Elicit ideas from different students and write them on the board. You can even make a mind map.  
Think and do

#### 4. Work in pairs and complete the sentences.

Students should work in pairs. You can go over the sentences along with students. Then, ask them to complete them. Monitor. You can invite volunteers to write the sentences on the board and check.

#### 5. Read Mark's and Claire's expressions at the beginning and at the end of the dialog and discuss how each one feels at each moment.


Students should continue working in pairs. You can ask a volunteer to read the instructions aloud. Clarify any doubts. Have students discuss how Mark and Claire feel. Monitor. You may invite volunteers to share what they discussed with the rest of the class and see if everyone agrees.

#### 6. Complete the sentences with the words in the box.

You can ask a volunteer to read the instructions aloud. Have students complete the activity. You may elicit answers orally or have volunteers write the sentences on the board. Check and correct as needed.

#### 7. Listen to Steve and Amy talking to an agent in a call center, complete the table, and answer the question.

Read the instructions along with students. Make sure everyone understands what needs to be done.



Work in pairs and complete the sentences.

Mark proposes to replace the mirror.

The sales clerk offers the address to the sales center.

Claire proposes to get a refund.

The sales clerk offers an e-mail note or a credit badge.

Read Mark's and Claire's expressions at the beginning and at the end of the dialog and discuss how each one feels at each moment.

Mark: I feel disillusioned / Thanks for nothing!

Claire: What a shame! / Oh, that's very good. Thank you.

Complete the sentences with the words in the box.

When you return a product, you can get a refund or reimbursement, an exchange, or a credit note.


When you \_\_\_\_\_ a product, you change it for another one.

When you get a \_\_\_\_\_ reimbursement, the store gives you the money back.

\_\_\_\_\_ it an item is \_\_\_\_\_ its price is lower than usual.

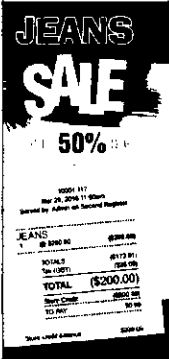
A \_\_\_\_\_ is a piece of paper given by a shop when you return something that allows you to buy other goods of the same value.

Listen to Steve and Amy talking to an agent in a call center, complete the table, and answer the question.

	book cover is scratched	free replacement	

Are their problems solved in the way they propose?  
Yes, they are.

How do you think they feel at the end of the conversation?  
Satisfied/pleased.



Play Track 35 as many times as you consider necessary for students to complete the table and answer the question. Monitor and provide any needed assistance. You may draw the table on the board and have volunteers take turns to complete it. Elicit the answer to the question and check.

**8. Discuss in pairs the expected solution: replacement or reimbursement for each of the situation below.**

The product you bought is good quality but it is damaged.	replacement
The product you bought turned out to be low quality.	reimbursement
There aren't any more products left to get a replacement.	reimbursement


**9. Work in pairs. Classify the following sentences from the dialogs in this lesson according to their purposes.**

To start a complaint.	To apologize.
To propose a solution.	To express gratitude.

- I'm calling to make a complaint about a book I purchased.
- My apologies for this inconvenience.
- I'd like a free replacement.
- I would like a refund, please.
- I'm afraid there's a problem with a bag I bought.
- Thank you very much.
- I'd like a full reimbursement.
- I bought this camera and the flash doesn't work.
- I'm sorry. We don't give refunds if the items are on sale.
- Sorry. We don't replace products.
- Thanks for your help.
- I'm sorry about this mistake.

**10. Work in pairs. Write a dialog with the information in the table below. Use some of the expressions from activity 9.**

Product	anti-adherent frying pan
Reason for complaint	food gets stuck to the pan
Customer's solution	return the pan and get a refund
Attendant's response	apologizes, but no refunds or replacement
Customer's reaction	shows dissatisfaction in an angry way.



**8. Discuss in pairs the expected solution: replacement or reimbursement for each of the situation below.**

Form pairs. Read the instructions along with students. Make sure everyone understands the meaning of replacement and reimbursement and that everyone knows what needs to be done. Ask students to complete the activity with their partners. Monitor. You may elicit the answers and see if everyone agrees. If there are disagreements, invite students to share reasons for their answers until an agreement is reached.

**9. Work in pairs. Classify the following sentences from the dialogs in this lesson according to their purposes.**

Students should continue working in pairs. Ask them to classify the sentences from the dialogs in the lesson according to their purposes. You may go over the purposes along with students and clarify any doubts. Ask students to complete the activity with their partners. Then, you can mention each purpose and have volunteers say what dialogs correspond to each purpose. Correct as needed.

**10. Work in pairs. Write a dialog with the information in the table below. Use some of the expressions from activity 9.**

Students can continue working with their partner from the previous activity or you can form new pairs. You can have volunteers read the instructions and the information in the table aloud and clarify any doubts. Then, ask students to write their dialog. Remind them to use some expressions from activity 9. Monitor and provide any needed assistance. You can invite volunteers to share their dialogs with the rest of the class.

## Lesson 2



### Making complaints (Role-Play)

#### Session II

You can tell students they will continue working on their product. Ask them to read the information on page 128 and clarify any doubts. Then, have students follow the steps to complete this session of the product. Students should get together with their teammates, take out their notes from the previous session and exchange ideas and add more reasons for complaining related to the products they chose. Tell them to mention the expressions and words you learned in this lesson. Next, students should work in pairs. Each pair should write a dialog using elements from their notes. They should also decide if this conversation takes place face to face or over the phone. Ask students to check their dialog is correctly written and have them prepare a final version. Remind students that they will need this material for the following sessions, so it should be put away until next session.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Critic**

Product

### Session II

This is the second working session for you and your team to produce a dialog complaining about a product. Follow the steps below to continue with your product.

- Get together with your teammates and take out your notes from Session I. Exchange ideas and add more reasons for complaining related to the products you chose.
- Mention all the expressions and words you learned in this lesson to express a complaint and respond to it, and add them to your notes.
- Work in pairs. Each pair will have to write a dialog. With your partner choose a place, a product, and a reason for complaining from the notes you made.
- Decide if the conversation will be face to face or over the phone. Then start writing your dialog.
- Check your dialog is correctly written and write a final version.

Save your work. You will use it in the following Product Session.

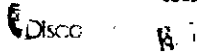
## Reading Time!

### Reader's Story – How bad do you want it?

#### Track 53

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 106 to 109 from the Reader's Book. Then, encourage students to share what they understood. You may also see if their predictions were correct. You can also ask some questions, e.g. *What does Aby receive? Who does she call? What was the product she wanted? Why does Aby get angry? What does the customer service agent tell Aby? Does Aby want a refund? Why?*, etc. You may also invite students to make predictions about what will happen next.

### Lesson 3



Work in pairs. Read and complete this article with the sentences in the box.

Jason is a waiter at a restaurant. He is talking to a customer who is complaining about a problem with her food.

Start your complaint in a polite way. *I'm sorry but I'd like to make a complaint about...* *There appears to be a problem here...*

Stay polite. Keep your voice calm. Use verbs like *would*, *should* and *could*, to sound polite.

Be clear about what you are complaining about. Explain your emotions so that the other person can understand your point of view. *I felt disappointed when...* or *I felt angry when...*

Turn your complaint into a question. *How can we fix this?* *What should I do?*

Ask to speak to someone who has more power if you cannot fix the situation. *I'd like to speak with your supervisor.* *Could you please refer me to...?*

Sometimes you can be really angry with a situation. Expressions like *That is unbelievable!* or *That's ridiculous!* are not polite, but they are used to show frustration or shock.

Show your gratitude to the person you are speaking to, when he or she offers an acceptable solution to your problem. *Thank you for your help.* *Thank you very much.*



Listen to Jason calling Customer Service to complain and complete the table with checks (✓) or crosses (X).

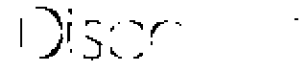
- Starts with a greeting (✓)
- Makes himself understood when explaining the reason of the complaint
- Explains feelings
- Asks questions
- Asks to speak to someone else
- Reacts angrily
- Expresses gratitude

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can ask students to repeat the same sentence while expressing different emotions, e.g. Say: 'I don't care' as if you were: happy, sad, angry, disappointed, etc. You can ask students to work in pairs, small groups or work as a class.



#### 1. Work in pairs. Read and complete this article with the sentences in the box.

Form pairs. You can read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the article with the sentences in the box. You may also go over the sentences before they begin. Ask students to complete the activity. Monitor and provide any needed assistance. Finally, you can have volunteers take turns to read the article aloud. Check and correct as needed.

#### 2. Listen to Jason calling Customer Service to complain and complete the table with checks (✓) or crosses (X).

You can ask a volunteer to read the instructions aloud. Clarify any doubts. Play Track 36 as many times as you consider necessary for students to complete the activity. You may elicit the answers and check.

### Lesson 3

#### Warm Up

You can choose one of the dialogs in that you've seen so far, form pairs or teams accordingly and ask students to practice and role-play the dialog. You may also invite students to change the reason for the complaint if you consider they can do it. You may have students role-play for the rest of the class.



#### 3. Read the dialog and label the parts of the coffee maker with the words in the box.

You can direct students' attention to the picture and encourage them to identify what they see. Tell students they will read and listen to the dialog and they have to label the parts of the coffee maker. Play Track 36 as many times as you consider necessary for students to complete the activity. You can elicit the parts of the coffee maker and check.

#### 4. Underline the part of the dialog where Jason explains his problem in detail and check (✓) the correct answer.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor. Then, ask volunteers to share what they underlined and the answer they checked. See if everyone agrees.

#### 5. Read the dialog again and order the sequence.

You can read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity individually. To check, you may write the sentences on the board and have volunteers take turns to write the correct number next to each.

Read the dialog and label the parts of the coffee maker with the words in the box.

Agent: Good morning, Customer Service. Can I help you?

Jason: Yes, please. I bought a Rainbow coffee maker Model C342, but there seems to be a problem with it. I wonder if you could help me. I feel disappointed, I can't use it.

Agent: Mm. What do you mean?

Jason: What I mean is...I don't know the name, but I can't slide out the piece where the filter goes, so I can't put coffee inside. I tried to pull it out, but I'm afraid of breaking it if I use too much force.

Agent: Oh, I see...the filter holder. The paper filter goes inside the filter basket and the basket goes in the filter holder. Is that the one you can't slide out?

Jason: Yes, precisely. It seems to be stuck.

Agent: Oh, sorry about that.

Jason: What should I do?

Agent: Bring your coffee maker to our service center. If the problem cannot be solved, you will get a free replacement.

Jason: Oh, that's great. Thank you for your help.

Underline the part of the dialog where Jason explains his problem in detail and check (✓) the correct answer.

What does Jason do to make himself understood?

He tells the agent the exact name of the part he can't move.

He describes where the part is and its function. ✓

Read the dialog again and order the sequence.

- 6 Offering solutions
- 1 Greeting
- 5 Asking for a solution
- 2 Starting a complaint
- 3 Expressing gratitude
- 7 Accepting the proposed solution
- 4 Making clear what the problem is
- 8 Apologizing



## Lesson 3

**1.** Work in pairs. Look at the picture from a page of a vacuum cleaner manual and write a telephone complaint. Follow the instructions below.


Use similar, but not the same expressions as the ones in activity 3.

Follow the logical sequence of the dialog as stated in activity 5.


Customer: Use the prompt below to explain the problem. Don't mention the part names.

Customer Service Agent: Use the part names to confirm what the customer wants to explain.

Agent: offer a satisfactory solution to the problem.



Assembly instructions



**2.** Role-play the dialog. Then in your notebook write another one, but this time:

Agent: Does not offer a satisfactory solution (no possible replacement or help of any kind)

Customer: reacts angrily.

Role-play this new version of the dialog.

Pay attention to the way your partner speaks and give him/her feedback to help improve his/her performance.

Role-play one of the two dialogs again considering the comments your partner made to achieve more fluency.

**6.** Work in pairs. Look at the picture from a page of a vacuum cleaner manual and write a telephone complaint. Follow the instructions below.

Form pairs. Direct students' attention to the picture and encourage them to describe what they see. Ask volunteers to read the instructions aloud. Clarify any doubts. Have students complete the activity with their partner. Monitor and provide any needed assistance.

**7.** Role-play the dialog. Then in your notebook write another one, but this time:

Students continue working with their partners. Ask them to practice role-playing their dialogs. You may invite volunteers to role-play the dialogs for the rest of the class. Direct students' attention to the instructions on activity 7 and have volunteers read them aloud. Clarify any doubts. Ask students to follow the instructions to write the dialog in their notebooks and role-play it. Monitor and provide any needed assistance. Remind them to give feedback to their partners so that they can improve their performance. You may invite other volunteers to role-play this dialog for the rest of the class.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students choose an object in the classroom (e.g. a pencil) and complain about it using the structures you have been practicing. Invite volunteers to act out for the rest of the class.

## Lesson 3




### Making a complaint (Role-Play)

#### Session III

You can tell students that they will continue working on their product. You may ask them to read the information on page 132 and clarify any doubts. Then, ask them to get together with their teammates and take out their work from previous sessions. Students should work with the partner with whom they wrote the dialog on the previous session. Ask them to go over the dialog to make sure it includes everything they have learned so far. They should also check that the expressions they are using are correct. Next, they have to talk about and determine what is suitable body language to use at different moments in their dialogs and they must decide who will be the attendant and who will be the customer. Monitor and provide any needed assistance. Finally, they should rehearse their dialog and provide feedback to their partners so that they can improve their performances. Remind them that the tone of voice is also important when you want to express emotions. Remind students that they will need this material for the final session, so it should be put away and kept safe until the next session.

Check your Progress You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.



Track 53

#### Session III

Get together with your teammates and take out the dialog you wrote on the previous session.

Work with your partner. Go over your dialog again to make sure it includes all the stages as you learned in this last session of the unit.


Review the expressions you included in your dialog and check they are correct.

Next, discuss with your partner suitable body language to use at different moments of your dialog. For example, you can start politely and upgrade on it in low or high situation. Develop your own dialog (stronger and softer). Draw a chart and include the feelings and emotions you want to express in your dialog.

Decide who will be the attendant and who will be the customer. Rehearse your dialog. Provide feedback to your partner to help him/her improve the performance.

Make sure your body language matches the feelings you want to convey. Remember that the tone of your voice is also important to help you express emotions. Then rehearse it once more paying attention to all the aspects mentioned.

Save your work. You will use it in the last Product session.



## Reading Time!

### Reader's Story – How bad do you want it?

#### Track 53

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 110 to 113 from the Reader's Book. Then, encourage students to share what they understood and/or you may see if their predictions were accurate. You can also ask some questions, e.g. *How is Aby feeling? Why does she feel that way? Who does she call? What do they tell her? What is wrong with the second package they sent her? Who does Aby ask to speak to?, etc.* You may also invite students to make predictions about what will happen next.

**Revisión** **Lesson 4**


**1. Choose one of these problems with a product you bought.**  
 The product is damaged, broken, scratched, stained, etc.  
 The size or color is not correct.  
 The product doesn't work.

Follow these instructions:  
 Decide whether it is a face-to-face or phone conversation.  
 the roles (customer, sales attendant, agent at Customer Service)  
 how the problem is solved: replacement / refund / credit note  
 whether the solution offered pleases or not the customer

**2. Write the dialog. Use some of the expressions in the box.**

¿Cómo está el producto?	¿Qué me recomienda?
¿Puedo probarlo?	¿Puedo verlo?
¿Puede ayudarme?	¿Puede darme un reembolso?
¿Puede darme un crédito?	¿Puede darme un reemplazo?
¿Puede darme un crédito?	¿Puede darme un reemplazo?
¿Puede darme un crédito?	¿Puede darme un reemplazo?

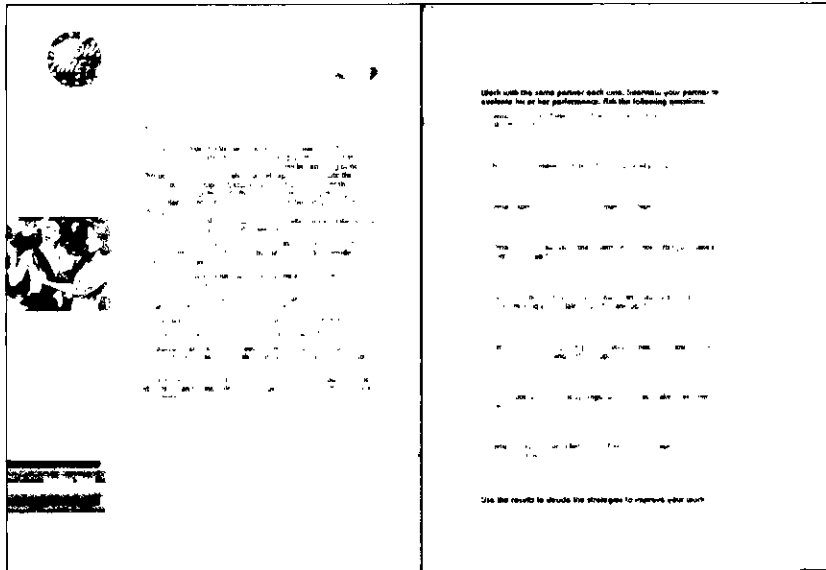
**3. Practice the dialog and role-play it. Use body language and the suitable tone of voice to convey your feelings.**



## Lesson 4

### Revisión

- 1. Choose one of these problems with a product you bought.**  
 You can ask volunteers to read the instructions and all the provided information aloud. Make sure everyone understands what needs to be done.
- 2. Write the dialog. Use some of the expressions in the box.**  
 Students should write their dialog using what they chose on the previous activity and some of the expressions in the box. You can go over the expressions along with students. Make sure everyone understands what needs to be done. Monitor and provide any needed assistance.
- 3. Practice the dialog and role-play it. Use body language and the suitable tone of voice to convey your feelings.**  
 Students should practice the dialog they wrote and role-play it. Remind them to use body language and appropriate tone of voice to convey their feelings. You can have volunteers role-play their dialog for the rest of the class.



## Toolbox

8

### Making a complaint (Role-play)

You can begin this session by inviting students to share what they think is the most useful thing they learned in this unit. You can have students read the information on page 134 and clarify any doubts. Students should get together with their teammates and take out their material from the previous sessions. Ask them to work with their partners with whom they wrote the dialog. They should check their dialog and make sure it is correct and make any improvements they consider necessary. Remind them to discuss with the body language that they are going to use. Ask them to rehearse their complaint while paying attention to their intonation and pronunciation. Monitor and provide any needed assistance. Next, have students take turns to role-play their dialogs in front of the class. Remind everyone that they have to listen, pay attention and be respectful. The rest of the class should express their points of view about the other teams' dialogs. Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

### Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 176 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Story – How bad do you want it?

#### Track 53

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 114 to 116 from the Reader's Book. Then, encourage students to share what they understood and/or if there is something they already knew. You can also ask some questions, e.g. *What does the manager tell Aby? When does the package arrive? How many deliveries had Aby received? Is this last delivery what she wanted? What does she do with the chess set? Does her dad like it?*, etc. You may also invite students to make predictions about what will happen next.

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can:

- ✓ revise and understand complaints about products
- ✓ understand the main issues and details when making complaints
- ✓ make oral complaints

When I worked on the product for this unit, I:

- ✓ participated actively
- ✓ was able to include new expressions I learned in this unit
- ✓ contributed with my points of view
- ✓ was able to show my emotions and feelings when expressing my thoughts
- ✓ adjusted my language and intonation to improve my fluency
- ✓ talk more confidently and fluently than at the beginning of the unit

Read the emotions in the box. Write the one which describes how you feel with the result you obtained in your assessment. Then, complete the table. I feel:

Happy    Excited    Angry    Disappointed    Sad    Interested    Curious

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

	1 = Agree	2 = Disagree	3 = Needs Practice
Accepted the assigned roles			
Contributed positively to group discussions			
Completed work and helped others when needed			
Worked well with other teammates			
Was a valuable member of the team			

100% (100%)

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is.

Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 136 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually.

Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 135 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school, etc.* You may also invite students to share the ideas they came up with.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Interview

### **I** Interview your student to assess performance

a. What do you think is more effective, a face-to-face complaint or a telephone complaint?

---

---

b. Why do people make or file complaints?

---

---

c. What solutions can people get when they make or file a complaint?

---

---

d. What information should be mentioned when making a complaint?

---

---

e. Task: Let's pretend you are making a complaint. I am going to answer back to you so that you can complete your complaint.

---

---

Overall student's performance:

Exceeds Expectations

Excellent

Average

Poor

Needs Improvement

**Lesson 1**

**DISCO**

Work in pairs. Read these two definitions of culture. Then draw a similar chart to the one below in your notebook and complete it with some examples of Mexican cultural expressions.

<p>Culture is the way of life of a group of people: the customs, beliefs, values, social practices, traditions and symbols that are passed along by communication and imitation from one generation to the next. According to anthropologists, culture</p>	<p>encompasses what we eat, what we wear, our language, marriage, music, celebrations, what we believe is right or wrong, our manners, how we greet visitors, and a thousand other things.</p>
--	--

<p>Language</p> <p>Books</p> <p>Drinks</p>	<p>Music</p> <p>Religions</p> <p>Sports</p>
--	---

Compare your charts with another pair. Discuss: Are there any other cultural aspects, traditions and/or customs that define Mexican identity?

Look at the pages of a book and answer the questions.

Ocean Books Ltd  
42 Golden Square, London W1P 0AH  
First published 2013  
Reprinted 2014, 2015, 2016  
© James Brandon 2013  
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, without the prior permission of Ocean Books Ltd.

Contents

Amazing animals from the past 8

Land of the dead 15

Actions speak 16

Castles of Venice 24

Mechanisms of the eye and above 27

What is the title of the book and who wrote it?

What is the name of the publishing house?

What year was the book first published?

Look at the contents page and write the name of the chapter where you can find information about the following:

A traditional holiday	
Old buildings	
Art	

# UNIT 9

## Different cultures, different ways!



**1. Work in pairs. Read these two definitions of culture. Then draw a similar chart to the one below in your notebook and complete it with some examples of Mexican cultural expressions.**

Form pairs. Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor and provide any needed assistance.

**2. Compare your charts with another pair. Discuss: Are there any other cultural aspects, traditions and/or customs that define Mexican identity?**

Have each pair get together with another pair and ask them to compare their charts. Then, you can read the question aloud and ask them to discuss it. Monitor. You may elicit opinions from different volunteers.

**3. Look at the pages of a book and answer the questions.**

You can direct students' attention to the pages of a book and invite them to say what they see. Then, ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. Ask students to complete the activity individually. You can ask the questions to elicit the answers and check.

**4. Look at the contents page and write the name of the chapter where you can find information about the following:**

You can read the instructions along with students. Ask students to complete the activity. Elicit the answers and check. Encourage other students to give the correct answers if needed.

### Achievements

- Revise short literary essays
- Read and understand general meaning, main ideas and details of literary essays.
- Describe and compare cultural aspects

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

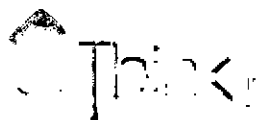
### Warm Up

To begin the class you can sit students in a circle. Choose any vocabulary topic you would like to review. Ask a random student for a word, from that topic, beginning with A and proceed through the alphabet and the students, e.g. topic: fruits. A=apple, B=banana, C=cantaloupe, D=durian, etc. If anyone gets stuck, you or any other classmate can help.

## Lesson 1

### Warm Up

You can form pairs or small groups and ask them to talk about something they think that is representative of their city and that anyone that visits their city should see. Then, invite each group to share their ideas with the rest of the class.



#### 5. Listen and read to the following text and discuss the questions below in pairs.

You can tell students that you are going to listen to and read a text. Ask them to pay attention. Play Track 37 as many times as you consider necessary. Then, form pairs and ask students to discuss and answer the questions. You can ask the questions and elicit the answers from different pairs.

#### 6. Look at the words in italics in the text and classify them in the table below.

You can ask volunteers to read the instructions and elements in the table aloud. Make sure everyone understands what needs to be done. Students should continue working in pairs. Have students complete the table. You can draw a similar table on the board and have volunteers complete it. Check and correct as needed.

#### 7. Discuss. How is Independence Day celebrated in your country? Are there any similarities with the celebrations in the US and France?

You can form small groups and ask students to discuss the questions and then elicit ideas from each group or discuss these questions as a class.

**Think**

Listen and read the following text and discuss the questions below in pairs.

Independence Day is an important festival in the US. The same is Bastille Day, the equivalent of Independence Day in France, both are in July, on the 4th and 14th respectively. On the one hand, in both places it is a day to show national pride, and admire particular freedoms, on the other the activities and events can be different. While in France fireworks open the doors to the general public on that day, offering the same festival can be missing in the US. Usual activities are sporting events and barbecues. In both countries, impressive parades take place. However, in France communal meals and street parties mark the occasion, whereas in the US family picnics with picnics are the most popular way to celebrate the day. Similarly, in the US, in France, Independence Day, or Bastille Day, is a day to celebrate and have fun.

What is the text about?  
What is its purpose?  
Who can be interested in reading it?  
Which of the following structures corresponds to the text above?  
cause and effect, list of celebrating  
importance and contrast ways of celebrating  
sequence of events in a celebration

Look at the words in *italics* in the text and classify them in the table below.

Compare (with...)	Contrast (with...)
<i>on the one hand</i>	<i>on the other</i>

Discuss. How is Independence Day celebrated in your country? Are there any similarities with the celebrations in the US and France?

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *There is a military parade every September 16th. / The firetrucks are parked at the firehouse.*

## Tips

You can have volunteers read the information in the box aloud and encourage them to identify sentences in activity 5 that contain these expressions to compare and contrast, invite them to share some examples, or share some examples yourself, e.g. *Both milk and cheese come from cows. On the one hand I want to sleep all day, on the other hand I want good grades so have to study.*



**Read and complete the text comparing typical food in two different countries with the words in the box. Check your answers with a partner.**

I spent my summer vacation at a friend's house in India and I was surprised to see how \_\_\_\_\_ the food in \_\_\_\_\_ countries is, although there are some \_\_\_\_\_ as well. \_\_\_\_\_ it's quite spicy in both countries, but \_\_\_\_\_ some ingredients are different.

In Mexico, beef and pork are widely eaten. \_\_\_\_\_ in India most people eat only vegetables. In both countries it is common for people to eat \_\_\_\_\_ with their hands. In India Jowar is the most important cereal of the day. \_\_\_\_\_ in Mexico it is lunch.

Even though, in both countries spicy food is the most characteristic, in India a mixture of different spices is used to \_\_\_\_\_ you body heat, while in Mexico chilies are the main ingredient which makes food spicy and hot.

Popular Mexican food uses a significant amount of black beans and pinto beans. \_\_\_\_\_ as Indian food where they call it rajma.

I really loved Indian food and many of its dishes reminded me of similar ones in Mexico.

**Read the text again and complete the Venn diagram.**

Mexican food

Indian food

**Discuss in pairs. What is your favorite Mexican dish?**

## Lesson 1

**8. Read and complete the text comparing typical food in two different countries with the words in the box. Check your answers with a partner. Then, listen and check.**

You can ask a volunteer to read the instructions aloud. You may go over the words in the box. Ask students to read and complete the text with the words in the box. Then, form pairs and ask them to check their answers with their partner. Play Track 38 as many times as you consider necessary for students to check their answers. You may elicit the answers from volunteers.

**9. Read the text again and complete the Venn diagram.**

You can read the instructions along with students. See if they know what a Venn diagram and if they know how to complete it. If not, explain that they must write the similarities in the middle and the differences on the sides under the correct country. Ask students to complete the activity. Monitor and provide any needed assistance. You can draw an incomplete Venn diagram on the board and then have volunteers complete it on the board. Check and correct as needed.

**10. Discuss in pairs. What is your favorite Mexican dish?**

Students should continue working in pairs. Read the question aloud and ask students to discuss it. Then, you can invite volunteers to share their opinion with the rest of the class.

You may share your own opinion too if you desire.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

This can be an activity that you can follow up. Ask students to talk to their parents, grandparents, aunts, uncles or which ever adult about the things they used to do, eat, etc. when they were their children's age and ask your students to make a Venn diagram to represent the similarities and differences. Have them share their diagrams with the class.

## Lesson 1



### Making a Comparative Chart

#### Session 1

You can tell students that this unit's product will consist on making a comparative chart to compare cultural aspects. You can ask students to read the information on page 140 and clarify any doubts. Ask students to get together in teams of four. Tell students to brainstorm different cultural aspects from their country. They have to choose one and do some research to find out more about it. They must choose the most relevant information and write it down in their notebooks. Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Creative**

Session 1

Throughout this unit, you will be learning about cultural aspects from around the world to make a comparative chart by the end of the unit.

Get together in teams of four and brainstorm different cultural aspects from your country, such as, types of music, dances, food, holidays, crafts, etc. Choose one and do some research to get information about it.

Choose the most relevant information you got and write it down in your notebook.

Save your work. You will use it in the following Product session.

Reading Time!

## Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

### Reader's Fact – Around the World

#### Track 54

During this unit, students will read a travel log that will allow students to learn more about other countries and cultures.

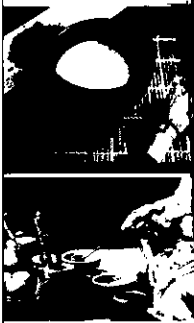
Before you begin today's lesson, read pages 117 to 119 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What countries will we learn about?*, etc.

**Lesson 2**

**Discover**

Discuss with a partner. What are some traditional drinks in your country?

Listen and read about this Japanese ceremony and answer the questions in pairs.



During my stay in Japan I attended a tea ceremony. Chanoyu, the Japanese name, is the word of ritual and art of preparing and drinking a traditional green tea. It requires many years of study. Before entering the tea room, we washed our hands and mouths with clean water because you have to purify yourself before the ceremony. Our host greeted every of us with a beautiful welcome. She prepared the utensils and then the tea. Once it was ready, she offered a drink from the bowl, allowing them to be tasted. It was a light green tea that melted their and felt's like a soft south. When we finished, she allowed us to examine all the utensils. I was amazed that each tea gathering is a unique experience as the host chooses the right tea, depending on the season and on the moment of the day. After the ceremony, they take a series of precise hand movements and are often accompanied by a variety of poems and haikus. For the Japanese people, tea is a spiritual experience and peace with tranquility and grace. It is a very important aspect of their culture.

What is Chanoyu?

What is important to do before the ceremony?

Which senses does the writer use to describe the tea?

Which sentences in the text do you think is an important ceremony?

Why is each tea gathering unique?

Which values are symbolized through the tea ceremony?

Discuss the options below and give reasons for your answers.

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can form small groups and ask them to think of and write down 10 things that represent Mexican culture. Then, have a volunteer from each group write their 10 things on the board. See how many things the group can come up with.

## Discover

### 1. Discuss with a partner. What are some traditional drinks in your country?

Form pairs. Read the question along with students. Clarify any doubts. Ask students to discuss the question. Elicit ideas from different pairs.

### 2. Listen and read about this Japanese ceremony and answer the questions in pairs.

Tell students they now have to listen, read along and finally answer the questions. Play Track 39 as many times as you consider necessary for students to answer the questions. You may also go over the questions before you begin reading the text. Monitor and provide any needed assistance. You can ask the questions and elicit the answers to check.

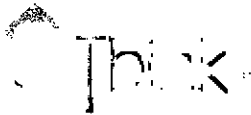
## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Peter filled his glass to the rim. / I love my silky pajamas. / Our host gave us an effusive welcome.*

## Lesson 2

### Warm Up

You can play a game. Split the class into teams of 4 or 5 students. Draw lines on the board so that each team has a space where they will write on the board. Write a topic on the board, it can be related to this unit, e.g. Cultural aspects/ Mexican drinks./etc. The students write as many words as they can taking turns within their teams. Set a time limit. Unreadable and misspelled words are erased. See who came up with the most words. Who came up with a very unique idea? Who wrote the least amount of words?



### 3. Read these main ideas from the text and underline the parts that provide details or explanations.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor. Elicit sentences from volunteers and see if everyone agrees.

### 4. Match the sentences below to the ones with the same meaning in the text.

You can read the instructions along with students. Ask students to complete the activity individually. Monitor and provide any needed assistance. You may elicit answers from different students and check and correct as needed.



Read these main ideas from the text and underline the parts that provide details or explanations.

*Chinova*, its Japanese name, is the ritual and art of preparing *matcha*, which is a powdered green tea. It requires many years of study.

Before entering the tearoom, we washed our hands and mouths with clean water because you have to purify yourself before the ceremony.

Once it was ready, each of us drank from a bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled fresh and felt silky and smooth.

Earn tea gathering is a unique experience as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place.

Match the sentences below to the ones with the same meaning in the text.

Every tea ceremony has variations depending on the time of day and year.

The tea ceremony symbolizes some important values for Japanese people.

We could drink closely and to wish all the tools to prepare tea when the ceremony was over.

The host makes specific body and hand movements during this ritual.



Read and listen to this essay about a Mexican ritual ceremony and underline the words that are similar to Spanish.

I had an amazing experience in a *temazcal*. A *temazcal* is an igloo-shaped pipe-shaped structure made of volcanic rock which is used to represent the womb of Mother Earth. A shaman cleans and the ceremony consists of rituals to purify and heal the mind and body. Before entering, the shaman represented on top of his forehead a special ritual that represents his spiritual blessing.

When we entered the *temazcal* we saw a lot of the middle where burning volcanic rocks were placed. They are called *abantos*. We sat on some colorful blankets in a semi-circle.

The shaman then poured water and herbs over the rocks. Except for the glowing of volcanic rocks, we were in complete darkness. When he lit the sticks, he started to sing to calm the mind and to purify the experience. We sat and to purify the experience. He started to sing ancient prayers and the ceremony was completed by the shaman's drum and gaitle. The heat was almost unbearable, but the ceremony finished. I stepped outside and felt the hand of herbs, heat, joy, and indigenous music had created an intense healing experience.

D

### 5. Listen and read this essay about a Mexican ritual ceremony and answer the questions.

You can tell students they will now listen to and read a text. Ask them to pay attention so that they can answer the questions afterwards. Play Track 40 as many times as you consider necessary. Then, direct students' attention to the questions and ask them to answer them. Monitor. You may ask the questions and elicit the answers. Check and correct as needed.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *They dug a pit to bury the trash./The sense of smell develops in the womb./The priest gave them his blessing./The pain of his broken arm was unbearable./It was a delicious spicy blend./Fireflies glow.*

## Lesson 2

Read the essay in activity 5 and answer the following questions.  
Discuss with your group.

- 1 Why is the *temazcal* experience practiced?  
(1 point)
- 2 What does the building represent?  
(1 point)
- 3 How did the author of the article feel at the end of the ceremony?  
(1 point)
- 4 Which senses are implied in the author's account of the experience?  
(1 point)

Add these details in the correct places in the text.

- 1 With the purpose of creating a fragrant steam and increasing the heat while clearing and refreshing our bodies.
- 2 These rocks were heated on a fire outside the structure and then I brought in and placed in the pit.
- 3 The word comes from the Nahuatl and it is a combination of the words *temax* (sweat) and *cal* (house).
- 4 This ancient ceremony, that takes place in the *temazcal*, has deep roots in the Mayan and Aztec civilizations.

Rephrase these sentences from the text using the prompts.

When we entered the *temazcal* the *temax* built in the middle where burning volcanic rocks were later placed.

Except for the glowing of volcanic rocks, we were in complete darkness.

He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle.

play music / praying / chanting

What other traditional rituals

Discuss the following two questions.

- 1 What elements do Japanese and Mexican rituals have in common?  
(special places, people involved, traditions, the sensory experiences, etc.)
- 2 What other traditional rituals from ancient times are still practiced in Mexico?

### 6. Add these details in the correct places in the text.

You can go over each detail along with students and clarify any doubts. Ask them to add the details in the correct places in the text. Monitor. You can invite volunteers to share their answers with the rest of the class. See if everyone agrees.

### 7. Rephrase these sentences from the text using the prompts.

You can ask a volunteer to read the instructions along. Make sure everyone understands what needs to be done. Form pairs. Ask students to complete the activity with their partners. Monitor. You can invite volunteers to take turns to write their answers on the board. Check and correct as needed.

### 8. Discuss the following two questions.

Form small groups. You can go over the questions with students and clarify any doubts. Then, ask students to discuss the questions. Monitor. You can invite volunteers from each group to share their ideas with the rest of the class.

## Lesson 2



### Making a Comparative Chart

#### Session II

You can tell students you will now continue to work on their product. You can ask them to read the information on page 144 and clarify any doubts. Ask students to get together with their teammates and take out the information they previously researched. Tell students they have to choose another country to compare and contrast the same cultural aspect. Next, ask them to write questions about the things they would like to know. Monitor and provide any needed assistance. Students should research to answer the questions they wrote and write down the information they get. Remind them they can use books or encyclopedias and, if available, they can search for information on the Internet.

Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Session II**

During this session, you will:

- Get together with your teammates and take out the information you researched about a cultural aspect from your country.
- Choose one other country to compare and contrast the same cultural aspect.
- Write questions about the things you would like to know, for example: *When does it take place? Where? What? Why?*
- Find information in books, encyclopedias, or on the Internet to answer the questions you wrote and write down the information you get.

Save your work. You will use it in the following Product session.

## Reading Time!

### Reader's Fact – Around the World

#### Track 54

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 120 to 123 from the Reader's Book. Then, encourage students to share what they understood. You may also see if their predictions were correct. You can also ask some questions, e.g. *What place did they visit first? What celebration did they participate in? What details do you remember? What place did they visit next? What food did they eat in India? What do you remember about Turkey?, etc.*

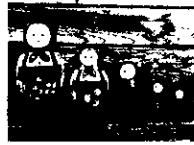
## Lesson 3

Discover

Look at the picture and discuss the question.

Do you know what the name of this craft is and where it is from?

Listen and read the text, check your ideas, and answer the questions.



I fell in love with Matryoshka dolls when I had one in my hands. They are a symbol of Russia and its culture. The name is a diminutive form of the name *Matryona*. They are sometimes called *babushki* which means *old woman* or *grandmother*. They represent fertility and motherhood. The first doll set was made in 1990 by Vasily Zvyozdochkin and designed by Sergey Maljutin, who was a folk crafts painter. They were inspired by a Japanese doll.

A Matryoshka is a nested doll with two halves that can be pulled apart. The outer figure contains one or more smaller versions of itself. It usually has the painted image of a woman, dressed in a traditional Russian peasant dress. They are made of wood and craftsmen begin their work by making the smallest doll in the set, the one that cannot be taken apart. Now, modern artists include different themes from fairy tales to the circus, Easter, animal collections, and even portraits and caricatures of famous people. Nowadays they are made by several artists at factories all over Russia. The work is completed when the artist adds his or her signature to the bottom of the largest doll and a number showing the number of dolls in the set. They are truly works of art!

What is another name for the Matryoshka dolls?

What do they represent?

What unique characteristic do Matryoshka have?

How do the Russian start making them?

What is the final step?

Underline the title for the text you like best.

- A Popular Symbol of Russia
- Matryoshka Dolls
- A Famous Russian Craft



## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can bring a soft ball or toy to class. Toss it to a student and ask a question or elicit a word related to this unit's topic. If the student answers correctly, he or she can toss the ball to someone else and ask another question or elicit another word, e.g. Question: What is something you pour? (water) / Word: It's a large hole in the ground (pit), etc.

Discover

## 1. Look at the picture and discuss the question.

You can direct students' attention to the picture and encourage them to describe what they see. Then, read the question along with students and encourage students to share their answers. If no one knows anything about the craft, you can tell them that they will soon find out more information.

## 2. Listen and read the text, check your ideas, and answer the questions.

You can tell students to listen and read along. Ask them to pay attention so that they can answer the questions. Play Track 41 as many times as you consider necessary and have students read along. You can then go over the questions and have students answer them. Ask the questions and elicit the answers to check and correct as needed.

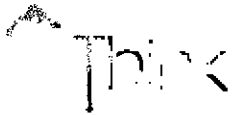
## 3. Underline the title for the text you like best.

You can now tell students they have to choose the title they like best. Ask them to underline the one they prefer. Invite volunteers to share their answers and see who agrees.

## Lesson 3

### Warm Up

You can play Pictionary. Before class, prepare words related to the unit and put them in a bag. Split the class into two teams and draw a line down the middle of the board. One team member from each team gets a marker and chooses a word from the bag. Students draw the word as a picture. Their team must guess the word. Then, another student comes to the board and the same process is repeated. Repeat until students have drawn and guessed all the words. Encourage students to be quick.




#### 4. Complete the second column of the chart with information from the text.

You can direct students' attention to the chart and go over the information. Clarify any doubts. Ask students to use the information from the text to complete the second column. Monitor. You can draw a similar chart on the board and have volunteers take turns to complete it.

#### 5. Look at the picture and use the prompts to write sentences about this famous Mexican craft.

You can direct students' attention to the picture and encourage them to say what they see. Then, you can go over the prompts and make sure everyone understands what needs to be done. Have students complete the activity. Monitor and provide any needed assistance.



Complete the second column of the chart with information from the text.

Country of origin		
Artist		
Date		
Main characteristics		
Inspired by		
Material		
Theme		
Production		

Look at the pictures and use the prompts to write sentences about this famous Mexican craft.

fantastic, unnatural animals / painted bright colors


Albreyes / kind Mexican craft / created Pedro Albreyes 1936

Linajes / descendants / continue tradition / own workshops

Albreyes / paper mache / cardboard

An unique piece of art

Linajes / brilliant / in dreams / strange animals / the word *alebreyes*





Number your sentences to follow the same order in which the information about the Matryoshka dolls is presented. Then complete the column on the right in the chart in Activity 4.

Read this additional information about the alebrijes and follow the instructions:

- Paraphrase the information you choose to rewrite.
- Add the sentences from Activity 5 in the correct places.
- Divide the text into paragraphs and write it in your notebook.
- Check spelling, grammar and punctuation.
- Add a title.

In 1990, just two years before his death, Jimenez was awarded the Premio Nacional de Ciencias y Artes in the Arts and Popular Traditions category. Jimenez made some alebrijes for the famous artist Diego Rivera, and these pieces are exhibited at the Museo Anahuacalli in Mexico City.

In the Oaxaca Valley of southern Mexico, Manuel Jimenez started making alebrijes with copal wood. Soon entire villages in Oaxaca profited from this craft.

Alebrijes became a lucrative craft when a British documentary filmmaker, Bronowski, made them popular in the US and other countries.

Signed products that have the mark of a maker are more highly prized. These alebrijes combine the traditional wood carving technique from Oaxaca and the technique created by Jimenez. Jimenez's designs were adapted to the wood carving technique. Even though this craft favored the economic development of the region, it also causes deforestation of copal trees. Some of the most famous Oaxacan artisans are Julia Fuentes, Jacobo Angeles and Miguel San Diego, among others. Wood carving was a traditional craft in Oaxaca long before the alebrijes became famous. Prehispanic Zapotecan art used this material to make masks, totems, musical instruments and small objects.

Exchange texts with a classmate and give feedback. Write the final edited version in your notebook.

## Lesson 3

**6. Number your sentences to follow the same order in which the information about the Matryoshka dolls is presented. Then complete the column on the right in the chart in Activity 4.**

You can read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor and provide any needed assistance. You can have volunteers write the information from the chart on a similar chart the board. See if everyone agrees.

**7. Read this additional information about the alebrijes and follow the instructions:**

You can go over the instructions along with students and make sure everyone understands what needs to be done. You can have volunteers read the information aloud or ask them to read it individually. After everyone has read the text, make sure they follow the steps to complete the activity. They can write in their notebooks. Monitor and provide any needed assistance.

**8. Exchange texts with a classmate and give feedback. Write the final edited version in your notebook.**

Have each pair get together with another pair and exchange their texts. Ask students to give feedback to their classmates. Students should write the final edited version of their information in their notebooks.

## Tips

You can read the information in the box along with students before they begin working on activity 7. Remind them to look at these tips if they need to while looking for and writing down information about *alebrijes*.

## Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In pairs you assign a topic (anything, food, travel, clothes, etc.) and ask students to discuss this topic and discover the similarities and differences between them. Encourage them to record these similarities and differences in a diagram.

## Lesson 3



### Making a Comparative Chart

#### Session III

Students will need a piece of construction paper.

You can tell students that you will now continue to work on their product. You may ask them to read the information on page 148 and clarify any doubts. Then, have them get together with their teammates and take out the texts about the same cultural aspect of two countries. Ask them to draw a chart to compare the cultural aspects on a piece of construction paper. Remind them to include all aspects they want to compare. They should write the sentences under the correct column. Remind them to check grammar and spelling and to make sure that the information is correct and clear. Tell them they can add some pictures to make their chart more attractive. Remind students that they will need this material for the final session, so it should be put away in a safe place.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers

**Session III**

Get together with your teammates and take out the texts about the same cultural aspect in two different countries.

Draw a chart to compare the cultural aspects in both countries on a piece of construction paper.

Include all the aspects you want to compare and contrast.

Write the corresponding sentences in your chart under the correct column.

Check grammar and spelling.

Make sure the information is correct and clear.

You can add some pictures to make your chart attractive.

Remember to save your work. You will use it in the following Product session.

## Reading Time!

### Reader's Fact – Around the World

#### Track 54

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 124 to 127 from the Reader's Book. Then, encourage students to share what they understood and/or you may see if their predictions were accurate. You can also ask some questions, e.g. *What country did they visit next? What event did they attend to? Where is Marrakech? What did they see there? What country did they visit next? What did they do in Brazil?, etc.*

**Review** Lesson 4

Read about how people around the world celebrate New Year and answer the questions. Then compare your answers in pairs.

Countries have different traditions to welcome the new year, most of them are thought to bring luck and good fortune in the year ahead. Many countries share the custom of looking back on this day with a fireworks display.

Some traditions are quite unique. For example, in Denmark people smash a plate on a friend's back to bring good luck, or the bigger pile of smashed dishes you get, the more friends you have.

In Spain people eat twelve grapes when the clock strikes midnight, one for each month of the year, to bring the clock during the whole year.

In Japan and South Korea people ring bells to start the new year, while in Romania people dress up as dancing bears because bears are fast and the people are trying to catch them. Folktales are shared in most of Latin America, people talk and wish a happy future to the new year. In the United States and traveling in New York people gather around Times Square for the counting down to midnight. If on a gloomy day, a blizzard, you can't see the ball, you mark it in the beginning of the new year. In a similar way, other places in the world have their special traditions of doing on this day. Like in Trinidad where people drag with masquerades.

Which of the traditions above do you think is the best one?  
 Which one would you like to experience?  
 What do you and your family do to welcome the new year?

Complete this graphic organizer with information in note form about New Year traditions in your culture.

food

**New Year celebration**

special traditions

activities

Develop your notes above into a text to explain your local traditional New Year celebration in your notebook. Exchange texts with a partner to compare them.



**2. Complete this graphic organizer with information in note form about New Year traditions in your culture.**

You can begin by directing students' attention to the graphic organizer. Elicit what these organizers are for (organize ideas about a topic). You can then ask a volunteer to read the instructions aloud. Ask students to complete the activity. Monitor and provide any needed assistance.

**3. Develop your notes above into a text to explain your local traditional New Year celebration in your notebook. Exchange texts with a partner to compare them.**

You can ask students to remember how they took notes about different celebration throughout the unit. Then, ask them to use the information in their graphic organizer to write a text to explain their local New Year celebration in their notebooks. Monitor. Then, form pairs and ask students to exchange text with a partner and compare them. Invite volunteers to read their text aloud for the rest of the class.

**Glossary**

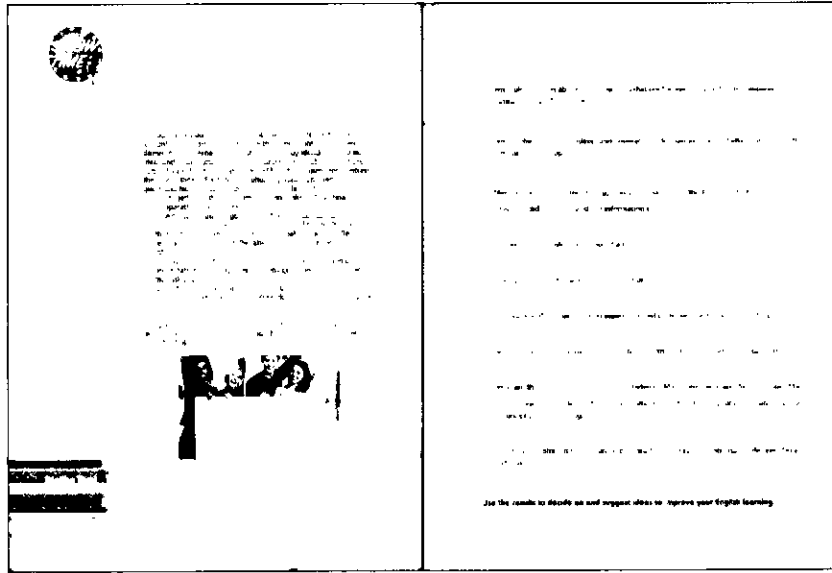
You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *I love how fireworks light up the sky./He got so angry he smashed his TV./ There are flagpoles that are over 11 meters tall!!/ She heard the clock strike 8.*

**Lesson 4**

**Review**

**1. Read about how people around the world celebrate New Year and answer the questions. Then compare your answers in pairs.**

You can read the instructions and questions along with students and clarify any doubts. Ask students to read and complete the activity individually. Monitor and provide any needed assistance. Form pairs and ask students to compare their answers. To check, you can ask the questions and elicit answers from volunteers and see the different ways your students celebrate the New Year.



## PROCEDURE

9

### Making a Comparative Chart

You can begin this session by inviting students to share what they think were the most interesting cultural aspects in the unit. You can ask students to read the information on page 150 and clarify any doubts. Students should get together with their teammates and take out their final charts. Ask them to take some minutes to make sure their charts are complete and decide how to divide the text so that each teammate has the opportunity to speak to the class. Tell students they should rehearse their presentation aloud while paying attention to pronunciation and intonation. Then, students should display their charts on visible parts of the classroom and give their presentations. Other students can ask any questions they have. Remind students to pay attention and to be respectful. You can display the charts on the classroom walls.

Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to check the Grammar Reference section on page 177 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Fact – Around the World

#### Track 54

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 128 to 130 from the Reader's Book. Then, encourage students to share what they understood and/or if there is something they already knew. You can also ask some questions, e.g. *What did they do in Peru? What is the Danza de las Tijeras? What did they enjoy in Mexico? What neighborhood did they visit? Did they enjoy their trip?*, etc.

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can:

- revise short literary essays.
- read and understand the general meaning, the main ideas and details in literary essays.
- describe and compare cultural aspects.
- using the planning and performing of the final product I participated actively.
- found interesting information to present.
- showed respect and collaborated with my teammates.
- felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then complete the table I feel:

Happy   Excited   Angry   Disappointed   Sad   Interested   Curious

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

	1 = Agree	2 = Disagree	3 = Needs Practice	
Accepted the assigned tasks.				
Contributed positively to group discussions.				
Completed work and helped others when needed.				
Worked well with other teammates.				
Was a valuable member of the team.				
ICOM				

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is.

Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 152 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 151 and explain that this evaluation is something they have answered individually to evaluate their performance. Read the instructions of step 1 along with the performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Sing songs in English. Review 10 minutes after school, etc.* You may also invite students to share the ideas they came up with.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Questionnaire

Select the appropriate answer to assess your students' performance.

1. Was the student able to determine patterns in texts such as comparison and contrast, cause and effect, problem and solution, etc.?

a. Yes                                      b. Sometimes                                      c. No

2. Was the student able to infer implicit information?

a. Yes                                      b. Sometimes                                      c. No

3. Was the student able to create images from what he or she read?

a. Yes                                      b. Sometimes                                      c. No

4. Was the student able to contrast cultural aspects with those described in a text?

a. Yes                                      b. Sometimes                                      c. No

5. Was the student able to write statements to describe cultural aspects?

a. Yes                                      b. Sometimes                                      c. No

a= 2 points

b= 1 point

c= .5

8 - 10 points = Excellent

5- 7 points = Ok

0-4= Poor

**10** Lesson 1 Values: why they matter

**Discover**

**1** Read this definition of the word *citizen* and classify the rights and responsibilities in the table below. Then, discuss in pairs: Do you know any other right or responsibility citizens have?

A citizen is a member of a community, state, or nation. Citizens have rights and responsibilities as family members, as students in school, and as members of their community. State and national citizens have certain rights stated in the Constitution of the country in which they live. They also have responsibilities.

Rights	Responsibilities

**2** Discuss: What are some of the rights and responsibilities you have at school?

**3** Read what *ethics* is and match the values in the box to the corresponding quotes.

What is ethics? Ethics is a set of rules based on moral education. Our values tell us how we should behave and make decisions about what is right and wrong.

Think about the questions below. Write a value that you learned about down the right. There will be five questions to do. Do you think you made a good decision? Very important? An ethical decision, one that may be hard to make a right decision. Think about the right that you should always follow.

- Answer the questions when you read the text. Be from the text to your.
- It is a good idea to help others when you can.
- It is a good idea to help others when you can.
- It is a good idea to help others when you can.
- It is a good idea to help others when you can.

153

# UNIT 10

## Values: why they matter

### Discover

1. Read this definition of the word *citizen* and classify the rights and responsibilities in the table below. Then, discuss in pairs: Do you know any other right or responsibility citizens have?

You can read the instructions along with students. Make sure they understand what needs to be done. You can ask students to read silently or have volunteers take turns to read aloud. Then, ask them to classify the rights and responsibilities. Next, form pairs and ask them to discuss the question. Elicit ideas from different pairs.

2. Discuss: What are some of the rights and responsibilities you have at school?

Students should continue working in pairs. Read the question along with students and ask them to discuss it. Monitor. You can elicit ideas from each pair and write the rights and responsibilities on the board.

3. Read what *ethics* is and match the values in the box to the corresponding quotes.

You can ask students to read silently or have volunteers take turns to read aloud. Then, ask students to match the values to the corresponding quotes. Monitor. To check, you can say each value and elicit the corresponding quote.

### Achievements

- Revise texts of Civics and Ethics Education and select information
- Understand general sense and main ideas
- Discuss points of view by participating in a round table

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

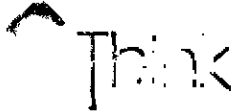
### Warm Up

To begin the class, you can write the word 'Values' on the board. Form small groups and encourage students to define the word. Then, elicit each groups' ideas and come up with a definition as a group, e.g. Values are something that guide how people should behave.

# Lesson 1

## Warm Up

You can form small groups and encourage students to come up with rights and responsibilities students have at home or at school. Then, elicit ideas from each group and make a list of rights and responsibilities on the board with everyone's ideas.





### 4. Listen to Steve and Carol and answer the questions.

You can ask a volunteer to read the instructions aloud and you could go over the questions before you play the track. Play Track 42 as many times as you consider necessary for students to answer the questions. You may then ask the questions and elicit the answers.

### 5. Circle the suitable sources to find information about the topic above.

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the activity. Elicit answers from volunteers and see if everyone agrees.



**4 Listen to Steve and Carol and answer the questions.** 

1. What topic will Steve discuss at school?  
Steve will discuss the rights and responsibilities of students.

2. What specific aspects of the topic will be discussed?  
Steve will discuss the rights and responsibilities of students at school.

**5 Circle the suitable sources to find information about the topic above.**

books	encyclopedias	dictionary
Internet sites	brochures	

**6 Look and match the parts of a book to their definitions. Then circle the chapter where you can find information about the topic Steve will discuss and the related words on the glossary page.**

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contents</td> <td style="width: 50%; text-align: right;">9</td> </tr> <tr> <td>Civic skills</td> <td style="text-align: right;">29</td> </tr> <tr> <td>Ethical values</td> <td></td> </tr> <tr> <td>Challenges of Social Development</td> <td style="text-align: right;">53</td> </tr> <tr> <td>Civil rights</td> <td style="text-align: right;">75</td> </tr> </table> </td> <td style="width: 50%; vertical-align: top;"> <p><b>1</b> Bibliography                      Bender, John. <i>Society and Moral Principles</i>. 2nd edition. Miami, FL: Scholastic, 2015.</p> <p>Taylor, Mary. <i>All about human rights</i>, 1st edition. New York, NY: Harper, 2010.</p> </td> </tr> </table>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contents</td> <td style="width: 50%; text-align: right;">9</td> </tr> <tr> <td>Civic skills</td> <td style="text-align: right;">29</td> </tr> <tr> <td>Ethical values</td> <td></td> </tr> <tr> <td>Challenges of Social Development</td> <td style="text-align: right;">53</td> </tr> <tr> <td>Civil rights</td> <td style="text-align: right;">75</td> </tr> </table>	Contents	9	Civic skills	29	Ethical values		Challenges of Social Development	53	Civil rights	75	<p><b>1</b> Bibliography                      Bender, John. <i>Society and Moral Principles</i>. 2nd edition. Miami, FL: Scholastic, 2015.</p> <p>Taylor, Mary. <i>All about human rights</i>, 1st edition. New York, NY: Harper, 2010.</p>	<p><b>2</b> drinking people with different beliefs or different ways of life</p> <p><b>3</b> the state of being a member of a particular country</p> <p>treating people differently because of their skin color, sex, sexuality, etc.</p> <p>not liking other people an unfair opinion or feeling formed without enough thought or knowledge</p>
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contents</td> <td style="width: 50%; text-align: right;">9</td> </tr> <tr> <td>Civic skills</td> <td style="text-align: right;">29</td> </tr> <tr> <td>Ethical values</td> <td></td> </tr> <tr> <td>Challenges of Social Development</td> <td style="text-align: right;">53</td> </tr> <tr> <td>Civil rights</td> <td style="text-align: right;">75</td> </tr> </table>	Contents	9	Civic skills	29	Ethical values		Challenges of Social Development	53	Civil rights	75	<p><b>1</b> Bibliography                      Bender, John. <i>Society and Moral Principles</i>. 2nd edition. Miami, FL: Scholastic, 2015.</p> <p>Taylor, Mary. <i>All about human rights</i>, 1st edition. New York, NY: Harper, 2010.</p>		
Contents	9												
Civic skills	29												
Ethical values													
Challenges of Social Development	53												
Civil rights	75												

a) Definitions of difficult or unfamiliar words that appear in the book. | |

b) The titles of the chapters or units in the book and the pages where they begin. | |

c) A list of the books referred to in a text or consulted by the author of a book. | |

### 6. Look and match the parts of a book to their definitions. Then circle the chapter where you can find information about the topic Steve will discuss and the related words on the glossary page.

You can ask a volunteer to read the instructions aloud. Clarify any doubts. Ask students to complete the activity individually. Monitor. You can elicit the answers and check.



**7. Read these extracts from a book and a website and underline the information that answers Steve's questions for the round table.**

Discrimination in the context of civil laws means unfair treatment of a person or group of people based on certain characteristics, such as age, disability, ethnicity, nationality, gender, race, religion and sexual orientation. Discrimination is against the law, but not all types of discrimination are unlawful.

For example, at work when only men or only women are interviewed for a position at a company, or when there are differences in wages and labor conditions for the same jobs.

There are many cases related to health services, education, etc.

The most vulnerable groups are women, people with disabilities, indigenous communities, elderly people and migrants.

People who suffer from discrimination usually accept being treated badly as if they didn't deserve respect. Sometimes they may react in a violent way against the people who discriminated them or against others. They sometimes try to face the situation, but when they can't solve it, they often identify and think the situation cannot be solved.

Respect should be demanded. In Mexico there are some government institutions like CONADEP that deal with and solve complaints about discrimination.

The National Human Rights Commission is another institution that deals with discrimination cases.

**8. Read the texts and match them with the corresponding questions below.**

**Do war toys make children violent?**

**Yes: 52%**

War toys teach children to accept a certain level of violence and killing as acceptable ways of solving problems. They promote fighting and aggression, kindness, cooperation and cooperation toward others. Nevertheless, some people think that children who play with war toys will not necessarily be violent adults. In their opinion, it is up to parents to make sure their children understand what real weapons can do and that they are not to be used against people as a way to release anger. What do you think?

**No: 48%**

In most developed countries, participating in national elections is a right of citizenship. Others consider that it is also a responsibility. People who think voting should be compulsory say that decisions made by democratic governments are more legitimate. The greater number of people participate in the elections, the more that voters are part of our own education. People who disagree with this say that the fact that it is compulsory goes against the principle of democracy. Have and that voters who are voting against their free will may elect a candidate at random.

**9. Discuss one more possible question about each of the topics above and write them in your notebook. Share and compare your questions with those of another pair.**

**155**

## Lesson 1

**7. Read these extracts from a book and a website and underline the information that answers Steve's questions for the round table.**

You can read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to read and underline. Monitor. You may elicit what different students underlined and see if everyone agrees.

**8. Read the texts and match them with the corresponding questions below.**

You can ask volunteers to read the instructions and questions aloud. Clarify any doubts. You can have volunteers take turns to read the texts aloud or you can ask them to read the texts individually. Ask students to match the texts to the questions. Monitor. Elicit answers from students and check. If there are disagreements, encourage students to justify their answer with examples from the text, e.g. *What phrase let you know that was the answer?*

**9. Discuss one more possible question about each of the topics above and write them in your notebook. Share and compare your questions with those of another pair.**

Form pairs. Ask students to discuss one more possible question about each topic above and write them down. Monitor. Then, have each pair get together with another pair and compare their questions. You may elicit questions from volunteers.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students discuss the following: What is the one right you could not live without? Why? Encourage everyone to share their ideas and have a volunteer from each group share a summary for the rest of the class.

## Lesson 1

### A Round Table

### Session 1

You can tell students that this unit's product will consist on researching ethical and civic topics to write their points of view so that they can discuss them at a round table. You can ask students to read the information on page 156 and clarify any doubts. Ask students to get together in teams of six. They should brainstorm topics related to ethics and civics. They can research online if available or browse books and encyclopedias. Students should think of questions related to their chosen topic so that they can find relevant information and state their points of view. Ask them to write down these questions in their notebooks. Have students choose useful sources of information to answer the questions, e.g. the Internet, books or encyclopedias.

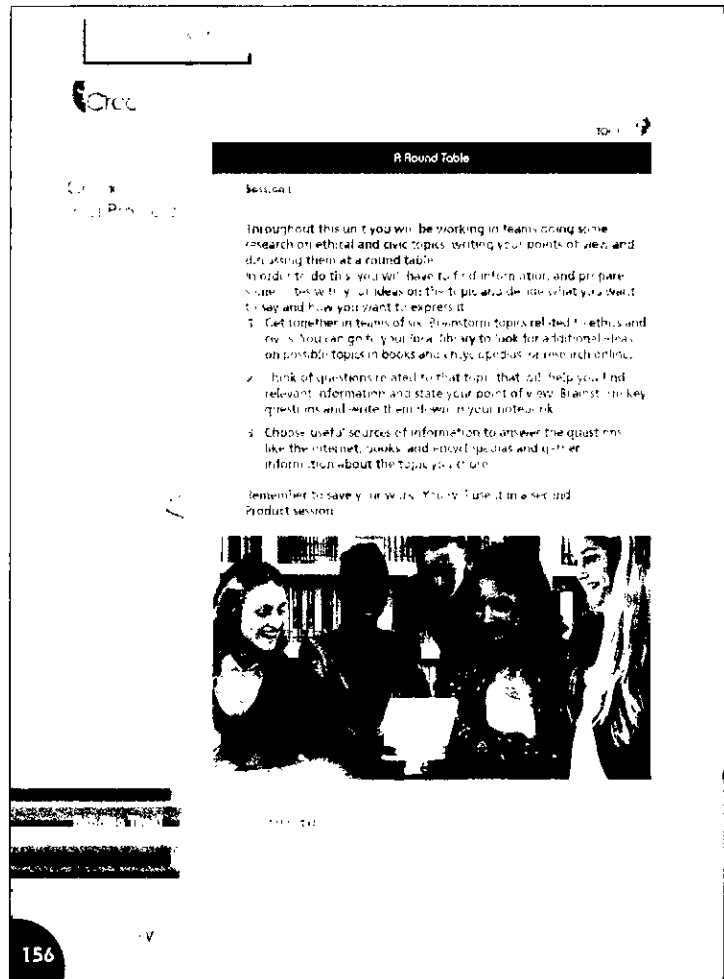
Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

### Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.



The image shows a page from a lesson plan. At the top left, there is a logo for 'Civics' and a page number '156'. The main heading is 'A Round Table'. Below it, there is a section titled 'Session 1'. The text describes a group activity where students will research ethical and civic topics and discuss them at a round table. It provides instructions for students to work in teams of six, brainstorm topics, and research them. A list of three steps is provided: 1. Get together in teams of six. Brainstorm topics related to ethics and civics. You can go to your town library to look for additional ideas on possible topics in books and encyclopedias or use such online. 2. Think of questions related to that topic that will help you find relevant information and state your point of view. Brainstorm key questions and write them down in your notebook. 3. Choose useful sources of information to answer the questions like the internet, books and encyclopedias and gather information about the topic you choose. Below the text, there is a photograph of a group of diverse students sitting around a table, engaged in a discussion. At the bottom left of the page, the number '156' is visible.

### Reader's Fact – Being a Good Person and a Good Citizen Track 55

During this unit, students will read information about civics, ethics, values, and rights so that students can learn more about the topic of this unit. Before you begin today's lesson, read pages 131 to 133 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is civics? What is ethics?*, etc.

**Lesson 2**

**Discover**

**1** Read this quote and discuss: what does it mean?, do you agree?, what moral value is it about?

**2** Read this article, listen to some opinions on the topic, and check (✓) the main ideas.

**3** Read each person's opinion and underline the ideas you agree with.

I believe lying is never good. It is a form of disrespect, even if you have good intentions. We expect others to have the courage to be honest with us, so we should behave in the same way.

I think it is OK to lie when you are protecting someone's feelings. Parents sometimes lie to protect their children. If your friend put a new bar of soap in the bathroom and you say it looks really bad, the person should feel awful. It does no harm to tell white lies.

When someone finds out a secret or something personal about you and confronts you about it and you don't want to admit it, you can tell them that it is not true. In my point of view, lying can prevent us from having unnecessary conflicts.

Some people feel that white lies are unavoidable in our relationships. But if you cannot speak the truth without destroying someone, something in your relationship is definitely wrong. Your friend wants your approval and he or she didn't get it, so what? It's worse if your friend one day says to you, "Why didn't you tell me?"

**157**

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can play hangman with words from the previous lesson, e.g. honesty, reciprocity, responsibility, compassion, values, discrimination, bullying, etc.

## Discover

### 1. Read this quote and discuss:

You can ask a volunteer to read the instructions and the quote aloud. Then, form pairs and ask them to discuss the questions. You can invite each pair to share their ideas with the rest of the class.

### 2. Read this article, listen to some opinions on the topic, and check (✓) the main ideas.

You can tell students you will now listen to and read an article and they have to pay attention so that they can check the main ideas. Play Track 43 as many times as you consider necessary for students to complete the activity. Then, elicit the main ideas and check.

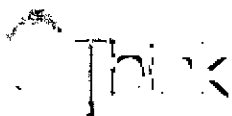
### 3. Read each person's opinion and underline the ideas you agree with.

Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor. You may then elicit the ideas students agree with.

## Lesson 2

### Warm Up

You can form small groups and have students share their opinion on one or more topics that have been mentioned so far in this unit, e.g. bullying, discrimination, etc. and encourage volunteers to share their opinions with the rest of the class.



#### 4. Discuss the following questions.

Form pairs. You can go over the questions along with students and clarify any doubts. Ask students to discuss the questions. Monitor. You may elicit ideas from volunteers.

#### 5. Complete the table with your opinion about lying and the ideas in the text that exemplify or explain it. Try to express them in your own words.

You can have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the table. Monitor and provide any needed assistance.

#### 6. Discuss your points of view on the topic. Use the information in the table to help you express your ideas.

Form groups and ask students to discuss their points of view with their group. Students should use the information in the table to help them express their ideas. Monitor and provide any needed assistance.

**Think**

**4** Discuss the following questions.

1. What examples of white lies can you think of?
2. Which of the main ideas in activity 2 do you disagree with?

You can use some of the following phrases to express your disagreement.  
*I don't think...* *I totally disagree with...* *It's wrong to think that...* *I believe that...*

**5** Complete the table with your opinion about lying and the ideas in the text that exemplify or explain it. Try to express them in your own words.

My opinion about lying	Examples to support my point of view

**6** Discuss your points of view on the topic. Use the information in the table to help you express your ideas.

**7** Look at each group of words and in pairs discuss the questions. Look up the words in a dictionary to check your answers.

- a) What part of the word stays the same in each group? Underline it.
- b) What is the function of the letters that come before or after those you underlined?
- c) Does the meaning change? Which words change to their opposite?
- d) Which ones change the part of speech?

inform	information	uninformed	informative
respect	disrespect	respectful	respected
use-useful	useless	usefulness	
necessary	unnecessary		
relation	relationship	relate	unrelated
avoid	unavoidable	avoidable	
approve	approval	disapprove	

158

#### 7. Look at each group of words and in pairs discuss the questions. Look up the words in a dictionary to check your answers.

Students should work in pairs. Direct their attention to the groups of words. Make sure everyone understands the meaning of the questions. Ask students to discuss and answer the questions and then look up the words in a dictionary to check their answers. You can elicit answers from volunteers. Check and correct as needed.

## Lesson 2

**E** Read this article about another moral issue and underline the points of view you agree with.

Animal rights is a controversial ethical topic because people do not agree about whether animals have rights and what is meant by animal rights. There are different positions with regard to this topic.

People who support this point of view consider that:

- animals have rights, and they should be treated in the way that is best for them
- people shouldn't use animals for food, clothing, experiments or anything else
- sometimes it may be alright to violate an animal's rights when they conflict with the rights of another animal or a human being

Some animal rights

According to this point of view:

- in some situations, animals can be exploited or used, as long as they are treated humanely
- Animals do not have the same rights as humans.
- Simpler animals have fewer rights than more complex animals. For example, it is ok to kill a mosquito, but it's not ok to kill a pig.
- Animals that harm have fewer rights, for example a poisonous snake, a swarm of locusts, etc.
- Endangered species have more rights than other species.
- When there is a conflict between what is best for animals and what is best for humans, animals' rights may be violated. So, animals may be used for food, clothing and experiments when this means benefit to humans.

The cruelty and kindness point of view:

According to this:

- Animals can be used or exploited only if they are treated humanely and only if this use or exploitation benefits humans
- Animals do not have rights

**E** In your notebook write your opinion on this topic and add some explanations or examples as you did in activities 4 and 5.

**ID** Discuss your ideas using the text you wrote as a guide.



Tips

159

**8. Read this article about another moral issue and underline the points of view you agree with.**

You can read the instructions along with students. You can ask students to silently read the article or have volunteers take turns to read it aloud. As students read, they should underline the points of view they agree with.

**9. In your notebook write your opinion on this topic and add some explanations or examples as you did in activities 4 and 5.**

You can ask students to take out their notebooks and write their opinion on the topic and add some explanations or examples just like they previously did on activities 4 and 5. If necessary, encourage students to take a look at those activities before they begin this activity. Monitor and provide any needed assistance.

**10. Discuss your ideas using the text you wrote as a guide.**

Form groups and ask students to discuss their ideas using the text they wrote as a guide. Monitor and provide any needed assistance. You may invite volunteers to share their ideas with the rest of the class. You may want to make sure you act as a moderator as students discuss.

## Tips

Before you ask students to discuss their ideas as indicated in activity 10, you can read the information in this box and encourage students to share examples on how to express their points of view while using these expressions.

## Lesson 2



### A Round Table

#### Session II

You can tell students they will continue to work on their product. You may ask them to read the information on page 160 and clarify any doubts. Students will need note cards or something similar for this step. Ask students to get together with their teammates and take out the information they gathered on their chosen topics. Ask them to identify the points of view and ideas each of them identify and agree with and write the main aspects of this on note cards. Remind them to add explanations or examples. Have students make some notes on the expressions they can use to express their ideas. Monitor and provide any needed assistance. Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**A Round Table**

Session II

1. Get together with your teammates and take out the information you gathered about the topic of these final sessions.
2. Individually identify the points of view and ideas you agree with and write the main aspects on note cards. Add some explanations or examples to them.
3. Make some interesting verbal expressions to express your ideas. (I think it's not true. I don't see it that way. I get...)

Save your work. You will use it in the following final session.

160

## Reading Time!

### Reader's Fact – Being a Good Person and a Good Citizen Track 55

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 134 to 137 from the Reader's Book. Then, encourage students to share what they understood. You may also see if their predictions were correct. You can also ask some questions, e.g. *What are civil rights? What are political rights? Name some things you can do to be a good citizen. What are moral values? What is solidarity?, etc.*


**Lesson 3**

**Discover**

**1** Read this text about being a good citizen and discuss in pairs which aspects you consider are the most important.

Good citizens are involved in their community. They try to make the place where they live a better place. It starts with education and the habit of learning. Because educated citizens cannot be manipulated, it is important to be well educated. The more education you have, the more you can do for your community. When there are issues to be solved, a community tries to fix things or make improvements in their area. A good citizen should care about the community in one's neighborhood. This means things like recycling, being polite to others, supporting them, not being irresponsible, respectful and polite. They can lead rules for taking care of public places, streets, parks, etc. It can be the way to behave when interacting with people. These can make relationships easier and make your area better to live around than other ones. Being a good citizen can make the world a better place.

**2** Listen to four people talking about the topic above and number the pictures in the correct order.



**3** Listen again and underline the correct answers.

1. Why do you think the man in the video is a partner before signs? *He's trying to make you right. That's not a bad idea!*

a) Because she isn't sure about what to say.      b) It is something about the sign itself.

2. What do the questions mean? Read what the sign says. Some people have a *consideration* for others. They *think* about *consequences* for a *benefit*.

a) That she is angry.      b) That she is disappointed.

3. Read on the bus, emphasize the sentence. If people try to *change* they *don't* *do* the *right* *thing*. *It* *is* *not* *the* *best*.

a) By covering his ears.      b) By raising his voice.

161

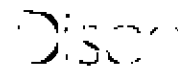
**3. Listen again and underline the correct answers.**  
 You can go over the questions and statements before you listen to the track. Tell students to listen and underline the correct answers. Play Track 44 as many times as you consider necessary. You can invite volunteers to share their answers and see if everyone agrees.

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can form teams and give them five minutes to think of an issue (related to this unit) they consider to currently be the most important issue in their community, why they think so, and, if possible, one idea on how to solve this issue. Invite each team to share their ideas with the rest of the class.



### 1. Read this text about being a good citizen and discuss in pairs which aspects you consider are the most important.

You can ask a volunteer to read the instructions aloud. Have students read the text. Then, form pairs and ask them to discuss the aspects that they consider the most important. Monitor. You may elicit ideas from different volunteers.

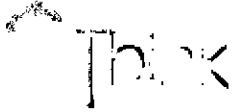
### 2. Listen to four people talking about the topic above and number the pictures in the correct order.

You can begin by directing students' attention to the pictures and encouraging them to describe what they see. Then, tell students you will now listen to people talking about the topic and they have to identify and number the pictures in the correct order. Play Track 44 as many times as you consider necessary for students to complete the activity. You can elicit answers and check.

## Lesson 3

### Warm Up

You can ask students to share examples of the actions that make them good citizens that they have performed in the previous week. You may also share your own experiences.



#### 4. Read these sentences and circle the correct options.

You can read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity. Monitor. Then, elicit answers from volunteers and check. Correct and clarify as needed.

#### 5. Read and complete what some students say about recycling with the phrases in the box.

You can tell students you will now listen to people sharing their ideas about recycling and they have to complete with the words in the box. You may go over the phrases in the box before you begin. Then, you can have volunteers take turns to read the characters' opinions aloud. Play Track 45 and have students listen and check.

#### 6. Discuss in pairs. If recycling were mandatory in your city, should people be fined for not doing it? Why? Why not?

Form pairs. Read the instructions along with students. Make sure everyone understands what needs to be discussed. Monitor. You may elicit ideas from volunteers and see who agrees and who disagrees.

**Think**

**Grammar**

**4 Read these sentences and circle the correct options.**

- > If we didn't show respect at home among our family members, we would never learn how to be respectful to other people.
- > I think that if we all did some community work, it would make a huge difference in our quality of life.
- > If everyone had good manners, the world would be so much nicer!
- > If everybody did whatever they wanted, the world would be in complete chaos.

**4 They all express real / unreal situations.**

**5 In this context they are used to express logical consequences to / probably ideas / express the ideas that are very likely to come true.**

**5 Read and complete what some students say about recycling with the phrases in the box.**

**Anna:** People \_\_\_\_\_ if they had to pay a fine for not doing it. That would teach them. It's not OK what they are doing.

**Paul:** I'm in favor of recycling, but what about people with money problems? What if \_\_\_\_\_? What if they can't pay for a recycling bin?

**Greg:** \_\_\_\_\_, it would be much better. For example, every time you recycle, you get a little extra money paid by the government. That would be great!


**Lauren:** No, that's impossible to do. The system they have in some European countries is a better solution. You are free to recycle or not. But if \_\_\_\_\_, then the government charges you to pay somebody else to do it for you.

**5 Discuss in pairs. If recycling were mandatory in your city, should people be fined for not doing it? Why? Why not?**

**162**



**7** Identify the people from the dialog in activity 5 by reading what each one said and matching it to the correct body language. Label the pictures with their names.



**Tips**

**8** Write some more ideas to continue the discussion about the topic with the prompts below.

**9** Work in groups of four. Role-play the discussion in activity 5 and include your ideas from the previous activity. Pay attention to body language, pauses, volume and tone of voice.

163

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students choose a value they think is missing/lacking in society. Invite them to make a poster to motivate people to remember this value. Put these posters up on the walls as a reminder for students of why values matter.

## Lesson 3

**7. Identify the people from the dialog in activity 5 by reading what each one said and matching it to the correct body language. Label the pictures with their names.**

You can first direct students' attention to the pictures and encourage them to describe what they see. Then, ask them to match the picture to the name based on the body language. If necessary, invite volunteers to act out different emotions. Monitor. Next, you can have volunteers read the name aloud while representing the corresponding body language.

**8. Write some more ideas to continue the discussion about the topic with the prompts below.**

You can read the instructions and prompts along with students. Clarify any doubts. Ask students to complete the activity. Monitor and provide any needed assistance.

**9. Work in groups of four. Role-play the discussion in activity 5 and include your ideas from the previous activity. Pay attention to body language, pauses, volume and tone of voice.**

Form groups of four. Ask students to role-play the discussion in activity 5. They should add their ideas from the previous activity. Remind them to pay attention to their body language, pauses, volume and tone of voice. Monitor and provide any needed assistance.

### Tips

You can read the information in this box before students begin working on activity 7. Demonstrate how using your body while you speak emphasizes the meaning of your ideas (just like when you are teaching).

## Lesson 3



### A Round Table

#### Session III

You can tell students they will continue working on their product. You can ask them to read the information on page 164 and clarify any doubts. Students should get together with their teammates and take out their note cards with their points of view. Ask them to brainstorm ideas on when and how to adjust the volume and tone of voice or when to make pauses so that they are convincing when expressing their points of view. Remind them that they have to discuss a topic and their ideas should be clear. Ask them to write some notes on their cards. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers

**A Round Table**

Session III

1. Get together with your teammates and take out your note cards with your personal points of view on the topic you chose.
2. Brainstorm with your teammates using tips on when and how to change the volume of your voice, your tone of voice, whether to make pauses to follow your ideas in a certain way. Remember the objective: to discuss a topic and your ideas should be clearly stated. Write down some notes on your cards.

Save your work. You will use it in your next product session.

164

## Reading Time!

### Reader's Fact – Being a Good Person and a Good Citizen Track 55

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 138 to 141 from the Reader's Book. Then, encourage students to share what they understood and/or you may see if their predictions were accurate. You can also ask some questions, e.g. *What does freedom to choose mean? What does responsibility mean? Give some examples that show responsibility, etc.*

REVIEW Lesson 4

1 Read these arguments for and against zoos. Write your personal point of view.

ZOOS

For	Against
<ul style="list-style-type: none"> <li>Animals have medical care all the time.</li> <li>Endangered species are kept safely in zoos.</li> <li>Zookeepers organize activities to avoid animals feeling bored or depressed.</li> <li>People learn about animals without traveling to far-off places to see them.</li> </ul>	<ul style="list-style-type: none"> <li>Capturing animals is against their rights.</li> <li>Their natural movements are limited because they do not have enough space.</li> <li>Captive animals do not show their natural behavior.</li> <li>Zoos are expensive to run.</li> </ul>

2 Get together with a classmate who has an opposite point of view from yours and discuss the topic. Use body language to look and sound convincing.



Lesson 4

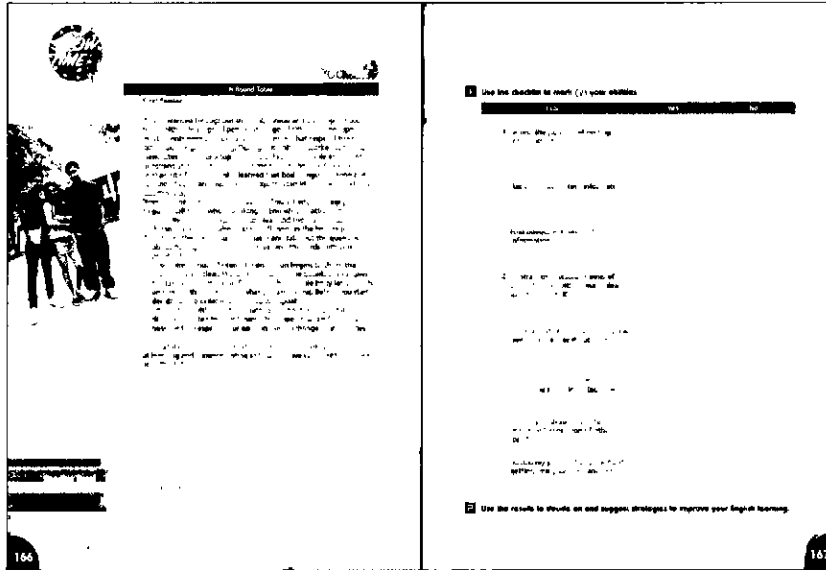
REVIEW

1. Read these arguments for and against zoos and write your personal point of view.

You can read the instructions along with students and make sure everyone understands what needs to be done. Give students enough time to complete the activity. Monitor and provide any needed assistance.

2. Get together with a classmate who disagrees with you and discuss the topic. Use body language to look and sound convincing.

You can give students a set amount of time so that they can mingle and find someone who disagrees with them. Once they have found someone who disagrees, ask them to discuss the topic. Remind them to use their voice and body language to sound convincing. Monitor and provide any needed assistance.



## PROCEDURE

### A Round Table

You can begin this session by encouraging students to share their opinion on the topics that they have learned about throughout this unit. You can invite them to share if they think that these topics are important and if they think that they should be discussed. Then, you can ask them to read the information on page 166 and clarify any doubts. Ask students to get together with their teammates and take out their questions and note cards with their points of view. Give them some minutes to check that their notes are clear. Remind them to add some details or examples so that they can make their point clear. They should determine the order in which they will speak before they begin. Students should sit together with their teammates and have a round table discussion. Everyone should listen respectfully to the others opinion. Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to check the Grammar Reference section on page 179 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Fact – Being a Good Person and a Good Citizen

#### Track 55

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 142 to 144 from the Reader's Book. Then, encourage students to share what they understood and/or if there is something they already knew. You can also ask some questions, e.g. *What is honesty? What is respect? Give some examples, etc.*

**I** Use the checklist to mark (✓) your abilities

I can ...	Yes	No
1 Define the purpose of finding information		
2 Ask questions to find information		
3 Find adequate sources of information		
4 Contrast the personal points of view of a text with its main ideas (pp. 157 and 158)		
5 Think about what I want to say and how I want to say it (pp. 168)		
6 Use my body to help when expressing my opinion (pp. 158)		
7 Come up with strategies to influence the opinion of others (pp. 165)		
8 Discuss my points of view without getting angry (pp. 165 and 166)		

**E** Use the results to decide on and suggest strategies to improve your English learning.

**167**

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 167 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school, etc.* You may also invite students to share the ideas to improve their work they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 168 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Checking and Matching List

### **I** Check the abilities displayed by the student.

Defined purpose of finding information.

Selected and registered information that answers questions.

Contrasted personal points of view with main ideas of a text.

Detected changes of meaning caused by variations in the words.

Thought about what he/she wanted to say and how to say it.

Used non-verbal language to create an effect.

Used strategies to influence the opinion of others.

Adequately used prosodic resources.

Overall student's performance: \_\_\_\_\_

# Unit 1

## Suggesting and giving advice

There are different expressions you can use to give advice or to suggest someone to do something:

- You could
- You should
- Let's

plus verb in the base form.

Look at the examples:

*You could talk to her.*

*You should look for options.*

*Let's work together*

To give advice we can use the following:

What if + subject + verb in the base form

*What if we help her.*

Remember that the meaning of what you are saying should always be accompanied by body language and intonation in order to convey the desired meaning.

Can you notice the main differences between how we use *could*, *should* and *would*?

**Could** expresses an idea or an option without imposing your own thoughts or beliefs. We also use *could* to offer ideas as possible solutions.

**Should** expresses what your opinion is about an action to take: you give a strong suggestion. We use *should* when giving advice to someone who is your own age like a friend or someone in your family. But we seldom use *should* with someone older than you or with another level of authority.

# Unit 2

## Present Perfect

This verb tense is used to indicate a link between the present and the past. The time of the action is before now but not specified and we are usually more interested in the result than in the action itself.

## Present Progressive

It is used for actions going on in the moment of speaking and for actions that take place only for a short period of time. It is also known as present continuous.

## Simple Past

It is used to talk about things that happened or existed before now.

To construct sentences using these tenses:

- ♦ The present perfect tense: have in the present tense + the past participle of the main verb.
- ♦ The present progressive: be in the present tense + ing form of the verb.
- ♦ The simple past of regular verbs adding **ed** or **d** to the base form.

We make the negative form in the present tense by adding **don't** or **doesn't** before the verb in the base form.

Remember that English also has irregular verbs.

FOR A COMPLETE LIST OF IRREGULAR VERBS GO TO PAGE 191 IN THIS BOOK.

! = exclamation mark

, = comma

. = period

## GRAPHIC ORGANIZERS

A graphic organizer is a useful tool which allows us to organize information in such a visual way that we can read it at a glance. Graphic organizers can be used to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming.

There are several types of graphic organizers, some of them are diagrams, charts, tables, mind maps, among others.

For example, a Venn diagram or a chart can help you compare and contrast two or more things or ideas.



# Unit 3

## Prepositions

These are words that are usually used before nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence.

In other words, we use prepositions to express or describe time, place, manner, condition, purpose and quantity. For example:

*They arrived on Sunday.*

*Her backpack is under the bed.*

*They went by train.*

Sometimes, some prepositions are used with verbs to form **phrasal verbs**. These phrasal verbs have a different meaning than the original verb, such as: *go over* and *blow up*.

*Let's go to the movies.*

*Let's go over our notes.*

*I blew the candles.*

*The balloon blew up.*

## Punctuation

We use an exclamation mark to express surprise, or to emphasize a comment or short, sharp phrase.

We use commas to separate phrases, words or clauses in a sentence.

We use a period to mark the end of any sentence that is not a question or an exclamation.

= exclamation mark

, = comma

. = period

# Unit 4

## Passive Voice

We use the passive voice to emphasize the action rather than the doer. It can be used when it is not necessary to express the doer of the action because it is obvious from context, it is unknown, or unimportant. We form the passive voice with the verb be (in any tense) + past participle of the main verb. Example:

*Active voice: Paul gave Mary a ring.*

*Passive voice: A ring was given to Mary by Paul.*

To make questions to find out more information we use the words: **what, where, when, who, how and why**. These questions, also called Wh- questions, use the following structures in the simple past tense:

Wh- question word + auxiliary did + subject + verb in base form.

*What did the man do?*

Another possible structure is Wh-question word + verb to be in the past + subject + complement

*Why were they scared?*

When writing a wh- question in passive voice we use the following structure: verb to be in the past + subject + past participle + complement

*Was the boy forgotten at the mall?*

When changing sentences from direct speech into indirect speech, or vice versa, verb tenses change as follows:

Direct Speech	Indirect Speech
Simple Present	Simple Past
Present Continuous	Past Continuous
Simple past	Past perfect
Present Perfect	Past perfect
Future (will)	Would
Must	Had to

Time expressions, like last night, yesterday, tomorrow change to: the previous night (day), the next (following) day in indirect speech.

# Unit 5

## Types of Language

We use formal language in situations that involve people we do not know.

We use informal language in situations that involve people we know well. It is more casual and spontaneous.

## Feedback

Feedback is information about reactions to a person's performance of a task, a product, etc. It is used as a basis for improvement. Feedback can help you and your classmates learn more efficiently.

Feedback is not just about correcting errors, feedback should also help the person realize when they've used language properly or effectively and how they have managed to communicate what they wanted.

## Intonation

It is the rise and fall of your voice when you speak. In other words, it is the variation in the pitch level or tone of voice. In English, stress and rhythm is also part of intonation. Intonation conveys differences of meaning, e.g. surprise, doubt, excitement, etc. Intonation has a grammatical function, it lets you figure out the difference between one type of sentence from another, this means, for example, that intonation can let you know if someone is asking a question or stating a fact. Without proper intonation, our audience won't be interested in what we are saying because our voice will sound flat and boring. Without intonation, it is impossible to understand the speaker's feelings or attitude.

## Remember...

English language doesn't use accents as we do in Spanish. Therefore, intonation is one of the most precious characteristics when using oral language. Always use your tone, intonation and stress to convey meaning and feelings just as you do with your body language.

# Unit 6

## Connectors

Connectors are words that combine two words, phrases or sentences together. Look at the following sentences. Then, read more information about these connectors.

- I couldn't go **because** I spent the weekend on my grandma's farm.
- We had some sausages and hamburgers and **on top of that**, a delicious chocolate cake.
- **Although** the weather was not very warm, we all jumped inside the pool!
- The water was cold, **but** we didn't want to get out.
- **Actually**, we stayed there quite a while.

We use the connector **on top of that** to express addition.

We use the connectors **but** and **although** to show contrast.

We use the connector **actually** to emphasize something.

We use the connector **because** to express the reason for something.

We use reported speech to tell someone what somebody else said earlier. To report what someone said we use a reporting verb (said, told, and others) and we change verb tenses and pronouns. Verbs in the present tense change to simple past, present perfect and simple past tenses change to past perfect. To report yes/no questions we use the word **if**. Time expressions like next Friday change to the following (Friday).

We eliminate inverted commas in reported speech.

# UNIT 7

## Paraphrasing

Paraphrasing is using your own words to express someone else's ideas. The ideas and meaning of the original source must be maintained.

To paraphrase you can read the original text a couple of times until you are sure you understand it. Then, without looking at the original text, try to write the main ideas in your own words. Don't say anything the original text doesn't say. Try to use the same order of ideas. When you find unfamiliar words, try to understand the sense in which the writer uses the words. Compare your paraphrase with the original source to make sure you say the same things but with your own words. If the wording is too similar to the original, then it is considered plagiarism. Don't forget to include a citation for the source of the information. You must give credit to the original author.

## The Main Idea & Supporting Idea

The **main idea** is the most important idea the author of any text wants you to know. It is also the most interesting or the idea which tells you exactly the topic or the message the text wants to convey.

The **supporting ideas** are extra information that helps you understand the main idea. Supporting ideas can also be examples included in a text to extend or explain the message of the main idea.

Look at the following example, can you tell which the main idea is and what the supporting ideas are:

My mom got a used car. This car is red and black. The seats are black too. It has a stereo and air conditioning. The tires are new. Now she can drive me to school every day.

Correct! The main idea is inside a circle and the supporting ideas are underlined.

# Unit 8

Modal verbs show the speaker's attitude or feelings about a specific situation. They can also help us express, requests, offers or ask for and give advice.

## **Request**

When we make a request, we ask someone for something or we ask someone to do something. There are different ways of asking for something but we usually do it in a polite way and we can use *can, could, would you mind if, may*.

*Could you help me, please?*

*Could I get a replacement?*

*I would like to exchange it, please.*

## **Offer**

To ask someone if he or she would like to have something or would like you to do something. We usually use: *how can I..., would you like me to..., should I help you...*

When we reply to offers we usually say *yes* and *yes please* or *no, no thanks, maybe sometime latter...*

*How can I help you?*

## **Advice**

An opinion or suggestion that someone offers you about what you should do or how you should respond in a specific situation. You can also find the spelling for this word as: *advise* which is the British variety but the meaning and the usage is the same.

*We usually use the words: should, could, may...*

*What should I do?*

*You should take it to the service center.*

# UNIT 9

## Comparing & Contrasting

Comparing and contrasting people, ideas and things can be difficult because we can use different structures; for example, we can use conjunctions, transitional adverbs and phrases.

### To compare

We can use the following structures:

#### Adverbs

*Similarly, likewise, in the same way, also*

Riding on a bus is not the same as riding on a plane.

#### Phrases

*Like, alike, similar, equal, comparable, both*

Both colors are available in your size.

#### Verbs

*Compare to, match, etc.*

### To express contrast

We can use the following structures:

#### Adverbs

*In contrast, on the other hand, however.*

She says she likes the city. However, she prefers to live in the country.

On the one hand, I want to go to Acapulco; on the other, I don't have enough money.

#### Conjunctions

*though, although and but.*

They are twins, although the color of their eyes is very different.

#### Adjectives

*different*

They are as different as night and day.

Compare your sentences to the one on the board.

1. Compare and contrast are words that are often used to talk about the similarities and differences between two things or objects.
2. Apart from the difference in their meaning, finding any differences between the two is very difficult.

3. According to various dictionaries, compare means 'to represent things or objects according to similarity' and contrast means 'to represent things according to differences.'
4. Compare emphasizes the similar qualities and contrast emphasizes the differences.
5. The word compare comes from the Latin word 'comparare', which means 'to liken or to compare.' The word contrast comes from the Latin word 'contra' and 'stare', which means 'against' and 'to stand.'

To learn more, visit: Difference Between Compare and Contrast | Difference Between <http://www.differencebetween.net/language/difference-between-compare-and-contrast/#ixzz5RZXeDLQ0>

## To express contrast

We can use the following structures:

### Adverbs

*In contrast, on the other hand, however.*

She says she likes the city. However, she prefers to live in the country.

On the one hand, I want to go to Acapulco; on the other, I don't have enough money.

### Conjunctions

*though, although and but.*

They are twins, although the color of their eyes is very different.

### Adjectives

*different*

They are as different as night and day.

**Venn diagram:** Draw two overlapping circles, one circle for each item you want to compare or contrast. Write the traits the items or ideas have in common in the center, where the circles overlap. On the areas where they don't overlap, you can write the things that make them different.

**Chart:** Decide what you want to focus on when you compare the items or ideas. On the left side of the chart list the criteria. Across the top, write the names of the items you are going to compare. One box per item for each element you want to compare or contrast. Fill the boxes and then survey what you have discovered.



# Unit 10

## Prefixes

Prefixes are letters added to the beginning of a word to create a new word with a different meaning, for example: *market* – *supermarket*, *happy* – *unhappy*.

Suffixes are added to the end of a word, for example: *child* (noun) – *childish* (adjective), *work* (verb) – *worker* (noun). Suffixes often change a word from one part of speech to another.

polite – impolite

practical – impractical

legal – illegal

discriminate – discrimination

act – action – active

## Second Conditional

We use the Second Conditional when we want to express situations that are very unlikely or impossible to come true we use the following sentence structure:

*If* sentence (verb in simple past) + consequence sentence (*would / could / should / might* + verb in base form)

If I knew his name I would tell you.

There would be fewer accidents, if everybody drove more carefully.

Would you accept the job if they offered it to you?

What would you do if you saw a U.F.O?

## Expressions To Ask For Points Of View, Question Stands Or Clarify Confusion.

Asking for points of view: What did/do you think of ... Questioning stands: Why do you say that?, Don't you think that ...?, What about...? Clarifying confusion: What I mean is that ..., For instance ..., Let me show you...

## Adjectives

These are words that can be used to describe a noun or a pronoun. There are many different types of adjectives that can be used to describe almost anything you can think of from appearance to personality, even shape, size, and time. Here are some examples:

- ♦ That's a **clean** floor.
- ♦ What a **beautiful** gift.
- ♦ It's the **blue** house on the left.
- ♦ She lives in a mansion. She is **rich**.
- ♦ What a **happy** baby!
- ♦ That movie was **scary**.
- ♦ I have a **little** dog.
- ♦ My grandfather is **old**.
- ♦ My clothes are **wet**.

Unit 1  
Lesson 1

Page 9

- Litter, low grades, flood, air pollution, bullying
- Students' own answer

Page 10

- Students' own answer
- Students' own answer
1. worried, low 2. his sister 3. final exam 4. help 5. play together

Page 11

- Giving reasons for support. 2. Explaining the main idea. 3. Asking about a problem. 4. giving details about a problem. 5. Offering to help.

9. Anne: What's the problem?

Teacher: It's littered with packages and cans. Very few students drop the garbage in the trash cans.

Tom: You're right and garbage may cause diseases.

Anne: Yes, and isn't nice to see the entire place full of litter.

Tom: Maybe we can start a campaign to promote cleanliness.

Anne: And it's important to take care of the environment too.

Tom: We can make some posters to remind students to keep the school clean.

Teacher: That's an excellent idea!

- Students' own answer.

Page 13

Lesson 2

- Students' own answer. 2. Students' own answer. 3. Students' own answer. 4. Students' own answer.

2. a. sad b. angry c. happy d. afraid

3. Voice 1: happy Voice 2: angry Voice 3: sad 4: afraid

Page 14

- Students' own answer.

5.

Cindy: I feel horrible. Laura is texting me all the time, making fun of me and insulting me. Yesterday she punched my bicycle tires.

Mary: That's awful. You could speak to her. What if you talk to her when she's alone?

Cindy: I don't know... She's always with Pam and Tracy, maybe, maybe it's worse.

Mary: This can't go on like this. Cindy. She's bullying you!

You should tell her you don't care about what she says or does, and she'll stop. You know what? Let's tell the teacher about this. She'll help us. Let's go now!

Cindy: Would you do that? Oh, thanks!

- Students' own answer.

Page 15

7. D, M, P, M, P D and M

8. What should, What if, You could, Let's.

Page 17

Lesson 3

2. winter, support, clothes, donate, 01 800

3. Students' suggestions  
Problem or Advantage

1. Jake: a raffle

Needs a prize

2. Claire: school fair

Needs time to organize the event

3. Stan: perform a play and donate the money. Sell the tickets to friends and family

4. 3, 2, 1, 4.

5. Students' own answer.

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

7. Students' own answer.

Page 18

Page 19

8. Students' own answer.

Page 21

Lesson 4

1. Student 1: Silence please, ...I would like to make a proposal. The school needs some repairs and painting. We could / What if start by painting the classrooms.

Student 2: I think it's a great idea. We should / What if we do it on weekends? We should organize work teams to have the place painted quickly.

Student 3: Let's / Maybe we could help with the gardening too. I would like to do that. Let's /How about plant some flowers. Any volunteers? Hands up, please.

Student 4: All sound great, but / and I think the first thing we should do is organize the library. That's more important than the gardening.

Student 2, Student 4, Student 1, Student 3

2. Students' own answer.

Unit 2

Lesson 1

3. 1. melodrama. 2. tragedy. 3. comedy.

Page 25

4. The beginning.

5. instructions, emotions, actions, parentheses.

6.

a) Some minutes later, the flower girl enters.

show sequence of actions

b) She is wearing a hat, and an old coat. She takes her hat off and leaves it on the table. 3

provide details of actions

c) Filled with terror and hiding behind a piano 1

attract the reader's attention

Page 26

Page 27

7.

1. (A street in Verona. A Montague and a Capulet are fighting. Benvolio, another Montague, tries to stop them, when Tybalt, a Capulet, arrives.)

2. (It's late at night, Juliet is in her balcony and Romeo speaks passionately.

3. (Juliet lies asleep in a grave. Romeo thinks she is dead, so he drinks poison and dies. (She stabs herself and falls upon Romeo)

8.

Scene 1 the rivalry between the two families, sadness

Scene 2 the love Juliet and Romeo feel for each other, fear / amazement

Scene 3 the tragic consequences of hatred, happiness / joy

9. battle, wins, emotions, hatred.

10.

Plays Romeo and Juliet

Pygmalion

Topics

Love and hatred

Social classes

Target audience

Young people and adults

Young people and adults

**Lesson 2**

1. Students' own answers.

2.

Apollo: I the god Apollo, have always helped humans. Today I saved the life of Admetus, king of Thessaly, by making a pact with Death. Admetus should escape death if he could find another person to die instead of him. Admetus asked his parents and his friends, but they refused to take his place. However, Alcestis, his noble and beloved wife, decided to die for him. See, here comes Death.

3. a good and respected queen, cold and dark, my good and faithful friend, who came to live here when her father died.

Page 30

4. Yes, they were. 2. Because they made decisions about humans' lives. 3. He saves Admetus from Death. 4. That someone should die instead of Admetus. 5. She decided to die for her husband. 6. Because Hercules was his friend and he didn't want him to go away.

3. 3, 4, 1, 2.

4. 1. Exclamation mark. 2. Ellipses. 3. Interrogation mark.

Page 31

5. ?, died, have been, ?, don't want, I, is, thought, fought, ?, I, ..., I, begins.

6. 1. Students' own answer. 2. Students' own answer. 3. Students' own answer.

7. Admetus	hospitality
Alcestis	loyalty
Hercules	heroism

Page 33

**Lesson 3**

2. 1. Students' own answer. 2. Students' own answer. 3. Students' own answer. 4. Students' own answer.

3. Students' own answer.

Page 34

4. 5. a, b. 6. b, a. 7. b, a. 8. b, a.

Page 35

5.

ROBIN HOOD: What a great feeling to be in the wonderful oak forest of Sherwood! ↑ [ ... ]

FRIAR TUCK: Yes, yes. That's true. ↑

Stop! Shhh Someone's coming. ↓

ROBIN HOOD: Hide, my friends. An enemy on the road. ↑

ALFRED: This is terrible. So terrible. ↑ [ ... ] The Sheriff of Nottingham is so bad! He came to our village and took away our harvest, our wood, our money. My neighbors and I survived because someone sent us mysterious gifts during the night, clothes, food. I think it's Robin Hood who sends them. ↑ [ ... ]

ROBIN HOOD: Why do you say that? The Sheriff's such a good person! ↑

ROBIN HOOD: Robin Hood! He's a robber and an outlaw! ↑

ALFRED: No, he isn't. It's the Sheriff who is a robber! Robin Hood is a noble person. He helps the poor. ↑

6. frustrated and guilty, angry and astonished, embarrassed, confident and optimistic, excited, in despair, terrified.

Page 37

**Lesson 4**

1. a) 5. b) 3. c) 1. d) 2. e) 6. f) 4.

2. forgot, I, are dancing, are eating, have, been, I, ?. Do, have, don't know, wants, ?, am.

**Unit 3****Lesson 1**

Page 41

1. Students' own answers.

2. hurricane / oil spill / flood / earthquake / water pollution / toxic waste dumping / tsunami

3. Students' own answers.

Page 42

5.

1. b) an environmental emergency

2. b) what to do in case of an environmental emergency

3. c) the general public

6. Students' own answers

Page 43

7. Students' own answers

8. a, e, d, b, c, f

9.

If you are outdoors

Stay at least 10 meters away from downed power lines to avoid injury.

Stay away from the coastline because earthquakes can cause tsunamis.

If you are in a vehicle

Listen to your car radio for instructions from emergency officials.

Stop driving and park at the side of the street.

If you are on a bus, stay in your seat until the bus stops.

Stay away from the coastline because earthquakes can cause tsunamis.

If you are indoors.

Walk away from windows, bookcases, tall furniture and light fixtures.

Stay away from doorways because doors may slam shut and cause injuries.

**Lesson 2**

Page 45

3 It is necessary

1

4 It is dangerous to

2 It is important to

Page 46

3

First / Next / Then / Finally

4

1. If you have to shovel snow, do some stretching exercises to warm up your body to minimize muscle injury.

2. Clothes should be water repellent.

3. It is necessary to protect your lungs from cold air.

4. Slips and falls can cause serious injuries.

5

1. First, stay in the vehicle and wait for help.

2. Next, make sure the car is visible for rescue.

3. Then, turn on the engine some minutes every hour.

4. Finally, do some light exercise to improve circulation.

6.

First, stay in the vehicle. It is important to protect yourself from overexposure to the cold. A person walking through the snow is harder to find than a stranded vehicle.

Next, make sure the car is visible for rescue. Hang bits of colored cloth or plastic from the windows as a sign for help. Turn on the engine some minutes every hour. It is necessary to crack the windows a small amount to allow for the circulation of fresh air. Finally, do some light exercise to improve circulation. Clap your hands and move your arms and legs.

Page 47

7. Students' own answers.
8. Students' own answers.
9. Students' own answers.
10. Students' own answers.

Page 49

### Lesson 3

3

8, 6, 3, 7, 2, 5, 4, 1

Page 50

4. Students' own answers

5

A, B, A, B, A, D, B, D

## UNIT 4

### Lesson 1

Page 57

2. television, the Internet, radio, newspaper
3. Entertainment, Local and International News, Sports, Classified ads, Business & Finance

Page 58

4.

4-E, 1-T, 2-T, 3-E

6.

Dialog 1

...about that / It seems that

Dialog 2

This means

...could say that

Dialog 3

What do you think?

...of course

Dialog 4

What do you say?

...that's a surprise.

Page 59

8. Students' own answers
9. Students' own answers

### Lesson 2

Page 61

1. 3, 2, 4 1

2. access cheap / a universal goal and aspiration / become cyborgs / global warming homes

4. It is dangerous to

2. It is important to

Page 63

5

Norway, Denmark, and Iceland were declared the top three happiest countries in the world in 2017 according to the United Nations (UN). This was the result shown in the World Happiness Report 2017, released today March 20, at a special event at the UN in New York, which has declared this day as World Happiness Day.

The UN celebrates this day to focus the world's attention on the concept that to obtain global happiness, the economic development must go hand in hand with social and environmental well-being. The study measures social factors and economic data and shows that money is not the most important thing for people to feel happy. Many other factors besides the standard of living are evaluated, like social support, generosity, a healthy life expectancy, freedom to make choices, and freedom from corruption. The report analyzes statistics to explain why one country is happier than another. The UN agency collects data from people in 155 countries every year. The initiative to declare a day of happiness came from Bhutan, which adopted a Gross National Happiness Index as a better measure of its people's prosperity than its income.

6

3, 2, 1, 3, 2, 1

Page 65

### Lesson 3

2. 2, 1

3. 1, 2, 2, 1

Page 66

5.

1 b

2 a

6

Verb tenses / nouns / pronouns

Page 67

9

Article A Longer sentences

Article B More words to describe protagonists and events  
Emotional language

Page 69

1. ELEPHANTS' SAD ENDING STORY

2. Students' own answers

## Unit 5

### Lesson 1

Page 73

1. 2, 3, 1

2. Students' own answers.

3.

a. Dialog

b. Monologue

Page 74

4.

Interior monologue is a speech that expresses a character's thoughts so that the audience can understand what is going inside the character's mind. It can be funny or serious.

Dramatic monologue is a speech that expresses a character's thoughts so that the audience can understand what is going inside the character's mind. It can be funny or serious.

5.

1. interior

2. dramatic

6.

Presentation and the burial of Caesar.

Anne of Green Gables is funny and Marc Anthony is serious. Because it is about burying Caesar.

For teenagers and on.

Family  
 Things that I do that annoy my parents  
 Good and bad things about having siblings  
 School  
 The coolest project I have made  
 Students should choose what they want to learn at school  
 Me  
 My hobbies  
 The craziest thing I've done  
 Relationships  
 My best friend  
 How I met my girlfriend/ boyfriend

**Lesson 2**

2. Who is Colin speaking to? Collin is speaking to? Collin is speaking to his own self practicing his speech. What is the purpose of his speech? To convince the audience to vote for him.  
 3. The answer is the picture in the middle.  
 4.  
 1. important  
 2. make visual contact with his audience  
 3. I show enthusiasm by making some body movements.

5. To her father / a school party/ that her father lets her go to the party.  
 6. forgiveness  
 7. 2, 4, 1, 3

2. a) in a speech or lecture / in a job interview / in a ceremony.  
 3. We are most pleased to hold this event, and hope tonight's Cultural Night is a success. We are truly thankful to everyone who made this possible. Tonight's event marks the 10th anniversary of this celebration of culture. Let's raise our glasses to our country's rich heritage

5 c, d, a, b,

**Lesson 4**

1 a (I)  
 A girl feeling happy because the boy she likes spoke to her  
 B- A man asking a woman to marry him.

**Lesson 3**

2. 2, 1  
 3. 1, 2, 2, 1

5.  
 1 b  
 2 a  
 6  
 Verb tenses / nouns / pronouns

9  
 Article A Longer sentences  
 Article B More words to describe protagonists and events  
 Emotional language

1. ELEPHANTS' SAD ENDING STORY  
 2. Students' own answers

Unit 6

**Lesson 1**

1. exciting A / B / C beautiful sight A  
 great match B airport C  
 entertaining B celebrate victory B  
 sunny day A flight departed C

4. Students' own answers.  
 5.  
 1. a beautiful sight, plenty of pictures, a bit expensive.  
 2. you missed it, the top of my voice.  
 3. traffic jam, got stuck.

7.  
 Highway motorway  
 Soccer football  
 Pharmacy chemist's  
 Vacation holidays  
 Trucks lorries

9. We left the hotel on time, but before heading for the airport we asked the taxi driver to look for a chemist's because Maggie had to buy some medicine. Once on the highway, the traffic was extremely heavy. We had to slow down because there were some lorries, but we thought we would make it anyway. Guess what? We were wrong! When we arrived, we realized the plane had left!

10.  
 British English American English  
 4. football soccer 1  
 5. holiday vacation 2  
 6. chemist's pharmacy 3  
 7. lorries trucks 4  
 8. motorway highway 5

**Lesson 2**

3. d, f, c, a, e, b.

5.  
 To get more information Why, what happened?, Where was it?  
 To check understanding Did they play at the party?, Did he prepare the food?

To invite the other person to talk Anyway, how was your weekend?, You mean they won?

6.  
 Phrases or words that link ideas by...  
 Starting the reason for something because  
 Showing the sequence of events and later, by the time the arrived  
 Establishing a contrast but  
 Showing addition on top of that  
 Emphasizing something surprising actually

**Lesson 3**

- Students' own answers.
1. Saturday. 2. To the movies. 3. The Post. 4. Pizza. 5. As they were leaving the pizza place. 6. Surprised. 7. Upset.

- 1, 4.
- 2, 3.
- There are no quotation marks.
1. Students' own answers. 2. Students' own answers. 3. Students' own answers.

4. Students' own answers.

# Unit 7

**Lesson 1**

- It changes the direction of a force. It helps us multiply forces.
- It helps us multiply forces.
- An axe
- A wedge
- A wheel and an axle
- wheel / axe / screw
- 1 c / 2a / 3b / 4a
- Second-class lever and First class lever

- pulley. Effort
- 

- To lift things
- you loop a rope to make it easier to lift things
- reduces the effort to lift the same load in half,
- Pulleys and levers.
- Because both lift weights.
- They magnify forces.

Presentation and the burial of Caesar.  
Anne of Green Gables is funny and Marc Anthony is serious.  
Because it is about burying Caesar.  
For teenagers and on.

**Lesson 2**

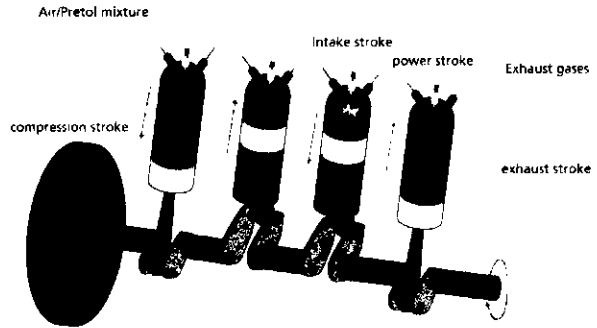
- A motor car engine that burns gasoline
- It mixes with air and one molecule of gasoline becomes many molecules
- The mixture makes the piston move up and down.
- It is transferred to the crankshaft and axle.
- It makes the axle turn the wheels and the car moves.

- change (v) . = convert  
combines (v) . = mixes  
combination (n) . = mixture  
generates (v) . = creates  
makes (v) .  
connected (adj) .  
spinning movement (n) . = rotary motion

- Gasoline is ignited and it mixes with air (F)  
Gasoline has molecules, when it mixes with air, it makes one old molecule of gasoline, become (M)

- 6
- 1-b
- 2-d
- 3-a
- 4-c

**Lesson 3**



- lower - go down
- letting something into - allow something to go into
- moves on an upward stroke - goes up
- close - shut
- ignites - burns
- burn explosively - explodes
- begins its second upward stroke - starts going up again
- push out - expel

**Lesson 4**

- the air inside is lighter than the air outside
- To keep the air hot for the balloon to be able to rise
- compressed liquid propane
- the tubes become hot and heat the propane inside them
- Left side: burners / propane cylinders  
Right side: intake hose / wicker basket

# Unit 8

**Lesson 1**

- home appliances 2      sporting goods 3  
stationery 4              electronics 1

Sporting Goods	Electronics	Home Appliances	Stationary
1 and 7	3 and 5	2 and 6	4 and 8

- Left and right.
- Students' own answers.
1. Dialog 2. 2. Dialog 1. 3. Dialog 2. 4. Dialog 1.

- C, angry.
  - C, polite.
  - C, angry.
  - SC, apologetic.
  - SC, polite.
  - C, angry.
  - SC, apologetic.

8. SC: I'm afraid that's not possible. C: Thanks, that's kind of you.

SC: We don't exchange. C: I demand to speak the person in charge!

Page 125

### Lesson 2

2. 1. replace his camera. 2. the flash is broken.  
3. they don't replace products.

3. too small, large size, I don't give refunds, take a credit note.

Page 126

4. 1. replace the camera. 2. the address to the service center, get refund, a credit note or an exchange.

6. 2. Exchange. 4. On sale.  
3. Refund. 5. Credit note.  
7. Amy bag blue instead of orange. Yes, they are. Satisfied / pleased.

Page 127

8. 1. replacement, 2. reimbursement. 3. reimbursement.

9. To start a complain: 1,5, 8 To apologize: 3,4, 7

To propose a solution: 2,9,10,12 To express gratitude: 6,11

Page 129

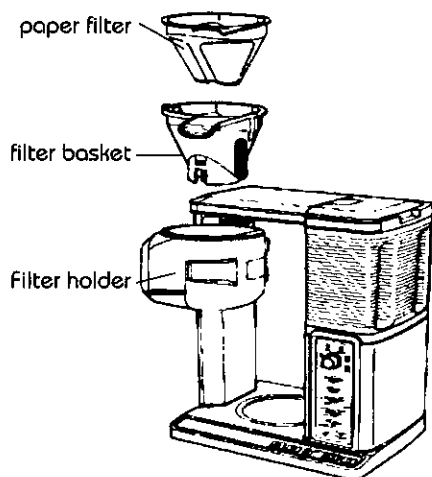
### Lesson 3

1. Could you help me with..?, I feel frustrated because, What should I do?, Could I speak to the manager, please? This is really unfair!, Thanks for your understanding.

2. ✓✓✓✓XX✓

Page 130

3. 4. b)



5. 6, 1, 5, 2, 8, 7, 3, 4.

Page 133

### Lesson 4

1. Students' own answer.  
2. Students' own answer.

## Unit 9

### Lesson 1

Page 137

1. Students' own answers.  
3.

1. Around Italy by James Branson. 2. Ocean Books Ltd. 3. 2013.

4. A traditional holiday: Carnival in Venice. Old buildings: Amazing architecture from the past. Art: Michelangelo, Da Vinci and others.

Page 138

5. 1. Independence Day in the US and Bastille Day in France. 3. teenagers and adults. 4. b).

2. to inform.  
6. (similarities) both, (differences) different while, however, whereas.

Page 139

8. similar, both, differences, On the other hand, on the other, while, however, the same as.

9. Students' own answers.

Page 141

### Lesson 2

2. 3. 1, 4, 2.  
1. It's the name or an ancient ritual and art of preparing tea.  
2. To wash your hands and mouth to purify yourself.  
3. Vision, smell and taste.  
4. Underline them.  
5. Because the tools change depending on the season and the moment of the day.

Page 142

Chanoyu, its Japanese name, is the ritual and art of preparing matcha, which is a powdered green tea. It requires many years of study.

Before entering the tearoom, we washed our hands and mouths with clean water because you have to purify yourself before the ceremony.

Once it was ready, each of us drank from a bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled fresh and felt silky and smooth.

Each tea gathering is a unique experience as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place.

4. 1. Each tea gathering is a unique experience, as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place.  
2. It is a symbol of peace, and harmony for the Japanese people.  
3. We observed how she prepared the utensils and then the tea.  
4. We observed how she prepared the utensils and then the tea.  
5. experience, temazcal, rock, represent, shaman, ceremony, purpose, purify, copal, moved, directions, personal, abuelitas, semi-circle, complete, ancient, indigenous, music.

- 6.
1. to purify and heal the mind and body.
2. The womb of Mother Earth.
- 7.
3. He / She felt reborn.
4. Smell, hearing, vision.

#### A Traditional Mesoamerican Ceremony

I had an amazing experience in a temazcal. (3) A temazcal is an igloo-shaped type of sweat lodge made of volcanic rock which is said to represent the womb of Mother Earth. A shaman carries out the ceremony and its purpose is to purify and heal the mind and body. Before entering, the shaman approached each of us with a cup full of copal that he moved in four cardinal directions in front of us while saying a personal blessing.

When we entered the temazcal we saw a pit in the middle where burning volcanic rocks were later placed. (2) They are called abuelitas. We sat on some colorful blankets in a semi-circle. The shaman then poured water and herbs over the rocks. (1) Except for the glowing of volcanic rocks, we were in complete darkness listening to the shaman's voice telling us to breathe slowly and making sure the experience was safe and invigorating. He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle. (4) The heat was almost unbearable, but once the ceremony finished I stepped outside and felt reborn, the blend of herbs, heat, copal, and indigenous music had created an intense healing experience.

- 8.
1. Once inside, we saw a hole where hot volcanic rocks were put later.
2. The only thing we could see was the light from the volcanic rocks.
3. He was praying and chanting as he played music.

#### Lesson 3

- 2.
1. Babushka which means old woman or grandmother.
2. Fertility and motherhood.
3. It is a nested doll and inside the biggest ones there are smaller versions of itself.
4. They make the smallest one first
5. Signing the largest doll and writing the number of dolls in the set.
3. Students' own answers.

4.

Russia  
Vasily Zvyozdochkin and Sergey Maljutin  
1890

A nested doll with two halves that can be pulled apart.

The outer figure contains smaller versions of itself

Japanese doll

Wood

Peasant girls, fairy tales, animals, Christmas, famous people

Artists at factories

5. Alebrijes are fantastic, unnatural animals painted in bright colors.

Alebrijes are a kind of Mexican craft created by Pedro Linares in 1936.

Linares's descendants continue the tradition of making alebrijes at their own workshops.

Alebrijes are made of paper mache and cardboard.

Each alebrije is a unique piece of art.

Linares fell ill and in his dreams he saw strange animals and heard the word alebrijes.

6.

Mexico  
Pedro Linares  
1936

Unnatural, colorful animals

Dreams during sickness

Paper mache and cardboard

Animals - Unique

Linares's descendants at family workshops

7. 1, 6, 4, 5, 3.

#### Lesson 4

1. Students' own answers.
2. Students' own answers.

## UNIT 10

### Lesson 1

Rights:

Freedom to express yourself

Have private property

Freedom to have a religion of your choice

Receive education

Responsibilities:

Support and defend the Constitution

Respect and obey federal, state and local laws

Respect the rights, beliefs and opinions of others

Pay taxes

- 4.
1. Discrimination
2. Discrimination in everyday situations and how to find help in
- cade a p

5

All of them.

6

a- 3

b-1

c- 2

### Lesson 2

- 1.
- 1, 4.
- 2-10
- Student's own answers.

### Lesson 3

1. Students' own answers
2. 4, 3, 1, 2
3. b, a, b

4. hypothetical
5. express logical consequences to justify ideas
5. wouldn't forget to recycle / they can't pay the fine? / If we had an incentive system / you don't do it
7. Paul / Anne / Greg / Lauren



**Track 1**

COPYRIGHT BLURB

**Track 2**

**MATT:** Hi, Bill. What's up?  
**BILL:** I'm worried.  
**MATT:** Why? What's the matter?  
**BILL:** My grades are low.  
**MATT:** How's that?  
**BILL:** I've been looking after my sister in the afternoons and when my parents get home in the evening, I don't feel like studying or doing homework. I'm tired.  
**MATT:** Oh, I see. You have to babysit.  
**BILL:** The teacher told me if I don't do well on the final exam, I'll be in trouble.  
**MATT:** Oh! Maybe I can help you. The final is next month. We can study together. What do you say?  
**BILL:** What about my sister?  
**MATT:** No problem. Bring her with you. She can play with my sister while we study.  
**BILL:** That would be great. Thanks!  
**MATT:** It's OK. We are friends, aren't we? And besides, you are not irresponsible; it's just you didn't have enough time to study.

**Track 3**

**GIRL:** Guess what? My cousins from Australia are coming to spend their vacations with us! Isn't it awesome?  
**BOY:** You can't do this! It's the third time I tell you. This time it will have serious consequences.  
**BOY:** It was a complete failure. All my hard work for nothing....  
 Should I start all over again?  
**GIRL:** I don't want to stay there alone. What if she comes back?

**Track 4**

**CINDY:** I feel horrible. Laura is texting me all the time, making fun of me and insulting me. Yesterday she punched my bicycle tires.  
**MARY:** That's awful. You could speak to her. What if you talk to her when she's alone?  
**CINDY:** I don't know... She's always with Pam and Tracy, maybe it's worse.  
**MARY:** This can't go on like this, Cindy. She's bullying you! You should tell her you don't care about what she says or does, and she'll stop. You know what? Let's tell the teacher about this. She'll help us. Let's go now!  
**CINDY:** Would you do that? Oh, thanks!

**Track 5**

**DEBBIE:** Don't worry Cindy. We're here to help you. We're going to tell her that you're not alone and that we'll support you.  
**MARY:** She can't treat you like that. She doesn't show any respect for you!  
**PAUL:** Mm... We could well tell the teacher. What do you think?  
**MARY:** Yes! Definitely, she will help Cindy solve this problem.  
**MARY:** Paul, Debbie  
**MARY:** Agreed!

**Track 6**

Floods and winter storms in the state of Idaho have affected thousands of families who need support. You could help providing food, clothes, medicines, and shelter to people when they need it most. Please, donate today to Red Cross Disaster relief. Call 01800 – Red Cross. We need you.

**Track 7**

**JAKE:** What if we organize a raffle and buy food and clothes with the money from the tickets?  
**CLAIRE:** That's a very good idea, but we need a prize... and it's not easy to get one. We could have a school fair with games and food and drinks to sell instead.  
**STAN:** But that takes a lot of time to organize. How about performing a play at school and donating the money from the tickets? We are now rehearsing Romeo and Juliet. We could perform it next week to collect funds.  
**JAKE:** Great! We could sell lots of tickets; to our families, friends, neighbors.  
**STAN:** Should we buy food and clothes, or should we give the money to the Red Cross?  
**JAKE:** I think it's better to donate the money, they know exactly what they need.  
**CLAIRE:** I agree. I'm sure the school will support our plan. Let's talk to the principal.

**Track 8**

**KEN:** Hello, Mrs. Brown.  
**MRS. BROWN:** Hello, Ken.  
**KEN:** I'm working for a charity campaign, A Toy for Every Child.  
**MRS. BROWN:** Oh, that's very good!  
**KEN:** Yes, it's for every kid in need to have a toy this Christmas. Here's a leaflet with our webpage address to get information about us.  
**KEN:** Do you have any toys your kids would like to donate?  
**WOMAN:** Yes, it's great to be able to help, especially children! Let me get some for you.  
**KEN:** Thanks a lot! Here's a sticker to show your support to this campaign.

**Track 9**

Pygmalion is the story of a poor uneducated flower girl, Eliza, who is transformed into a lady by Professor Higgins. He teaches her to act and speak like a refined woman.  
**MRS. PEARCE:** A young woman wants to see you, sir.  
**HIGGINS:** A young woman! What for?  
**MRS. PEARCE:** Well, sir, she's quite a common girl. I thought of sending her away, but perhaps you want to speak to her – excuse me, sir.  
**HIGGINS:** Oh, that's all right, Mrs. Pearce. Show her up.  
**HIGGINS:** Why, this is the girl I saw last night. I'm not interested in you. Go home.

**THE FLOWER GIRL:** No, please. You ain't heard what I come for yet. I want to be a lady in the flower shop and not sell flowers on the street. I need to speak well. I've come to have lessons. And to pay for 'em too.

**HIGGINS:** Shall I ask you to sit down, or shall I throw you out of the window?

**THE FLOWER GIRL:** Ah—ah—ah! I've offered to pay!

**PICKERING:** Higgins, I challenge you to turn her into a lady in three months. I'll pay for the lessons.

**HIGGINS:** OK. I accept the challenge. Take her away Mrs. Pearce and clean her. Give her some new clothes.

### Track 10

**HERCULES:** Why are you so serious? The person who died was a stranger, wasn't she?

**SERVANT:** No, that's not true. Admetus lied to you. Alcestis is the one who died.

**HERCULES:** What? I must bring Alcestis back from the dead. I will fight Death.

**SERVANT:** Admetus was too honorable to tell you to leave his house.

**HERCULES:** We have been friends for a long time. Why didn't you tell me about your sorrow? See this woman? Take care of her until I return.

**ADMETUS:** I don't want her in my house. Alcestis will be the only woman in my life.

**HERCULES:** Please, my friend. Let her in. You will thank me in time. Look at her! It is your wife Alcestis.

**ADMETUS:** Oh, my dear Alcestis. I thought you were gone forever! How did you save her?

**HERCULES:** I fought with Death himself and won the battle.

**ADMETUS:** Why is she so silent?

**HERCULES:** She won't speak for three days until she is purified.

**ADMETUS:** Don't leave now Hercules. Let's have a party!

**HERCULES:** I must go now... but I will return to pay you another visit.

**ADMETUS:** Let's celebrate! Our life begins again!

**CHORUS:** The impossible has become true. It is the way of the gods.

### Track 11

**ROBIN HOOD:** What a great feeling to be in the wonderful oak forest of Sherwood! I prefer to be free than to be the king of England.

**FRIAR TUCK:** Yes, yes. That's true. Stop! Shhh... someone's coming.

**ROBIN HOOD:** Hide, my friends. An enemy on the road.

**ALFRED:** This is terrible. So terrible... The Sheriff of Nottingham is so bad! He came to our village and took away our harvest, our wood, our money... My neighbors and I survived because someone sent us mysterious gifts during the night, clothes and food I think it's Robin Hood who sends them.

**ROBIN HOOD:** Why do you say that? The Sheriff's such a

good person!  
Robin Hood? He's a robber and an outlaw!  
No, he isn't. It's the Sheriff who is a robber!  
Robin Hood is a noble person. He helps the poor.

**ALFRED:**

### Track 12

- ▶ Listen to the radio to find out what areas are affected, what roads are safe, where to go and what to do if the local emergency team asks you to leave your home.
- ▶ Keep your emergency kit close at hand, in a backpack or suitcase with wheels.
- ▶ If you need to evacuate:
- ▶ Leave your home when you are advised to do so by local emergency authorities.
- ▶ Take your emergency kit with you.
- ▶ Follow the routes specified by officials. Don't take shortcuts. They could lead you to a blocked or dangerous area.

### Track 13

First, stay in the vehicle and wait for help.

- ▶ Next, display signs to show you need help.
- ▶ Then, turn on the engine for some minutes each hour.
- ▶ Finally, do light exercises to keep up circulation. Clap your hands and move your arms and legs.

### Track 14

Important safety instructions in case of a hurricane.

1. Avoid using the phone during a hurricane.
2. Fill in your car's gas tank, in case you need to evacuate.
3. Fill plastic bottles with clean water for drinking.
4. Close all interior doors at home.
5. Bring in belongings and patio furniture inside.
6. Use flashlights in the dark if the power goes out. Do not use candles.
7. Cover your windows with shutters.
8. Unplug small electrical appliances.

### Track 15

#### DIALOG 1

**TOM:** Look at this... A new solar system! How about that?

**EMILY:** It seems that we are close to discovering life on other planets.

**TOM:** Yeah. Let me read... mm... it says they are going to use a telescope to detect ozone which could show biological activity.

#### DIALOG 2

**TOM:** Listen to this... "scientists have made photosynthesis more effective to increase the production of certain plants." It's amazing! This means more food, right?

**EMILY:** Yes, you could say that they are just improving a natural process, but it's done by genetic engineering techniques. I don't know... it's a controversial topic.

#### DIALOG 3

**EMILY:** This is good news. What do you think? It says here that a lab in India is using soot to make ink! They are using it to paint.

**TOM:** Yes, of course. Recycling waste is always good news.

#### DIALOG 4

**EMILY:** Look! She won the championship. What do you say?  
**TOM:** Well, that's a surprise! I bet no one thought she could do it.  
**EMILY:** Yes, the press was very critical of her performance.

### Track 16

Norway, Denmark, and Iceland were declared the top three happiest countries in the world in 2017 according to the United Nations (UN). This was the result shown in the World Happiness Report 2017, released today March 20, at a special event at the UN in New York, which has declared this day as World Happiness Day. The UN celebrates this day to focus the world's attention on the concept that to obtain global happiness, the economic development must go hand in hand with social and environmental well-being. The study measures social factors and economic data and shows that money is not the most important thing for people to feel happy. Many other factors besides the standard of living are evaluated, like social support, generosity, a healthy life expectancy, freedom to make choices, and freedom from corruption. The report analyzes statistics to explain why one country is happier than another.

The UN agency collects data from people in 155 countries every year. The initiative to declare a day of happiness came from Bhutan, which adopted a Gross National Happiness Index as a better measure of its people's prosperity than its income.

### Track 17

**A**  
Firefighters have put out a fire at an apartment block in Oakland, California. Fifteen people were rescued at 6:00 a.m. this Friday. Four of them were taken to the hospital. Firefighters battled the fire from truck ladders, spraying water onto the roof and through windows. The cause of the fire has not been determined yet. The building was under investigation because of deplorable living conditions and violation of safety regulations.

**B**  
Police is looking for a man and a woman after a \$ 900,000 painting called Moonlight by artist Leo Baker, disappeared from an art museum in Chicago yesterday. The thieves hacked and disabled the museum's alarm system. Susan Bradford, the museum director, thinks the couple will soon be arrested.

Leo Baker is a famous American artist. The painting was part of a temporary exhibition called Fragments which opened on April 12 and will end on May 15.

### Track 18

**A**  
Plane catches fire and makes emergency landing  
A Peruvian commercial plane was forced to make an emergency landing at an airport in the Andes after its right wing caught fire. The company said all 130 passengers and crew members had been safely evacuated before the fire spread to the fuselage. No injuries among passengers were reported. Authorities have launched an investigation into the cause of the fire.

**B**  
**PANIC – Airline passenger BURSTS INTO FLAMES**  
A Peruvian passenger plane burst into flames after an emergency landing. Horrified passengers fled the burning plane just before its right wing exploded. A huge fire spread to the fuselage immediately. One of the passengers, Mark T, said he wouldn't take a plane in the near future. "It's been the scariest experience I've been through", said Jenny M. All 130 passengers are safe.

### Track 19

**1**  
Anne of Green Gables looking at herself in the mirror...  
I'm going to imagine things... I can see my reflection in that mirror. I am tall, and I'm wearing a beautiful white dress. My name is Lady Cordelia Fitzgerald. No, it isn't – I can't make that seem real. You're only Anne of Green Gables, and I see you whenever I try to imagine I'm Lady Cordelia. But it's a million times nicer to be Anne of Green Gables than Anne of nowhere in particular, isn't it?

**2**  
Marc Anthony to the people of Rome...  
Friends, Romans, countrymen, lend me your ears;  
I come to bury Caesar, not to praise him.  
The evil that men do lives after them;  
The good is often interred with their bones:  
So let it be with Caesar...

### Track 20

Hi, my name is Colin Anderson and you should vote for me for class president because I have incredible ideas that will make our school a better place. For instance, break time should be longer, a full hour to play and chat or do nothing. Another thing, free snacks will be available at any time on a big table in the hallway, cookies, cupcakes and brownies. This will improve our performance in class by keeping our energy up. No more grades! They make some students depressed and others are called geeks or nerds because of them. Vote for me. Vote for Colin Anderson. Thank you!

### Track 21

Oh, Dad, please, please let me go to the school party. It's going to be so much fun you see, everybody is going to be there tonight. What I mean is I can't miss it! I know I haven't been good lately. I know I haven't tidied up my room, I know I said I was studying, but I was listening to music in my room and I failed my exams, and I remember that you told me to take care of Tommy and I didn't, but if you come to think about it, it's time he grows up and takes care of himself, I mean he's not a baby anymore, right? Anyway going back to the party, please let me, won't you? What do you say?

### Track 22

**1**  
We are most pleased to hold this event, and hope tonight's Cultural Night is a success. We are truly thankful to everyone who made this possible. Tonight's event marks the 10th anniversary of this celebration of culture. Let's raise our glasses to our country's rich heritage.

**2**  
Thanks guys for coming! Anna and I are thrilled to see you. At first, we thought of going away on a trip for our anniversary, but then we decided it would be awesome to throw a big party to celebrate. So, eat, drink, dance and enjoy! Cheers!

## Track 23

### DIALOG 1

MARK: Hello?  
ROB: Hi, Mark. It's Rob.  
MARK: Hi! You're back! So, how was it?  
ROB: We loved it. Such a beautiful sight! We took plenty of pictures. The weather was great; we are planning to go again next year. Why don't you and Jean come with us?  
MARK: We'd like to, but I don't know, the airline ticket is a bit expensive.

### DIALOG 2

SEAN: You didn't go to the football match! You missed it!  
DAD: Yeah, I know Arsenal won.  
SEAN: Yes, with two amazing goals. I shouted at the top of my voice. It was very exciting! Next time you should come with Jimmy and me, dad.  
DAD: Sure!

### DIALOG 3

STEPHANIE: Hi, Kate. We missed you at the office. How were your holidays?  
KATE: Great, but you won't believe what happened to Maggie and me in New York.  
STEPHANIE: What happened?  
KATE: We left the hotel early, but on our way to the airport we asked the taxi driver to stop at a chemist's because Maggie needed some medicine, and then there was a terrible traffic jam! We got stuck behind some lorries on the motorway, but we never thought it would take us so long! And guess what? When we finally arrived, our plane had already left!  
STEPHANIE: Oh, no!

## Track 24

STAN: Hi Joe.  
JOE: Hi, Stan. How are you?  
STAN: Fine. Why didn't you go to Tracy's birthday party on Saturday?  
JOE: I couldn't go because I spent the weekend on my grandma's farm.

## Track 25

STAN: It was great. There were lots of people.  
JOE: Where was it?  
STAN: In the back yard. We had a barbecue.  
JOE: Lucy's father loves cooking. Did he prepare the food?  
STAN: Yes, we had some sausages and hamburgers and on top of that, a delicious chocolate cake.  
JOE: Tracy's cousins have a rock band. Did they play at the party?  
STAN: Yes, they did. They sound really good. And later, we played volleyball, boys against girls. They were far better than us.  
JOE: You mean they won?  
STAN: Yes, and by an ample margin. It was all great until the end.  
JOE: Why, what happened?

STAN: Megan's dad gave me a ride, but the car broke down half-way back. He called the emergency road assistance, and it took a long time. We were all hungry, thirsty and very tired, I arrived home at midnight! Anyway, how was your weekend?

## Track 26

JENNIFER: Guess what? I went out with Paul on Saturday!  
EMMA: Wow! Tell me all about it.  
JENNIFER: We went to see The Post. We had a wonderful time, we really hit it off. After the movie, we went for a pizza, and then the most curious thing happened.  
EMMA: What was it?  
JENNIFER: As we were leaving the place, a guy came up to him and said. Hi, Luke, so long!  
EMMA: What?  
JENNIFER: Most strange... Paul looked really surprised and said, "I think you are mistaken. I'm Paul." But the guy insisted, and said, "Are you kidding me? Is this some kind of joke?" And he started laughing. Paul insisted it was not him...but the guy wouldn't leave!  
EMMA: So, what did you do?  
JENNIFER: By now Paul was upset. It was a very unpleasant situation.  
EMMA: So...?  
JENNIFER: The guy explained that Luke was a friend, but that he had moved to another city and they hadn't seen each other for some time. And then he added "Look, I haven't got a picture of him right here, but believe me... you look exactly the same!" In the end the guy apologized and left, but it got Paul thinking...  
EMMA: That's VERY strange.  
JENNIFER: Yes, he said he wanted to meet Luke! Hahaha  
EMMA: That would be shocking. Well you know, they say we all have a double somewhere...

## Track 27

A pulley is a wheel over which you loop a rope to make it easier to lift things pulling down on one end of the rope creates an upward pull at the other end. The load is the weight of an object and the effort the amount of force required to lift or move the object.  
When you lift a load, with a single pulley, you pull the rope the same distance as the load is lifted. A two-wheel pulley reduces the effort to lift the same load in half, but you need to pull the rope twice as far as single pulleys.  
As you increase the number of pulleys, the less effort you require lifting a load.  
Both, levers and pulleys, work under the same principle they magnify forces, but only if you use that effort over a longer distance, for example, if you want to lift someone four times heavier than you on a seesaw, you need to sit four times further away from the fulcrum than the person is.  
Pulleys and levers are the basis for modern machines, from water wheels to internal combustion engines everything uses the principle of transforming weight into distance.

### Track 28

An engine is a machine that uses its parts to convert fuel into energy, or power. A motor car engine is an Internal Combustion Engine (ICE). This type of engine burns gasoline. Gasoline is ignited, and it mixes with air. Gasoline has molecules, when it mixes with air it makes one molecule of gasoline become many molecules. This air-fuel mixture fills the combustion chamber. It opens a valve to get inside the chamber. The gas creates heat and pressure as it expands. This pressure causes the pistons attached to a crankshaft in an ICE to move up and down with great force. The energy is transferred and converted into a rotary motion through the crankshaft and axle. As a result of this, the axle turns the wheels that make the car move. This explains how a mixture of gasoline and air can be ignited, combusted and converted into useable power.

### Track 29

The engine works in four stages or strokes. A stroke is the movement of the piston between the two dead centers (bottom and top). First, the intake valve opens and the piston lowers, letting a mixture of fuel and air into the combustion chamber. This is the intake stroke

**SECOND STAGE:** The intake valve closes, and the piston moves on an upward stroke compressing the fuel-air mixture. This is called the compression stroke.

**THIRD STAGE:** A spark from the spark plug ignites the mixture causing it to burn explosively. This is called the power stroke.

**FOURTH STAGE:** As the piston begins its second upward stroke, the exhaust valve opens, and the burnt air fuel mixture is pushed out of the combustion chamber through the exhaust valve. This is the exhaust stroke.

### Track 30

1

**SALES CLERK:** Good afternoon. May I help you?  
**MAN:** Yes. I bought this cell phone here two days ago but the battery is no working properly. I'd like a replacement.

**SALES CLERK:** We can't replace your cell phone, you can buy a new battery at the service center.

**MAN:** This is ridiculous! I want to speak to the manager, right now!

2

**MAN:** Good evening. Pizza Kingdom. How can I help?  
**WOMAN:** Hi. I'm not happy with the pizza you delivered. I want to make a complaint.

**MAN:** Ok. What's your complaint about?

**WOMAN:** I ordered a pizza with olive topping, and there's not topping at all. I only has tomato sauce.

**MAN:** We're very sorry about that. What's your name and address, please? We'll send you another pizza right away.

**WOMAN:** Thank you. It's...

### Track 31

- ▶ This is a very low-quality product!
- ▶ Thank you, that's very nice of you.
- ▶ I'm not leaving until I get my money back.

- ▶ Sorry, we'll find a solution right now.
- ▶ Don't worry, we can get you another one.
- ▶ This is absurd! You recommended this product.
- ▶ I'm sorry for the inconvenience.

### Track 32

A

**MARK:** Good morning. I bought this shirt some days ago, but when I washed it, the color changed. Could I get a refund, please?

**WOMAN:** I'm afraid that's not possible, but we can exchange it for another one.

**MAN:** Thanks. That's kind of you.

B

**WOMAN:** Good afternoon. I got this CD here, but it skips. I would like to exchange it.

**YOUNG MAN:** We don't exchange CDs once they are open.

**WOMAN:** This is nonsense. I demand to speak to the person in charge!

### Track 33

#### SITUATION 1

**SALESWOMAN:** Good morning. May I help you?

**MARK:** Yes, please. I bought this camera two days ago and the flash doesn't work. I feel very disappointed. I would like to replace it, please.

**SALESWOMAN:** We don't replace products. Here's the address of the service center.

**MARK:** I don't want my camera to be fixed. It's new. I want another one!

**SALESWOMAN:** You probably broke the flash.

**MARK:** What? Are you saying it is my fault? I'm going to make a formal complaint. Good-bye! And thanks for nothing!

### Track 34

#### SITUATION 2

**SALES ATTENDANT:** Can I help you?

**CLAIRE:** Yes, please. I bought these jeans for my son, but they are too small. Do you have them in a larger size?

**SALES ATTENDANT:** Let me check. (PAUSA) I'm afraid they have sold out.

**CLAIRE:** Oh, what a shame! Then I would like a refund, please.

**SALES ATTENDANT:** I'm sorry. We don't give refunds if the items are on sale. But you can exchange them for something else or we can give you a credit note.

**CLAIRE:** OK. I'll take a credit note.

**SALES ATTENDANT:** It's valid for six months.

**CLAIRE:** Oh, that's very good. Thank you.

### Track 35

1

**AGENT:** Good morning. Customer service. How can I help you?

**STEVE:** Good morning. I'm calling to make a complaint about a book I bought. It arrived this morning, and the cover is scratched. I'd like a free replacement.

**AGENT:** Of course, sir. Please, tell me your name, and your order number.

**STEVE:** Sure. It's Steve Harris and the order number is 2443798.

**AGENT:** OK. Please, send us the book back, and tomorrow you'll receive a new one. My apologies for this inconvenience.

**STEVE:** Thanks for your help!

**2**

**AGENT:** Good morning. Customer service. How can I help you?

**AMY:** I'm afraid there's a problem with a bag I bought. I ordered a blue bag and you sent me an orange one. I'd like to replace it.

**AGENT:** Let me check... Miss, I'm afraid we don't have any blue bags left.

**AMY:** Well, then I'd like a full refund.

**AGENT:** Certainly. I'm very sorry about this mistake. Send us the bag back and we'll reimburse your money.

**AMY:** Thank you very much.

### Track 36

**AGENT:** Good morning. Customer Service. Can I help you?

**JASON:** Yes, please. I bought a Rainbow coffee maker Model C342, but there seems to be a problem with it. I wonder if you could help me. I feel disappointed... I can't use it.

**AGENT:** Mm... What do you mean?

**JASON:** What I mean is... I don't know exactly the name, but I can't slide out the piece where the filter goes, so I can't put coffee inside. I tried to pull it out, but I'm afraid of breaking it if I use too much force.

**AGENT:** Oh, I see... the filter holder. The paper filter goes inside the filter basket and the basket goes in the filter holder. Is that the one you can't slide out?

**JASON:** Yes, precisely. It seems to be stuck.

**AGENT:** Oh, sorry about that.

**JASON:** What should I do?

**AGENT:** Bring your coffee maker to our Service Center. If the problem cannot be solved, you will get a free replacement.

**JASON:** Oh, that's great. Thank you for your help.

### Track 37

Independence Day is an important celebration in the US, the same as Bastille Day, the equivalent of Independence Day, in France. Both are in July, on the 4th and 14th respectively. On the one hand, in both places it is a day to show national pride, and admire spectacular fireworks, on the other the activities and events can be different. While in France firehouses open their doors to the general public on that day, offering live demonstrations and dancing, in the US usual activities are sporting events and barbecues. In both countries impressive parades take place. However, in France communal meals and street parties mark the occasion, whereas in the US family reunions with picnics are the most popular way to celebrate the day. Whether in the US or in France, Independence Day or Bastille Day is a day to celebrate and have fun.

### Track 38

I spent my summer vacation in a friend's house in India, and I was surprised to see how similar the food in both countries is, although there are some differences as well. On the one hand, it is quite spicy in both countries, but on the other some ingredients are different.

In Mexico, beef and pork are widely eaten while in India most people eat only vegetables. In both countries it is common for people to eat with their hands. In India dinner is the most important meal of the day, however in Mexico it is lunch. Even though in both countries spicy food is the main characteristic, in India a mixture of different spices is used to make your body heat, while in Mexico chilies are the main ingredient which makes food spicy and hot. Popular Mexican food uses a significant amount of black beans and pinto beans the same as Indian food where they call it rajma. I really loved Indian food and many of its dishes reminded me of similar ones in Mexico!

### Track 39

During my stay in Japan I attended a tea ceremony. Chanoyu, its Japanese name, is the ancient ritual and art of preparing matcha, which is a powdered green tea. It requires many years of study. Before entering the tearoom, we washed our hands and mouths with clean water, because you have to purify yourself before the ceremony. Our host greeted each of us with a bow. While sitting on the floor we observed how she prepared the utensils and then the tea. Once it was ready, each of us drank from the bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled fresh and felt silky and smooth. When we finished, she allowed us to examine all the utensils. We learned that each tea gathering is a unique experience, as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place. This tea ritual requires a series of precise hand movements and graceful choreography. It is a symbol of peace, and harmony for the Japanese people. It is a spiritual experience to show respect through etiquette and grace, which are very important aspects in Japanese culture.

### Track 40

I had an amazing experience in a temazcal. A temazcal is an igloo-shaped type of sweat lodge made of volcanic rock which is said to represent the womb of Mother Earth. A shaman carries out the ceremony and its purpose is to purify and heal the mind and body. Before entering, the shaman approached each of us with a cup full of copal that he moved in four cardinal directions in front of us while saying a personal blessing. When we entered the temazcal we saw a pit in the middle where burning volcanic rocks were later placed. They are called abuelitas. We sat on some colorful blankets in a semi-circle. The shaman then poured water and herbs over the rocks. Except for the glowing of volcanic rocks, we were in complete darkness listening to the shaman's voice telling us to breathe slowly and making sure the experience was safe and invigorating. He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle. The heat was almost unbearable, but once the ceremony finished I stepped outside and felt reborn, the blend of herbs, heat, copal, and indigenous music had created an intense healing experience.

### Track 41

I fell in love with Matryoshka dolls the moment I had one in my hands. They are a symbol of Russia and its culture. The name is a diminutive form of the name Matryona. They are sometimes called babushka, which means old woman or grandmother. These dolls represent fertility and motherhood. The first doll set was made in 1890 by Vasily Zvyozdochkin and designed by Sergey Malyutin, who was a folk crafts painter; they were inspired by a Japanese doll. A Matryoshka is a nested doll with two halves that can be pulled apart. The outer figure contains increasingly smaller versions of itself. It usually has the painted image of a woman, dressed in a traditional Russian peasant dress. They are made of wood and craftsmen begin their work by making the smallest doll in the set, the one that cannot be taken apart. Now, modern artists include different themes, from fairy tales to Christmas, Easter, animal collections, and even portraits and caricatures of famous people. Nowadays they are made by several artists at factories all over Russia. The work is completed when the artist adds his or her signature to the bottom of the largest doll, and a number showing the number of dolls in the set. They are truly works of art!

### Track 42

**STEVE:** We are having a round table at school next Friday.  
**CAROL:** What are you going to discuss?  
**STEVE:** Well, it took us some time to decide; we brainstormed several topics like, bullying, technology and its effects on society, discrimination, laboratory animal testing, and others but we finally chose discrimination.  
**CAROL:** Oh, that's very interesting. What aspects of the topic will you talk about?  
**STEVE:** Well, some examples of discrimination in everyday situations, and how to find help in case a person is discriminated.

### Track 43

Lying is wrong, but it is very common. People have different reasons to think lying is bad, for example: Lying is bad because it reduces trust between people. Lying is bad because it makes it difficult for the person being lied to make a free informed decision. Lying is bad because it's morally wrong, etc. But some people say that lying is not wrong when there's a good reason for it. They say a white lie does not intend to harm, on the contrary, it is meant to make the people being lied to feel well, and to avoid hurting their feelings. But, according to some people, this kind of lies are not OK because the person being lied to does not access information that might be useful in future situations.  
So, can lying be justified, yes or no? If yes, when?  
Many people believe lying is always bad. ✓  
Some people believe lying is not always bad. ✓  
You can lie about a haircut.  
White lies can be accepted by some people. ✓  
Lying protects children.

### Track 44

**1**  
**GIRL:** I remember I used to shout a lot and be rude to my brother when I got angry, and my dad always said it was important to keep calm and not to shout or make rude comments. He used to say Shouting doesn't make you right, it only makes you loud. If we didn't show respect at home among our family members, we would never learn how to be respectful to other people.

**2**  
**BOY:** At home we always try to find some time to improve our neighborhood. For example, last month we went to a meeting with the neighbors who live in our block to plan how to clean up an empty lot and turn it into a playground. I think that if we all did some community work, it would make a huge difference in our quality of life.

**3**  
**GIRL:** Ever since I was a little girl, my mom said it was important to greet people and to be kind and give up our subway or bus seat to people who need it more than us, like elderly or disabled people, and women who are pregnant, or carry babies in their arms. Some people have no consideration for others. They just look away or even pretend to be asleep!  
If everyone had good manners, the world would be so much nicer!

**4**  
**BOY:** I think being responsible is also important to be a good citizen. At home we all have some chores, even my little sister has to keep her room neat and tidy. There are rules at home, at school and everywhere, so I think the first step is to learn that rules are necessary and that we should act in a responsible way and obey them. If everybody did whatever they wanted, the world would be in complete chaos.

### Track 45

**ANNE:** People wouldn't forget to recycle if they had to pay a fine for not doing it. That would teach them it's not OK what they are doing.  
**PAUL:** I'm in favor of recycling, but what about people with money problems? What if they can't pay the fine? What if they can't pay for a recycling bin?  
**GREG:** If we had an incentive system, it would be much better. For example, every time you recycle you get a little extra money paid by the government. That would be great!  
**LAUREN:** No, that's impossible to do. The system they have in some European countries is a better solution. You are free to recycle or not. But if you don't do it, then the government charges you to pay somebody else to do it for you.

**Book Suggestions**

- \* The Cambridge encyclopedia of language. Cambridge University Press.
- \* Merriam-Webster's Collegiate Dictionary (11th ed.) (2005).
- \* Murphy, R. (2005). English Grammar in Use. Cambridge: Cambridge University Press.
- \* Green, A. (2012) Language Functions Revisited. Cambridge University Press.
- \* Murphy, R. Smalzer, W. (2014) Grammar in Use. Intermediate. Cambridge University Press.

**Unit 1**

- <https://www.better-fundraising-ideas.com/bake-sale-recipes.html>  
<https://www.signupgenius.com/school/school-fundraising-ideas.cfm>

**Unit 2**

- <http://www.sparknotes.com/lit/pygmalion/summary/>  
<https://www.cliffsnotes.com/literature/r/romeo-and-juliet/romeo-and-juliet-at-a-glance>  
<http://classics.mit.edu/Euripides/alcestis.html>  
<http://www.inspiration.com/visual-learning/graphic-organizers>

**Unit 3**

- <http://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies>

**Unit 4**

- <http://www.klientsolutech.com/importance-of-newspaper-in-our-daily-life/>  
<https://www.thoughtco.com/inverted-pyramid-composition-1691082>  
<https://es.slideshare.net/Barney1995/tabloid-vs-broadsheet-15605398>

**Unit 5**

- <https://literaryterms.net/monologue/>  
<https://www.britannica.com/art/monologue>

**Unit 6**

- <http://examples.yourdictionary.com/examples-of-anecdotes.html>

**Unit 7**

- <https://www.livescience.com/49106-simple-machines.html>  
<https://www.explainthatstuff.com/toolsmachines.html>  
[http://idahoptv.org/sciencetrek/topics/simple\\_machines/facts.cfm](http://idahoptv.org/sciencetrek/topics/simple_machines/facts.cfm)

**Unit 8**

- <https://www.skillsyouneed.com/ips/effective-complaints.html>  
<https://www.skillsyouneed.com/ips/communication-skills.html>

**Unit 9**

- <https://www.telegraph.co.uk/travel/destinations/europe/italy/veneto/venice/articles/what-to-see-do-visit-venice-carnival/>  
<http://www.spiritualitym.com/temazcal>  
<https://discovermexicopark.com/alebrijes/>

**Unit 10**

- <http://www.differencebetween.net/language/difference-between-rights-and-responsibilities/>  
<https://soapboxie.com/social-issues/Teaching-Moral-Values-in-School-A-Necessary-Part-of-the-Curriculum>  
<https://www.secureteen.com/crime-safety/civic-responsibilities-of-teens-walking-the-talk/>

**Beats! 2 Secondary Teacher's Edition****Bibliography**

1. Davies, P., & Pearse, E. (2000). Success in English Teaching. Oxford: Oxford University Press.
2. Carter, R., & Nunan, D. (eds.). (2001). The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press.
3. Reid, J., ed. 1998. Understanding learning styles in the second language classroom. New York: Longman.
4. Fried-Booth, D. (1993). Project Work (2nd ed.). Oxford: Oxford University Press.
5. Council of Europe. (2011). The Common European Framework of Reference for Languages (online). Retrieved December 2017 from <https://rm.coe.int/168045b15e>
6. Harmer, J. (2001). The Practice of English Language Teaching. Harlow, Essex: Pearson Education Ltd.
7. Thornbury, S. (2017) About Language Tasks for Teachers of English. Cambridge University Press
8. Dannels, Deanna. (2014) Eight Essential Questions Teachers Ask. Oxford University Press

**Webography**

- <https://www.tefl.net/ref/glossary.htm>  
<http://genius-ja.uz.ua/sites/default/files/csatoImanyok/magyar-nyelvu-oktatasi-jegyzetek-es-magyar-nyelvu-szaknyelvi-szotarak-nyerteseinek-dokumentumjai-472/glossaryonlanguageteachingandlearninghusztiiIona.pdf>  
[https://en.wikipedia.org/wiki/Glossary\\_of\\_language\\_education\\_terms](https://en.wikipedia.org/wiki/Glossary_of_language_education_terms)  
<https://www.redmagisterial.com>  
<https://www.britishcouncil.org>  
<http://learnenglishteens.britishcouncil.org>  
<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>  
<https://www.teachingenglish.org.uk/teaching-teens>  
<https://www.learnhowtobecome.org/teacher-resources/>



## Irregular Verbs

English, as any other language includes verbs or action words. Most of English verbs are irregular and it is impossible to avoid using them when communicating with others. The following list includes only irregular verbs to help you learn them and remind you they are irregular because each verb has its own way of forming a Past simple or Past participle form.

# Enjoy!

Every time you use an irregular verb, write a check (✓) next to it or highlight it so that next time you need to revise the list, you can go over the ones you've used before and see which verbs are the ones you use more frequently.

Infinitive	Simple Past	Past Participle	Infinitive	Simple Past	Past Participle
arise	arose	arisen	feed	fed	fed
be	was / were	been	feel	felt	felt
beat	beat	beaten	fight	fought	fought
become	became	become	find	found	found
begin	began	begun	fly	flew	flown
bet	bet/betted	bet/betted	forget	forgot	forgotten
bite	bit	bitten	forgive	forgave	forgiven
bleed	bled	bled	freeze	froze	frozen
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
build	built	built	grind	ground	ground
buy	bought	bought	grow	grew	grown
catch	caught	caught	hang	hung	hung
choose	chose	chosen	have	had	had
come	came	come	hear	heard	heard
cost	cost	cost	hide	hid	hidden
creep	crept	crept	hit	hit	hit
cut	cut	cut	hold	held	held
deal	dealt	dealt	hurt	hurt	hurt
do	did	done	keep	kept	kept
draw	drew	drawn	kneel	knelt	knelt
dream	dreamt/dreamed	dreamt/dreamed	know	knew	known
drink	drank	drunk	lead	led	led
drive	drove	driven	learn	learnt/learned	learnt/learned
eat	ate	eaten	leave	left	left
fall	fell	fallen	lend	lent	lent
			let	let	let

Infinitive	Simple Past	Past Participle	Infinitive	Simple Past	Past Participle
lie	lay	lain	sleep	slept	slept
lose	lost	lost	slide	slid	slid
make	made	made	sow	sowed	sown/sowed
mean	meant	meant	speak	spoke	spoken
meet	met	met	spell	spelt/spelled	spelt/spelled
pay	paid	paid	spend	spent	spent
put	put	put	spill	spilt/spilled	spilt/spilled
quit	quit/quitted	quit/quitted	split	split	split
read	read	read	spoil	spoil/spoiled	spoil/spoiled
ride	rode	ridden	spread	spread	spread
ring	rang	rung	stand	stood	stood
rise	rose	risen	steal	stole	stolen
run	ran	run	sting	stung	stung
say	said	said	stink	stank/stunk	stunk
see	saw	seen	strike	struck	struck
sell	sold	sold	swear	swore	sworn
send	sent	sent	sweep	swept	swept
set	set	set	swim	swam	swum
sew	sewed	sewn/sewed	take	took	taken
shake	shook	shaken	teach	taught	taught
shine	shone	shone	tear	tore	torn
shoot	shot	shot	tell	told	told
show	showed	shown/showed	think	thought	thought
shrink	shrank/shrunk	shrunk	throw	threw	thrown
shut	shut	shut	understand	understood	understood
sing	sang	sung	wake	woke	woken
sink	sank	sunk	wear	wore	worn
sit	sat	sat			

Distribución gratuita  
Prohibida su venta



9 786079 034948