

Beats! 3 ^{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.

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Beats! 3

Secondary
Teacher's Edition

PRINCETOWN - CORREO DEL MAESTRO

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Dear Teacher:

Welcome to Beats! 3 Secondary Teacher's Edition, a book designed specially for you: the teacher of English to secondary kids, and where we have considered the interests and needs of the age group as well as their cognitive development to make the learning process an enjoyable experience for them and a successful one for you. The structure of *Beats! 3* alternates the different learning environments for your classes to be more varied and dynamic; therefore, giving students the opportunity to think critically within the different contexts they are working on. However, this is just a suggestion and you can choose to follow a different sequence that may suit your teaching needs in a better way. The flexibility offered in *Beats!* allows for you to even build your own planning, e.g.: gathering all units under the same learning environment; changing the order of the units, etc., which will not harm the learning process in your students. In this book, you will find achievable lesson plans that offer the miniature of the corresponding Activity book page as well as teaching suggestions and strategies; additional activities and possible challenges you may face or encounter as well as suggestions to solve them. We have also included specific evaluations for each unit, a grammar reference and the audio scripts at the back of the book to make it the perfect partner in your daily practice along the new school year.

Throughout this school year and in English class, students will actively participate in meaningful and dynamic activities allowing them to communicate and practice English as they enjoy learning and encouraging them to use the target language outside the classroom.

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 you and your students will find the topics, activities, stories and situations *Beats! 3 Secondary*, book, appealing and interesting.

Our program is divided into cycles and the purpose of this fourth cycle is for students to interact 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 for students to:

- 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

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Achievements Unit 1

- › Negotiate the topic of a conversation
- › Exchange propositions and opinions
- › Exchange propositions and opinions to start a conversation
- › Formulate and answer questions to deepen a conversation
- › Use strategies to keep and end conversations about cultural habits

Achievements Unit 2

- › Select and explore poems
- › Understand general sense, main ideas and some details in poems
- › Share emotions and reactions
- › Write sentences based on words and expressions that communicate moods

Achievements Unit 3

- › Select instruction manuals and value their content and structure
- › Interpret instructions
- › Write and edit instructions

UNIT 1

Cultural Habits around the World

Lessons 1 - 4 P. 9 - 24 Tracks 2 - 6
Familiar and Community Learning Environment

SOCIAL PRACTICE:

- › Exchange associated with specific purposes.
- › Talks about cultural habits in different countries.

SHOW TIME (Product) p. 22

Asking and Offering a Community Service (Role Play)

ASSESSMENT p. 24

READING

Two Iconic Tea Ceremonies p. 6 - 18 Track 41

EVALUATION TOOL: p. 23

Scale of Descriptive Assessment

UNIT 2

Fund with Poems

Lessons 1 - 4 P. 25 - 40 Tracks 7 - 9
Recreational and Literary Learning Environment

SOCIAL PRACTICE:

- › Literary expression.
- › Read poems.

SHOW TIME (Product) p. 38

Inventory of Emotions

ASSESSMENT p. 40

READING

Hiawatha's Childhood p. 19 - 32 Track 42

EVALUATION TOOL: p. 39

Self-evaluation

UNIT 3

A Science Fair

Lessons 1 - 4 P. 41 - 56 Track 10
Academic and Educational Learning Environment

SOCIAL PRACTICE:

- › Interpretation and follow-up of instructions.
- › Write instructions to perform a scientific experiment.

SHOW TIME (Product) p. 54

A Scientific Experiment

ASSESSMENT p. 56

READING

Science Everywhere! p. 33 - 46 Track 43

EVALUATION TOOL: p. 55

Co-evaluation Rubric

Achievements Unit 4

- › Identify genres
- › Interpret general sense and details
- › Write notes about emotions and reactions to participate in an exchange of views
- › Share emotions and reactions

Achievements Unit 7

- › Listen and value descriptions of unexpected situations in an oral exchange.
- › Interpret general sense, main ideas and some details when listening to a story
- › Describe unexpected events

Achievements Unit 5

- › Select an enigmatic event in the past
- › Describe enigmatic events from the past
- › Formulate hypotheses to guess enigmas that explain past events

Achievements Unit 6

- › Select and review descriptions of historical events
- › Understand descriptions of historical events
- › Write and edit a report about a historical event

UNIT 4

TV Shows and Emotions

Lessons 1 - 4 P. 57 - 72 Tracks 11 - 15
Familiar and Community Learning Environment

SOCIAL PRACTICE:

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

SHOW TIME (Product) p. 73

Interview about reactions and emotions caused by a TV program

ASSESSMENT p. 72

READING

TV Oldies p.47 - 60 Track 44

EVALUATION TOOL: p. 71

Control card

UNIT 5

Stretch Your Mind!

Lessons 1 - 4 P. 73 - 88 Tracks 16 - 25
Recreational and Literary Learning Environment

SOCIAL PRACTICE:

- › Recreational expression.
- › Guess and formulate hypotheses about past events

SHOW TIME (Product) p. 86

Game: Solve the enigma

ASSESSMENT p. 88

READING

Real Life Enigmas

p 61 - 74 Track 45

EVALUATION TOOL: p. 87

Anecdotal record

UNIT 6

Historical Events

Lessons 1 - 4 P. 89 - 104 Track 26
Familiar and Community Learning Environment

SOCIAL PRACTICE:

- › Exchanges associated with information of oneself and of others.
- › Write a brief report about a historical event.

SHOW TIME (Product) p. 102

A report of a historical event

ASSESSMENT p. 104

READING

Ancient Greece, the Fall of Rome, and the Middle Ages p. 75 - 88 Track 46

EVALUATION TOOLS: p. 103

Questionnaire

UNIT 7

Unexpected Situations

Lessons 1 - 4 P. 105 - 118 Tracks 28 - 33
Academic and Educational Learning Environment

SOCIAL PRACTICE:

- › Search and selection of information.
- › Interpret and offer descriptions of an unexpected situation in a conversation.

SHOW TIME (Product) p. 118

Give an account of an unexpected situation

ASSESSMENT p. 120

READING

An Unexpected Encounter
89 - 102 Track 47

EVALUATION TOOL: p. 119

Control questionnaire

Achievements Unit 8

- › Select and review fantastic literature
- › Read and understand main ideas and details in a story
- › Describe characters
- › Complete and write sentences from actions and character features

Achievements Unit 9

- › Revise a topic of interest in different sources
- › Read texts to understand the general meaning, main ideas and details
- › Value agreements and disagreements with others on a topic of interest to write arguments
- › Participate in a debate about the fine arts

Achievements Unit 10

- › Present initial approaches
- › Assume a posture
- › Express counter-arguments and defend own posture during a discussion

UNIT 8

Bookworms

Lessons 1 - 4 P. 121 - 136 Track 34
Recreational and Literary Learning Environment

SOCIAL PRACTICE:

- › Understanding oneself and others.
- › Read fantasy or suspense literature to evaluate cultural differences

SHOW TIME (Product) p. 134

Make a comic book

ASSESSMENT p. 136

READING

The Legend of The Sleepy Hollow p. 103 - 116 Track 48

EVALUATION TOOL: p. 135

Rubric

UNIT 9

What Do You Think?

Lessons 1 - 4 P. 137 - 152 Track 35
Academic and Educational Learning Environment

SOCIAL PRACTICE:

- › Exchanges associated to specific purposes.
- › Write agreement or disagreements to participate on a debate about fine arts.

SHOW TIME (Product) p. 150

A debate

ASSESSMENT p. 152

READING

Debating.com 117 - 130 Track 49

EVALUATION TOOL: p. 151

Evaluation scale

UNIT 10

Stand Up for Your Rights!

Lessons 1 - 4 P. 153 - 168 Tracks 36 - 40
Familiar and Community Learning Environment

SOCIAL PRACTICE:

- › Exchanges associated to the environment.
- › Discuss actions to address youth rights.

SHOW TIME (Product) p. 166

A discussion

ASSESSMENT p. 168

READING

Let's Discuss Our Rights p. 131 - 144 Track 50

EVALUATION TOOL: p. 167

Descriptive evaluation scale

Grammar Reference	181
Answer Key	192
Scripts	198
Irregular Verbs	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.

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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.

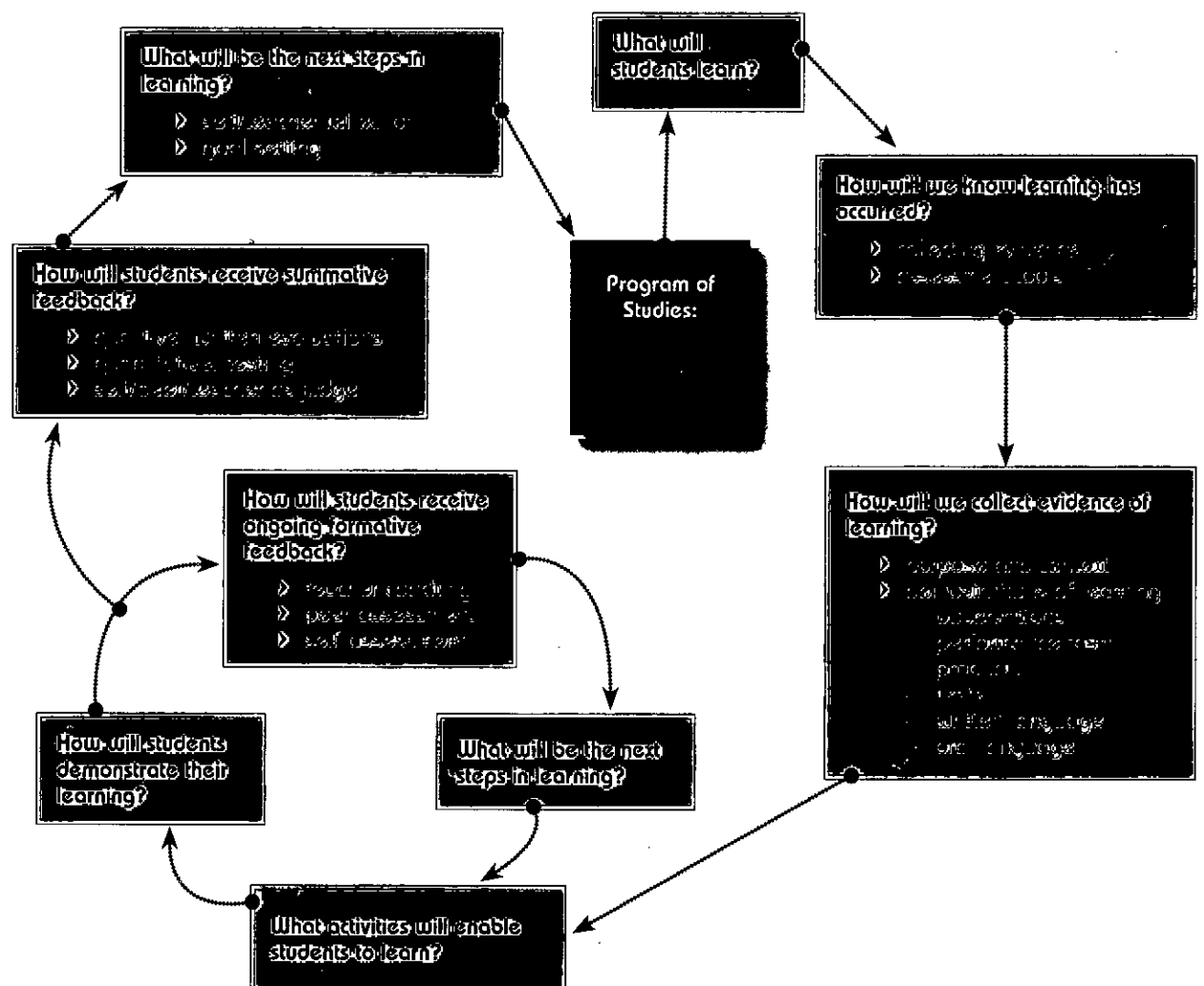
visual learner: people who learn best when teachers use body language, facial expression and pictures.

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! 3 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 _____

- 1.1 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.				



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 _____

I 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.				

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

Name _____

LN _____

Date _____

Grade _____

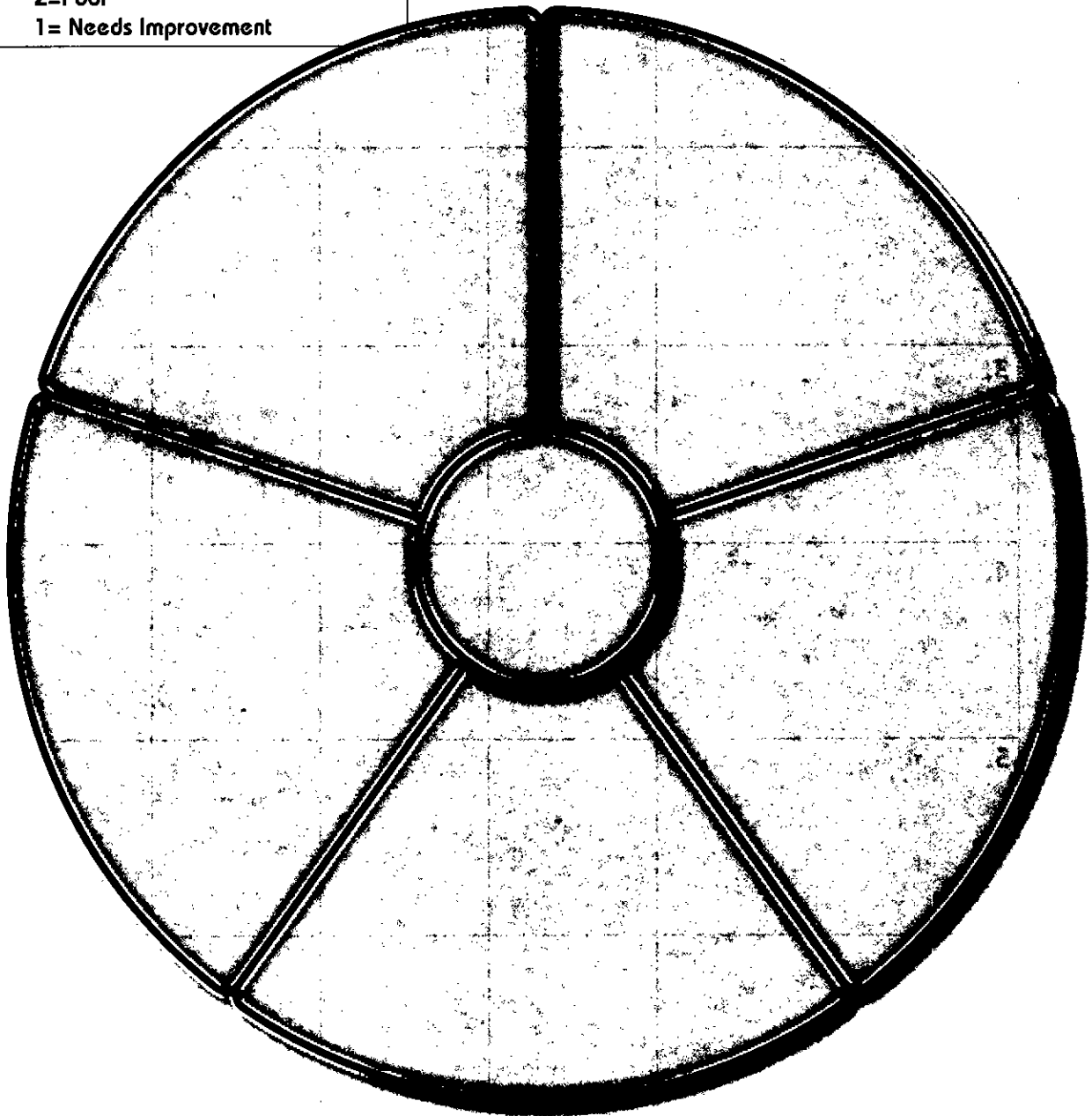
Type of activity: _____

Unit _____

Evaluation instrument - Self-evaluation and Peer evaluation card

1 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



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

Name _____ LN _____

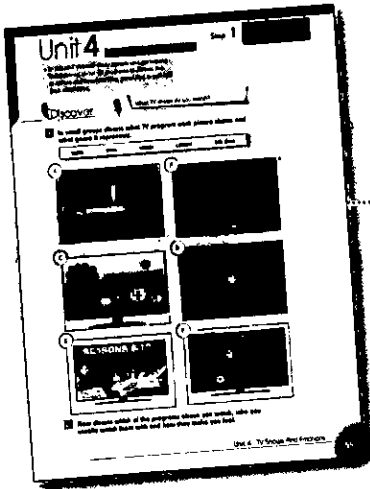
Date _____ Grade _____

Evaluation Instrument - Checklist Unit _____

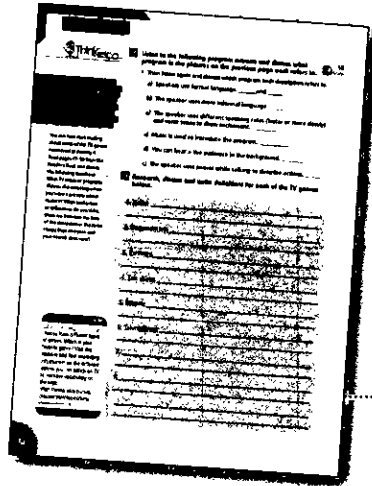
1. Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

	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.

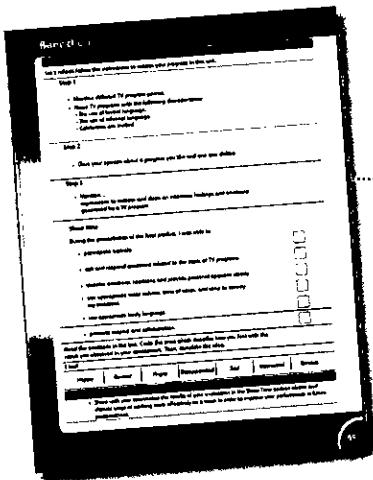
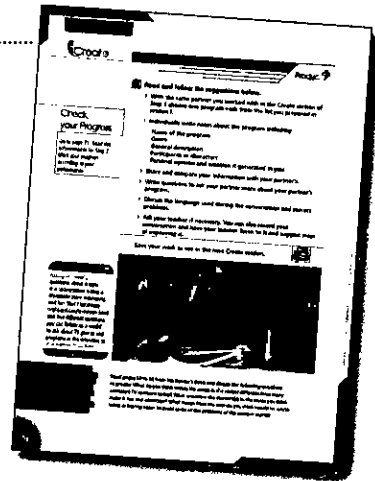


→ **DISCOVER** - Opens every lesson in a unit. Aimed at engaging students' interest and curiosity in the topic to be learned. Discover also encourages the use of what one already knows as it helps teachers set the learning environment to be used in the unit.

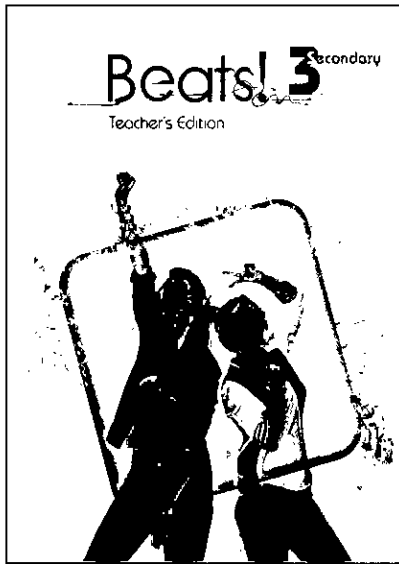


→ **THINK AND DO** - This section is presented in two pages, where students apply their knowledge by doing meaningful activities which help to consolidate grammar and key vocabulary. Some activities are: dialogs, completing written tasks, interacting in games, exchanging and expressing ideas, among many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

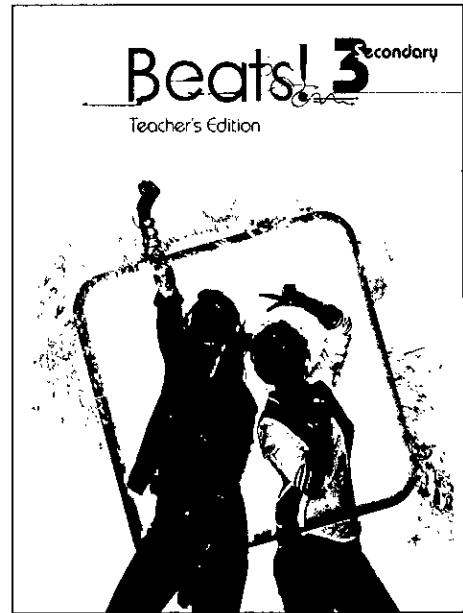
The stories and non fiction texts are beautifully illustrated and provide students the opportunity to develop their reading, listening and writing skills. At the end of every text, we have included some tasks for students to work on comprehension and reading strategies as well as a section called Think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

- You will find notes regarding how to use the list of verbs found at the end of the Activity Book placed along the contents in the book. Every unit offers between one to two notes on this element but please use it freely anytime you would like to revise or invite students to choose different verbs to improve their communication skills. You can also use this list of verbs for other kind of activities, e.g.: games (Hangman/memory/miming actions, etc.). But consider, these are just suggestions and we've placed this list as a helping tool to increase vocabulary, improve communication skills and build self-assurance in your students.

- Every unit offers different links for your students to go to as reference and to source for more information on the topic of the unit. You can also use these links for other different activities besides increasing cultural knowledge; some suggestions are: having a debate using the information in the site; developing a blog for students to write on and communicate using the info they gather from the sites; building up a conference/presentation on formal basis, and other activities you may think about to encourage students to work with these sites as they increase their knowledge and improve skills at using computers and surfing the Net. You can find a list of the websites in each unit, at the end of the Activity book.



→ **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.



Product



- › **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

Step 1

In this unit, you will analyse models and practice strategies in order to have a conversation about cultural habits of your choice.

Discover



What is the difference between culture and education?

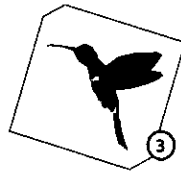


1. What do you understand by the term 'cultural habits'? Discuss with a partner, make notes with your ideas and examples. Then, listen and compare your notes with the ideas and examples in the audio.



2. Now that you know what a cultural habit is, brainstorm some examples from your country in small groups.

3. In pairs, discuss the cultural aspect and country represented in each picture.



Reading Time!

You can start reading about one of the cultural habits on this page in your Reader, page 5.

Unit 1 - Cultural Habits around the World

9

Achievements

- Negotiate the topic of a conversation (cultural habits)
- Exchange propositions and opinions to start a conversation
- Formulate and answer questions to deepen a conversation
- Use strategies to keep and end conversations about cultural habits.

Step 1

Warm up

You could start the class by introducing yourself to your students and asking them to introduce themselves. You can choose to do it in different ways, e.g. you could get a soft ball and ask them to sit in a circle and pass the ball taking turns to introduce themselves. Take a few minutes to explain to students what you expect of them and the rules you want them to follow in your classroom. You might also want to read the question on the Discover section to tap onto students' previous knowledge.

Unit 1

Cultural Habits Around the World



Discover



1. What do you understand by the term 'cultural habits'? Discuss with a partner, make notes with your ideas and examples. Then compare your notes with the ideas and examples in the audio. 2

You can read the instructions along with students. Perhaps write the question on the board and make sure everyone understands before they discuss and make notes. You could then listen to the recording and they can compare their notes with the ideas they hear. You could then ask students to discuss the similarities and differences with their partner. You can invite volunteers to share their ideas with the rest of the class.

2. Now that you know what a cultural habit is, brainstorm some examples from your country in small groups.

Students can now work together to come up with examples of local cultural habits. You can elicit and write ideas on the board.



3. In pairs, discuss the cultural aspect and country represented in each picture.

It might be necessary to help students figure out which country is represented in each picture. Students can discuss the cultural aspect and anything they might know about the country with their partner.

Warm up

You can form groups and ask students to talk about things that they consider culture. Then, have a short class discussion where students share what they think culture is. You can also do this as an extra activity at some other point in this or another lesson from this unit.



4. Get together with another pair and share and compare the ideas you and your partner had in activity 2.

Now, you can ask the pairs to find another pair to discuss their ideas with. After a few minutes, elicit ideas from volunteers and encourage others to participate by agreeing, disagreeing or sharing their own ideas.

5. In small groups, discuss and order the steps to negotiate the topic of a conversation about a cultural habit, according to your experience.


You may want to review the sentences before students complete the activity. Monitor and help as needed. You can have volunteers order the steps on the board.

6. Listen to the conversation and match the expressions used with their function. 2

You may want to ask students to pay attention to the recording and think about the expressions to figure out their function. Then, you can write the expressions on the board and have volunteers write the corresponding function. Check and correct as needed.

7. Listen to the second part of Julia and Mark's conversation and complete the information. 3

You could form groups or pairs so that students may share what they understood and work together to complete the information. If necessary, you could play and pause so that students can listen to sections of the recording. You could then invite volunteers to share their conclusions



4 Get together with another pair and share and compare the ideas you and your partner had in activity 2.


5 In small groups, discuss and order the steps to negotiate the topic of a conversation about a cultural habit, according to your experience.

___ start a conversation and say what you want to talk about

___ reach an agreement

___ listen to other people's suggestions and check you understand them

___ suggest a topic and give reasons for your choice

6 Listen to the conversation and match the expressions  **OR** used with their function.


1. Hey+ (name) ___ and ___ suggesting.

2. Shall we ...? ___ checking understanding.

3. Do you mean ...? ___ initiating a conversation.

4. Like ... ___ giving examples.

5. Let's ...

7 Listen to the second part of Julia and Mark's conversation and complete the information.  **OR**

Mark's suggestion: _____

Reason for his choice: _____

Julia's objection: _____

Julia's suggestion: _____

Reason: _____

Mark and Julia's final agreement: _____

8 In small groups, discuss and answer the questions.

1. What expression does Julia use to find out if Mark has any ideas?

2. How does she express that she does not entirely agree with Mark's suggestion?

3. What language does Julia use to express her suggestion?

4. How does Mark indicate that he has understood Julia's opinion?

9 Discuss which of the steps you ordered in Activity 3 Julia and Mark used in their negotiation.

Glossary

research: (n) a detailed study of materials and sources, especially in order to discover information, establish facts and reach new conclusions.

(v) to study a subject in detail, in order to discover new information or understand the subject better.

customs: (n) something you usually do.

beliefs: (n) what people think is true or exists.

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with the rest of the class. See if everyone agrees. Correct as needed.

8. In small groups, discuss and answer the questions.

You could allow students to choose their own groups and go over the questions if necessary. You may want to monitor encouraging everyone to speak in English and making sure everyone is making the effort to participate. You can invite volunteers to share their answers with the rest of the class.

9. Discuss which of the steps you ordered in Activity 3 Julia and Mark used in their negotiation.

You can now ask students to review Activity 3 and determine the steps Mark and Julia used. You could also invite them to note which steps they are using while they work on this task.

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. *How is your research going? / Let's research that topic.*



Use your own ideas and the expressions in activity 5 to complete the following conversation.

1. A: What shall we talk about? _____?
B: No, not really. What about you?
A: I have some ideas.
2. A: _____ John? He might help us.
B: Sounds good. Let's call him.
3. A: I like your idea but we need something more original.
B: _____ Let's think of something else.
4. A: How about talking about Christmas traditions in different countries?
B: _____ don't you think other groups are going to choose the same topic?



Check your answers by acting out the exchanges in pairs and sharing with other pairs. Pay attention to the tone and intonation of your voice to convey your desired effects.



Discuss with your partner.

1. Do you consider Julia and Mark's suggestions interesting?
2. Which of the topics would you choose to talk or learn more about? Why?
3. What do you know about those topics?

When discussing a topic, some of the words you use are action words, verbs. There is a list of verbs on pages 189-192 from which you can choose the ones you need to enrich your discussion. Watch out on this topic you may need.



Unit 1 - Cultural Habits around the World



Check your answers by acting out the exchanges in pairs and sharing with other pairs. Pay attention to the tone and intonation of your voice to convey your desired effects.

To check students' answers, encourage them to take turns to act out their conversation for the rest of the class. Remind them that tone and intonation are also important when we say something so that people understand a little bit more about our message. Ask the rest of the class to be respectful while they watch and listen to their classmates. Accept all plausible conversations. You can always model a conversation with a student if you believe your students need it.



Discuss with your partner.

You could ask students to continue working with their partner from the previous activity. You may want to go over the questions before you ask them to discuss them just to make sure everyone understands them. Set a time limit. Then, invite volunteers to share their ideas with the rest of the class.

Teaching SOS

It is possible that your students don't know much about cultural differences and if they do, that they find it hard to imagine cultural differences beyond what they know. You can bring magazines, books or other materials that can help you talk about cultural differences. An easy way to talk about cultural differences is to mention food, you could talk about the differences between the food in your state and another state and then another country, for example.



Use your own ideas and the expressions in activity 5 to complete the following conversation.

You might want to encourage students to share as a class, in pairs or in groups the expressions they think they can use during a conversation about culture or traditions. Form pairs and have students complete the conversation with their own ideas and the expressions they've learned. Monitor and help as needed.

You may want to refer students to the list of verbs on pages 189-192 to learn more action words they can use to enrich their discussion.

Flashcards are sets of cards that bear information such as a picture and the corresponding vocabulary word. Flashcards allow students to make associations. This is very useful in language learning. You can use flashcards, print out pictures, or look use the provided visual resources to present, review and reinforce vocabulary.





13. Read and follow the suggestions below.

It is time for students to begin working on their product for this unit. Students can read the information silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You might want to have a short class discussion where you think about the expressions they've learned so far. You can write some of them as a list on the board to exemplify what they'll need to do and you can either leave the example on the board or erase it before they start working. Form groups, you can let them choose the number of teammates per group. Ask students to follow the instructions so that they can identify and make a list of expressions used to initiate, suggest and provide examples. They should also choose two or three habits they consider interesting. Explain to students that they have to research information about those habits and bring them to the next Create session. You might want to encourage groups to share their ideas on where they can research this topic. When they mention the Internet, direct their attention to the Tips box and encourage them to go over it. They should keep their information for future use.

Links

Encourage students to visit the link on the box and share what they learned.

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 and help students by clarifying doubts and checking on their answers.

Product

Check your Progress

Go to page 23. Read the achievements for Step 1. Mark your progress according to your performance.

Tips

When surfing the net, use these tips to assure working with reliable and true sites:

- Try to find out more about the writer or author.
- The domain tells you the kind of information you can find in it:
 - .com = commercial
 - .edu = educational
 - .mil = military
 - .gov = government
 - .org = nonprofit
- The publishing dates are very important.
- Links included in information from a site, show credibility. You can use different evaluating tools to make your work reliable. An example is: Evaluating Web Sources – Berkeley.edu

Read and follow the suggestions below.

- › Work in groups. Decide the number of teammates.
- › Exchange ideas with your classmates on cultural habits you might be interested in talking about and give reasons for your choices. Use expressions from the lesson to initiate, suggest, and provide examples (activities 4 and 7).
- › In collaboration with your teammates, write out a list of the expressions you all used.
- › Negotiate with your team, choose the two or three habits you talked about and agree on which you all consider the most interesting.
- › Finally, do some research on the cultural habits you all chose, make notes and bring them next Step.

Save your work to use in the next Step.

Would you like to find out more about the Japanese culture? Visit <http://japanology.org/2015/04/20-facts-on-japanese-culture/> and read interesting facts about the Japanese culture to learn and share with your class.

Reading Time!

After reading page 54, read the Reader's Fact. Discuss the following questions in groups: What do you think the word "ritual" in the title refers to? Had you heard of the Japanese Tea Ceremony before? Is there a ritual in our country that involves the preparation of something to drink? Are there any utensils mentioned in the reading similar to some used in our country?

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.

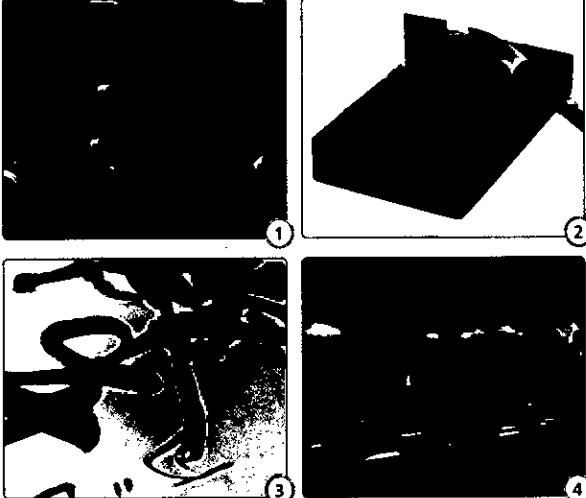
Reader's Fact – Two Iconic Tea Ceremonies Track 41

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. After they have read, you can encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in their books and discuss them as a class. Invite them to think if there are utensils similar to those mentioned in the reading in your country.

Step 2

Discover How do children usually learn about the cultural habits of their country or community?

1 Look at the pictures and discuss how you think they relate to each other.



2 In groups, discuss the questions. Then share your knowledge and ideas with the rest of the class.

1. What do you know about the cultural traditions in the pictures?
2. What would you like to know about them?

Language Reference

When we describe something (e.g. a cultural habit) we sometimes use the Present Simple Tense to provide facts. To read more about the Present Simple Tense go to page 169 in the Language Reference section.

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Step 2

Warm up

You can form pairs or groups and encourage students to talk about something they would like to know about a different culture or country. Set a time limit and then invite volunteers to share their ideas with the rest of the class. You could see who has similar interests. You can also do this as an extra activity at some other point in your lesson.


You can set aside 5 to 7 minutes to use the topic of the lesson and the information on the corresponding page to have students practice speaking about culture and traditions using the present simple tense.

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Discover

- 1.**  Look at the pictures and discuss how you think they relate to each other.

You can direct students' attention to the activity. Go over the instructions along with students. Make sure everyone understands what needs to be done. Form pairs and as students to discuss as suggested by the activity. Monitor and provide any needed assistance. Then, you can invite volunteers to share their ideas with the rest of the class.

- 2.**  In groups, discuss the questions. Then share your knowledge and ideas with the rest of the class.

You can go over the instructions and the questions along with students and clarify any doubts. Then, form groups and ask students to discuss the questions. Set a time limit. You can invite a volunteer from each group to share their answers with the rest of the class. You could write some of their ideas on the board and see what interests your students about these particular topics.

Warm up

You can form groups and ask students to think of typical dances that represent their culture. Encourage them to come up with as many as they can. Then, elicit ideas from volunteers and write them on the board. See how many typical dances students know.



3. Work in pairs. Read two of the aspects that are usually included in the description of a cultural habit and discuss and add two more.

Students can work in pairs so that they may discuss the presented aspects and then exchange ideas in English and come up with two more. You may want to monitor and help as needed. You can invite volunteers to share their ideas.

4. Listen to the conversation and check which of the aspects in Activity 3 are mentioned. 04

You can now play Track 04 asking students to pay attention to the aspects that are mentioned. You could ask them to notice if what they came up with in Activity 3 is mentioned in the audio.

5. Listen to the conversation again and complete the mind map with the missing titles and information. 04

You could ask students to tell you if they've previously used mind maps, and you can even invite them to share the kind of mind maps they've made. You can then play Track 4 and perhaps play it several times or pause at certain points depending on what would be most helpful to your students, and what could allow them to complete the mind map.

Reading Time

Reader's Fact – Two Iconic Tea Ceremonies

Track 43

Language Reference

To read about how to form questions you can go to the Language Reference section on page 189.

E Work in pairs. Read two of the aspects that are usually included in the description of a cultural habit and discuss and add two more.

what it is _____
when it started _____

M Listen to the conversation and check which of the aspects in Activity 3 are mentioned.

E Listen again and complete the mind map with the missing titles and information.

Glossary

handwriting: (n) a person's style of writing done with a pen or pencil.
battlefield: (n) a place where a battle is fought.
sculpture: (n) the art of forming solid objects out of a material such as wood, clay, metal, or stone.
temper: (n) mood or emotional states.
shells: (n) the hard outer covering of something, especially nuts, eggs, and some animals.

Reading Time!

Read pages 10-12 and identify which of the aspects in Activity 3 are mentioned.

You may want to ask students to review the aspects mentioned in Activity 3 and then read pages 10-12 trying to notice which are mentioned in the reading. You could also have a short class discussion to see what they identified.

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 handwriting on the letter was neat./They met at the battlefield of that war.*

E Listen again and use the mind map to write some questions you would like to ask a partner about the topics in the conversation. Use the first question as an example. Then exchange them and see if you can obtain all the answers.

1. What is calligraphy? _____
2. _____
3. _____
4. _____
5. _____

7 Look at the code below, read Mark's words and reflect on the difference between facts and opinions.

Opinions: ideas based on feelings and beliefs

Calligraphy is an ancient Chinese art form which consists of brush strokes and ink on paper. Many people view it as a form of art as valuable as painting, sculpture or even poetry. The practice of calligraphy is also believed to improve people's memory and promote health.

Language Reference

When we talk about facts and express opinions, we usually mix tenses. Go to page 169 in the Language Reference section and review the use of present and past tenses to improve the way you speak.

E Now, listen to the extract of the conversation where Julia describes The Haka dance and make notes of the facts and opinions given. Discuss your information with your partner.

05

E Research about one of the traditions on page 13 activity 1 and make notes in your notebook. Then, ask questions to a partner to find out about his/her research.

Cultural aspect discussed: _____

Tips

It is important to understand the difference between the terms *fact* and *opinion*. Fact is something based on observation and considered true (something that can be proved) whereas opinion is an assumption or a belief (something that cannot be proved).

Unit 1 · Cultural Habits around the World

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text about calligraphy and identify the facts and opinions. Next, direct students' attention to the second set of instructions.

Now, listen to the extract of the conversation where Julia describes The Haka dance and make notes of the facts and opinions given. Discuss your information with your partner. 5

You may want to play Track 5 several times so that students are able to make notes that they can use to exchange ideas with a partner. You can invite volunteers to share their notes with the rest of the class. You might also invite students to share why food, the haka dance and calligraphy represent culture or traditions.

8. Research about one of the traditions on page 13 activity 1 and make notes in your notebook. Then, ask questions to a partner to find out about his/her research.

You may want to ask students to use different sources such as encyclopedias, books, or the Internet to research. Students can take turns to ask and answer questions about their research and practice their pronunciation and abilities to express themselves in English. You may want to remind them that they should focus on sharing what they mean to share instead of just having perfect pronunciation.

6. Listen again and using the mind map to write some questions you would like to ask a partner about the topics in the conversation. Use the first question as an example. Then exchange them and see if you can obtain all the answers. 4

Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Play Track 4. Have students come up with the questions individually, you could ask them to look at the example. Then, form pairs and ask students to exchange their questions. They can even try answering them. Monitor and help as needed.

7. Look at the code below, read Mark's words and reflect on the difference between facts and opinions.

You can read the instructions along with students. Then, have volunteers read the code aloud. Make sure everyone understands what it means, if necessary, share examples, e.g. *Pozole is a typical Mexican dish. (fact); Even though many people love pozole I don't like the taste. I prefer other Mexican dishes.* Then, have students look at the

TIPS

You can read the Tips box along with students or ask a volunteer to read it aloud. Invite them to share examples of facts and opinions. You can also share your own. One easy way to exemplify facts is to talk about science and a good way to talk about opinion is saying what you think about a movie or book.

Create

9. Work with your teammates from the Create session in Step 1 and...

It is time for students to continue working on their product for this unit. You can ask students to read the information, silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product

Ask students to follow the instructions so that they can use the information they researched to create their mind map and gather pictures, charts and any other visual information that might be useful for their product. You might need to exemplify mind maps on the board. You may want to encourage them to choose two or three habits they consider interesting. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Links

You might want to direct students' attention to the link in the box and encourage them to visit the website either at school or at home. It's best if they use a computer, but remind them that we can also use cell phones to access web pages and research if necessary.

Create
Product

Check your Progress

Go to page 23. Read the achievements for Step 2. Mark your progress according to your performance.


Work with your teammates from the Create session in Step 1 and...

- > Use the notes from your research to create a mind map.
- > Prepare questions to ask the members of your group about the cultural habit they researched. You can look at the model questions in activity 4 and information in the Language Reference.

- > Ask each other questions and provide as much detailed information about your cultural habit as possible, including facts and opinions.
- > Show your group pictures, charts or any other visual information you consider useful to illustrate your information.

Save your work to use in the next Step.

Remember you can always do some research on the net to find out more about other cultures and their values. Why don't you try out this one for example? <https://familylovestoknow.com/family-values/mexican-family-culture>. But research other sites and share with your team.



Reading Time!

Now that you have read about the tea ceremony in Japan, discuss the following questions in groups: What did you like best about the ceremony? Would you like to recreate the Japanese Tea ceremony with a group of friends? Do you think doing things respectfully and with concentration is beneficial? Why?

Reading Time!

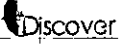
Reader's Fact – Two Iconic Tea Ceremonies Track 41


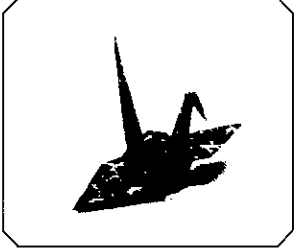
Depending on your students' comprehension level, you may want to ask students to read the Fact again before you discuss the questions. The discussion could work in different ways depending on your students' abilities, for example in pairs, small groups, or even as a class.

Teaching SOS

Your students might not know how to research a topic. There are several things that you can do to help them. First, you should ask them to think about what they want to research and encourage them to come up with key words to describe the topic so that it is easier to look for information about it. Once they've clarified the information they want to find, they can search for the information, read, evaluate and choose what they need.

Step 3

Discover  What crafts are part of the culture of your country or region?

1 Look at the pictures and answer the questions with your predictions.

1. Who are the speakers in the picture?

2. What might they be talking about?

3. What might part of the conversation be like?

2 Listen to the conversation and check your predictions. Then discuss with a partner what you have learned.

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At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Discover

1. Look at the pictures and answer the questions with your predictions.
You may want to elicit descriptions from volunteers and you could perhaps go over the questions, if you consider it necessary. You can then ask students to write their predictions. If necessary, you could also share some examples of predictions, e.g. I think the boy is the speaker because the girls are laughing.

2. Listen to the conversation and check your predictions. Then discuss with a partner what you have learned.

Tell students you will now listen to a recording about the pictures above. They have to pay attention to check their predictions. Giving students the opportunity to discuss in pairs can help them feel more confident about their understanding of the language. It might also be easier for them to accept and correct their mistakes after identifying them with the help of their peers. You might also want students to share their ideas about why crafts are considered a part of culture.

Step 3

Warm up

You can prepare some facts about a particular cultural expression and share them with students. Encourage them to identify that they are facts. Perhaps you can write them on construction paper so you can put them on the board. Then, form groups and ask students to share their opinions about the cultural expressions. Invite volunteers to share their ideas with the rest of the class.

Warm up

You can invite volunteers to share a thing, object, food, dance, etc. that they consider perfectly represents their culture and say why.



3. Listen to the conversation again and use your previous knowledge to discuss what purposes from the box each expression indicates.

You can go over the information before you listen to the conversation again. Depending on your students' level, you could either form pairs or groups if you consider they might benefit from their classmates' input while completing the activity. You could also have them complete it individually and later compare their answers and discuss the purposes as a class.

4. With a partner take turns being speaker B and finish the following exchanges with expressions from activity 3.

Form pairs. Read the instructions along with students. Clarify any doubts. Ask students to first complete the dialogs and then practice saying them aloud. Monitor and make sure students are coming up with accurate language. Assist as needed. You can invite volunteers to act out the dialogs for the rest of the class.



E Listen to the conversation again and use your previous knowledge to discuss what purposes from the box each expression indicates.

1. Why don't we ask ...?
2. You mentioned that ..., but you did not say ...?
3. Well guys, I'll see you around.
4. It's a bird with thin legs and a long neck.
5. Sure. But before we go on ...

- | | |
|--|--|
| a. Detect information gaps in the participation of others. | c. End an informal conversation cordially. |
| b. Explain the characteristics of something. | d. Interrupt politely. |
| | e. Make a suggestion |

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



4 With a partner take turns being speaker B and finish the following exchanges with expressions from activity 3.

1.
A: I'm not sure about the meaning of battlefield.
B: I'm not sure either. _____
2.
A: We have to go now. The teacher is waiting for us.
B: _____
3. What is a kilt like?

4. Let's continue with the work.
B: Sure. But _____
5.
A: Today calligraphy is practiced in many countries and is believed to help people relax.
B: _____ but _____

Teaching SOS

Throughout this book you might find suggestions that ask you to "Monitor"; perhaps you already know all about monitoring a class, but if you don't here are some tips and a short explanation. Monitoring is a technique that allows you to listen to your students and to check that they are really working. You should avoid interfering while you monitor. You need to understand and decide the reason for monitoring, perhaps you want to listen to see that everyone is working or maybe you want to help students keep a conversation going. Make sure you can easily move between the tables and to all corners of your classroom so that it is easier for you to monitor.

Reading Time!

5. Read the following extracts from the conversation with your partner and discuss and underline the words that were used to describe the words 'tradition' and 'birds'.

'Origami is an old Japanese tradition.'
'Cranes are beautiful tall birds.'

Now discuss the following questions.

Which adjective expresses an opinion? _____
Which one indicates a nationality? _____
Which one indicates a physical characteristic? _____
Which one describes an age? _____

Reflect on the order of the adjectives in the sentences above and use the adjectives and nouns in the boxes to describe the following cultural aspects.

hip hop	curry	maple leaves
dragon	cows	acupuncture

You can read more about the order of adjectives, on page 169 of the Language Reference section and use them to improve the way you describe things.

Language Reference

Canadian
ancient
silly
sacred
Indian
modern
Chinese
sacred
mythical
national

rose
purple
yellow
white
green
red

6. Think of three more cultural aspects to discuss with your partner and then with the class. Use adjectives to describe them.

Think of three more cultural aspects to discuss with your partner and then with the class. Use adjectives to describe them.

Unit 1 - Cultural Habits around the World

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Reading Time


Reader's Fact – Two Iconic Tea Ceremonies

Track 41

You may want to first identify as a class what an adjective is. You could elicit examples or, if necessary, write some adjectives on the board. You may also need to explain that we use adjectives to describe things, people, situations, etc. Students can then read pages 13-16 and identify the adjectives that describe the ceremony. You could make a list on the board so that you may all determine whether or not the words are adjectives and what they describe.


Teaching SOS

You might need to explain the order of adjectives to your students. You can choose any strategy you prefer. Here we include the most common adjective order in English: quantity or number, quality or opinion, size, age, shape, color, proper adjective (e.g. nationality), purpose or qualifier.

- 5.**  Read the following extracts from the conversation with your partner and discuss and underline the words that were used to describe the words 'tradition' and 'birds'.

Ask a volunteer to read the instructions aloud. Form pairs and encourage students to complete the activity. Write the sentences on the board and have volunteers underline the correct describing words on the board. Correct as needed. See if everyone agrees. Remind students that in English, we first describe and then we say what we are describing.

Then, ask them to discuss the questions with their partner and write down their answers. Set a time limit. Elicit answers from volunteers, correct if necessary. Finally, encourage them to reflect on the order of adjectives in the sentences and ask them to complete the activity. They can write sentences in their notebooks to describe the cultural aspects. Set a time limit. Provide any needed help. Invite volunteers to share some of their answers with the rest of the class.

- 6.**  Think of three more cultural aspects to discuss with your partner and then with the class. Use adjectives to describe them.

Students should continue working with their partner. Ask them to think of three more cultural aspects and describe them using adjectives. Monitor and provide any needed assistance. Invite volunteers to write some sentences with the rest of the class.



7. Get together with your teammates from the Create sessions in Steps 1 and 2 and.

It is time for students to continue working on their product for this unit. You can direct their attention to page 20 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product. Ask students to follow the instructions so that they can go over all the expressions they will need to use for their final conversation. You might want to encourage them to look back on previous lessons to find useful language or expressions. They should keep their work for future use.

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 and help students by clarifying doubts and checking on their answers.

Links

Creating a blog can be a great learning opportunity. You could ask students to form groups and visit the web page to learn how to create a blog. Students can then choose one or more cultural habits that they can talk about and encourage them to create their blog. You could even open the blog yourself and have the different groups send their blog posts for you to post. You can later ask students to read their classmates' work and comment on them to enrich their learning.

Product

Check your Progress

Go to page 23. Read the achievements for Step 3. Mark your progress according to your performance.


7 Get together with your teammates from the Create sessions in Steps 1 and 2 and...


- > Make a list of all the expressions you have seen in the unit and their purposes.
- > Each, choose one of the cultural aspects you have discussed.
- > Get together with another group.
- > Have a conversation to discuss the cultural aspects each has chosen and make sure you...
 - Initiate your conversation properly.
 - Discuss the characteristics of the cultural aspects.
 - Ask and answer questions about them, detect information gaps and deal with them.
 - End your conversation politely and cordially. (Remember to look at pages 10, 11 and 19 for model expressions to use during your conversation).
- > Work back with your Final product group and discuss the outcome of your conversations, the problems or doubts that you had, look for solutions and make notes.

Keep your notes for the Final Product Presentation.

In groups, browse the web to learn how to create a blog, (e.g. <https://www.wikihow.tech/Start-a-Blog-on-Blogger>) and start one related to cultural habits in your country. Invite students from other groups to make comments and post their own information.

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Product 

SHOW TIME 

It is time to present your Final Product to the class: a conversation about cultural habits.

Before the presentation:


- › Get together with your group and go over all your notes from previous sessions.
- › Decide if you want to act out a conversation with your group and discuss the cultural aspects you worked with during the unit or work with another group and have a spontaneous conversation in which both exchange information about the cultural aspects you researched.


During the conversation:

- › Make sure you include language to initiate, develop and end your conversation, ask questions and provide opinions about your and your partner's information.
- › Remember to pay attention to your voice, body gestures and facial expressions to convey the desired effects.
- › While listening to your classmates' conversations, show respect and make notes of comments or questions you might want to make at the end.

Check your Progress

Evaluate your performance during the presentation of the final product in the Show Time section. Then, evaluate yourself individually as you answer the Value Scale on page 24. Share your result with your teacher.

Congratulations! This is great evidence of how well you are doing at learning and communicating in English. Save all your written work in your Portfolio. 



Reading Time!

Read pages 27 and 28 from the Reader's Book and discuss in groups: Can you explain how to prepare a typical punch or drink from your country? What ingredients do you need? What are the steps to prepare it? When and how do people drink it? Is there any particular habit in your family's hometown that you would like to share with your group? Surf the net for more info on cultural habits. Before you continue with the next unit, visit the Language Reference section on page 169 to clarify, review, and reinforce the language learned in this unit.

Unit 1 - Cultural Habits around the World

21

Product   1

Having a conversation about cultural habits.

It is time for students to present their product that they have worked on during this unit. You can encourage them to first think and share their ideas about how useful it is to be able to share one's opinion and also if it is important to be aware of the different cultures in this world and why. You can direct their attention to page 21 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Ask students to follow the instructions so that they can present their product to their classmates. Remind everyone to be respectful. Before you end today's session you could invite students to share who could be interested in learning about the cultural habits they researched.


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 and help students by clarifying doubts and checking on their answers.

Reading Time!

Reader's Fact – Two Iconic Tea Ceremonies
Track 41

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 17 to 18, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the AB and discuss them as a class.

Visual aids provide a different form of explanation for language learners. It can help them during reading activities when they are unsure of the meaning of a word. 

Review

1. Work in pairs, student A reads Text A and Student B reads Text B.

Text A

Halloween is a holiday that is celebrated annually on the night of October 31. It originated in Ireland, and is celebrated in many countries including the United States, Canada, the United Kingdom, New Zealand, Australia, South America, and Mexico. It is celebrated in a variety of ways and activities. In the United States, children dress in costumes and go door-to-door in search of candy. In other countries, people have a variety of customs. In Mexico, people have a variety of customs. In the United States, people have a variety of customs. In the United States, people have a variety of customs.

Text B

Halloween is a holiday that is celebrated annually on the night of October 31. It originated in Ireland, and is celebrated in many countries including the United States, Canada, the United Kingdom, New Zealand, Australia, South America, and Mexico. It is celebrated in a variety of ways and activities. In the United States, children dress in costumes and go door-to-door in search of candy. In other countries, people have a variety of customs. In Mexico, people have a variety of customs. In the United States, people have a variety of customs.

2. You are going to discuss about the cultural habits you have read. Follow the steps:

1. Reflect on how you are going to start your discussion. Check the language you used in the unit to do it.
2. Use a topic sentence to start your discussion. Use the example questions in the unit as models.
3. Think of how you are going to close the conversation, using language from the unit.

Reflection

Let's reflect on a class (C) next to the achievement you accomplished at the end of each lesson. Copy and fill the form provided, complete and discuss them with your classmates or with your teacher for help.

Step 1

- Identify different cultural habits and the countries they belong to.
- Identify expressions to start a conversation, show understanding, give examples.

Step 2

- Identify facts and opinions when describing a cultural habit.
- Ask questions about a cultural habit.

Step 3

- Identify and express feelings generated in a conversation.
- Take turns to express myself with courtesy and show respect for others at an exchange table.

Share your

During the presentation of the final product, I...

- participated actively.
- found interesting information to discuss.
- expressed facts and personal opinions clearly and in an organized way.
- presented respect and collaboration among the members of my team.

Read the questions in the box. Circle the ones which describe how you feel with the habit you discussed in your presentation.

How?

never	seldom	often	disappointed	not	interested	curious
-------	--------	-------	--------------	-----	------------	---------

Discuss with your classmates the results of your evaluation in the Show Time lesson above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Review

1. Work in pairs, student A reads Text A and Student B reads Text B.

You could randomly select which students will be A and which B. You may want to remind students about different comprehension strategies they can use in order to make sure they understand the text they have to read, for example previewing, asking and answering questions, summarizing, guessing meaning of words from context, etc. Monitor and provide help if necessary.

2. You are going to discuss about the cultural habits you have read. Follow the steps:

Now, you can ask students to have a conversation about what they just read, tell them not to look at the text but instead focus on sharing their opinion about what they read while using the language they learned to use in this unit. You could go over each step and give or elicit examples so that students understand how you expect them to discuss the cultural habits they read about. Monitor and make sure everyone is on task. You can invite volunteers to share what they learned from the text and their partners with the rest of the class.

Reflection

You can encourage students to share what they think they can learn or have learned about their performance or learning through this type of reflection. You can direct them to read the emotions in the box and encourage them to describe how they feel with their results. 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 are not a laughing matter and anyone who is disrespectful will face consequences.

Finally, you can ask students to join their product teammates and discuss ways of working more effectively as a team in order to improve. You could also invite each team to share a strategy and write them on the board so that everyone gets to read their classmates' ideas.

Name _____ LN _____

Date: _____ Grade _____

Evaluation Instrument - Value Scale

1 Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

Now I can do it	Always	Usually	Sometimes	Never
Step 1 • negotiate the topic of a conversation about cultural habits.				
• exchange propositions and opinions.				
Step 2 • exchange propositions and opinions.				
• formulate and answer questions to go deeper in the conversation.				
Step 3 • use strategies to keep and end conversations.				

Evaluation

You can direct students' attention to the Evaluation Instrument on page 24 and explain that this evaluation is something they have to answer 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 this 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 _____ LN _____

Dates: L1 _____ L2 _____ L3 _____ Grade _____

Evaluation Instrument - Value Scale

I Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

Now I am able to...	Always	Usually	Sometimes	Never
1. negotiate the topic of a conversation about cultural habits.				
2. initiate a conversation				
3. exchange propositions and opinions.				
4. formulate and answer questions to go deeper in the conversation.				
5. use words and expressions to indicate characteristics				
6. end a conversation with expressions that show politeness and cordiality				

Unit 2

Step 1

In this unit you will analyze poems and practice strategies in order to create an inventory of emotions.

Discover

What is a poem?

1 Listen to, read and enjoy the poems below.

1 **Nothing Gold Can Stay**
 Nature's first green is gold,
 Her hardest hue to hold.
 Her early leaf's a flower;
 But only so an hour,
 Then leaf subsides to leaf.
 So Eden sank to grief,
 So dawn goes down to day
 Nothing gold can stay.
 by Robert Frost

2 **The Parrot**
 I have a parrot, a little green one,
 Who sits on my shoulder and sings to me
 When I am in the room.
 He has a little red and blue on his head,
 And a little yellow on his breast,
 And he is very wise and very kind,
 And he is very good and very good.

4 **My Bird**
 My bird is a little brown bird,
 Who sits on my shoulder and sings to me
 When I am in the room.
 He has a little red and blue on his head,
 And a little yellow on his breast,
 And he is very wise and very kind,
 And he is very good and very good.
 by Edward Lear

3 **My**
 My is a little brown bird,
 Who sits on my shoulder and sings to me
 When I am in the room.
 He has a little red and blue on his head,
 And a little yellow on his breast,
 And he is very wise and very kind,
 And he is very good and very good.

2 Discuss the questions in groups.

1. Which poem from Activity 1 do you like the most?
2. Why did you like it? You understood most of the words? You liked the rhyme? You liked the message?
3. Which poem did you find difficult to understand?
4. Why was it difficult? there were many unfamiliar words? you didn't understand the general meaning? It was difficult to identify the poet's emotions and feelings?



3 Now discuss how the poems are similar or different. Consider the aspects listed.

- It is a nonsense poem.
- They are ideal for young children
- They have a message
- They use examples of nature to express their thoughts
- They are humorous



4 Work with a classmate. Have fun reading the poem you like out loud.

You may want to find out information about how to read a poem. You can use the following websites for information:
<https://www.poets.org/poetsorg/text/how-read-poem-0>
<https://writing.wisc.edu/Handbook/ReadingPoetry.html>

Glossary

hue: (n) color
 subsides: (v) becomes less strong
 grief: (n) sadness
 lark: (n) a small, brown bird
 pail: (n) a bucket
 tumble: (v) to fall suddenly and roll over and over without stopping
 tide: (n) a rise and fall of the sea

Unit 2 • Fun with Poems

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UNIT 2

Fun With Poems

appropriate. You can invite volunteers to share their opinions about the poems with the rest of the class. Which one did they enjoy the most?

2. Discuss the questions in groups.

Group work allows students to engage in skills that help them process information and evaluate and solve problems. You may go over the questions and clarify any doubts. Allow students to discuss the questions within their groups. Monitor and assist as needed.

3. Now discuss how the poems are similar or different. Consider the aspects listed.

You might want to go over the aspects along with students and clarify any doubts. Monitor and provide any needed help with expressions or vocabulary. You can also encourage them to make some notes so that they remember what they've discussed. Invite volunteers to share their ideas with the rest of the class.

4. Work with a classmate. Have fun reading the poem out loud.

Pair work is great for practicing speaking and checking vocabulary. Students may feel more motivated when working with a partner. Encourage them to choose a poem (or more if they want to) and take turns to read it aloud.

Achievements

- Select and explore poems
- Understand general sense, main ideas and some details.
- Share emotions and reactions
- Write sentences based on words and expressions that communicate moods

Step 1



Discover

1. Listen to, read and enjoy the poems below. 7

You may want to begin by asking the triggering question next to discover. Then you can invite students to share if they like poems. Encourage whoever does like them to share the poems they like even if it is in their mother tongue. The aim of this activity is to read, listen and enjoy the process. Play Track 7 as many times as you consider

Warm Up

You can form pairs or groups and ask students to choose one of the poems on page 25. One of them reads it aloud and the others "act it out".



5. Go back to poem 1 in Activity 1 and follow these steps.

You could read the steps along with students to make sure everyone understands them. If necessary, model how to put something in your own words, e.g. A boy and a girl went to get water, but they both rolled down the hill. Monitor while students work and assist as needed.


6. Get together in small groups and discuss the following.

Group work allows students to practice assessment skills by assessing options to make decisions about their group's answers. Encourage students to discuss their opinions and, if possible, reach an agreement and share it with the rest of the class.

7. Study and discuss the letters (A, B, C, D) that show the rhyme patterns of the final words in the lines of poems 1, 2 and 4. How are the patterns similar or different?

You may want to go over the glossary words encouraging students to read the meanings and, if possible, giving examples. You might need to exemplify with one of the poems. Do so and allow them to work out the patterns in the remaining two. Monitor and provide any needed assistance. Invite volunteers from each group to share their conclusions with the rest of the class.

Students can find vocabulary related to emotions on page 171 of their books.




Reading Time!


Now, read pages 25-28 and discuss the following in pairs.
What is the poem about? Who are the main characters? What words in the poem refer to where the story takes place?

E Go back to poem 1 in Activity 1 and follow these steps.

- > Read the poem slowly (read it out loud if possible)
- > Identify who narrates the poem
- > Try to put the poem into your own words. (look up unfamiliar words in a dictionary if necessary).
- > Try to identify the main idea of the poem.

E  Get together in small groups and discuss the following.

- > The message of the poem
- > The words the poet uses as examples of things that do not last long.

7  Study and discuss the letters (A, B, C, D) that show the rhyme patterns of the final words in the lines of poems 1, 2 and 4. How are the patterns similar or different?

> Now, mark the rhyme patterns in the poems below.


Glossary

wrath: (adj) strong anger
foe: (n) an enemy
deceitful: (adj) to give a dishonest impression

I was angry with my friend: _____	There was an Old Man of the West, _____
I told my wrath, my wrath did end. _____	Who never could get any rest; _____
I was angry with my foe: _____	So they set him to spin on his nose _____
I told it not, my wrath did grow. _____	and his chin. _____
And I watered it in fears _____	Which cured that Old Man of the West. _____
Night and morning with my tears; _____	
And I sunned it with smiles, _____	
And with soft deceitful wiles. _____	

Language Reference

To learn about basic vocabulary related to emotions you can read the information on page 171.

E  Work with a classmate. Take turns reading the poems aloud so that you can enjoy their rhyme.

E Read these two poems and reflect on the aspects below.

E Get together in groups and discuss your ideas.

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Reading Time!

Reader's Story - Hiawatha's Childhood Track 42

You may want to ask students to read and discuss the questions with a partner in order to brainstorm more ideas and practice the language.

8. Work with a classmate. Take turns reading the poems aloud so that you can enjoy their rhyme.

Students can now work with a partner to take turns reading the poems aloud. Invite them to notice the patterns the rhyming words make.

9. Read these two poems and reflect on the aspects below.

It could be good to allow students to read and work individually so that you can assess their comprehension once they share their ideas in the next activity.

10. Get together in groups and discuss your ideas.

Group discussions are a great way to improve communication skills, it can allow them to become more confident in speaking and asking questions. Encourage them to share their ideas.

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11. Read the poems again and use the words from the box to describe how you think the poet feels in each poem.

depressed excited grateful happy tired



Work in pairs and think of one or two more emotions related to each poem.

12. Read the poem and complete the information below. Underline the keywords that justify your answers.

Topic: _____
 Setting: _____
 Message: _____

Remember there is a list of verbs found on pages 189-192 where you can choose the ones you might need to enrich your discussions or written production.

A Time to talk (by Robert Frost)

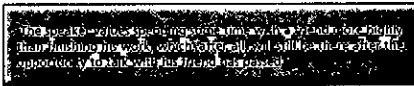
When a friend calls to me from the road	A
And slows his horse to a meaning walk,	B
I don't stand still and look around	C
On all the hills I haven't hood,	A
And shout from where I am, What is it?	D
No, not as there is a time to talk.	B
I thrust my hoe in the mellow ground,	C
Blade-end up and five feet tall,	E
And plow: I go up to the stone wall	E
For a friendly visit.	D

Glossary

hoe: (n) a garden tool with a long handle and a short blade used to remove weeds and break up the surface of the ground.
 plow: (v) to walk taking slow steps.



13. Read a classmate's interpretation of the poem and discuss if you agree or disagree with it.



You may want to refer students to the list of verbs on pages 189-192 to learn more action words they can use to enrich their written work.

11. Read the poems again and use the words from the box to describe how you think the poet feels in each poem.

You could have volunteers mime the emotions to check understanding before students complete the task. You may want to invite volunteers to share their ideas to check comprehension too.

12. **Work in pairs and think of one or two more emotions related to each poem.** Pair work can help struggling students when they are paired with more capable peers. You may want to keep this in mind when you ask students to work in pairs so that everyone can be benefited from the interactions. You could elicit different emotions from volunteers and write them on the board to help weaker students. You could invite students to share and mime the emotions they came up with.

13. **Read the poem and complete the information below. Underline the keywords that justify your answers.** You may want to ask students to read the poem as many times as necessary so that they can complete the activity. Remind them to underline key words (words that are important to the meaning of the text) to justify their answers. Monitor and help as needed.

14. **Read a classmate's interpretation of the poem and discuss if you agree or disagree with it.** You can ask students to choose a partner with whom they are going to exchange the interpretations of the poems so that they can discuss it and either agree or disagree with it. Remind students to be respectful even when disagreeing. Monitor and help as needed. You can invite volunteers to share their work with the rest of the class.



15. Read and follow the suggestions below.

It is time for students to begin working on their product for this unit. You can direct their attention to page 28 and ask them to read the information.

They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Form groups.

Ask students to follow the instructions so that they can choose the three poems and summarize their feelings about them. You might want to review the feelings/emotions vocabulary beforehand. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can encourage students to read Native American poems by following the provided link. You could also access the web page yourself and select some poems, print them out and bring them to class to use them as part of your lesson.

Check your Progress
Go to page 39. Read the achievements for Step 1. Mark your progress according to your performance.

Read and follow the suggestions below.

- Form teams of three students.
- Choose three poems from the lesson.
- Use the chart below to summarize your feelings about them. Use feelings from the lesson or any others of your choice. Use a dictionary if necessary.

Name/ Type of poem	General opinion	emotion(s)
1.		
2.		
3.		

Native American Poetry holds a great variety of interesting poems, legends and stories from different writers that you can find and enjoy at: <https://www.poetryfoundation.org/collections/144566/native-american-poetry-and-culture>

Save your work. You will use it again in Step 2.

Reading Time!
Read pages 19 to 28 again and discuss the following questions in groups: Is the story real? What do you think were Nokomis' feelings for Hiawatha? How do you know? Why do you think Nokomis called Hiawatha my little wife?!

28

Reading Time!

Remember that 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 - Hiawatha's Childhood

Track 42

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. You could ask students to read pages 19 to 23, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Step 2

Discover What are the differences between poems and novels?

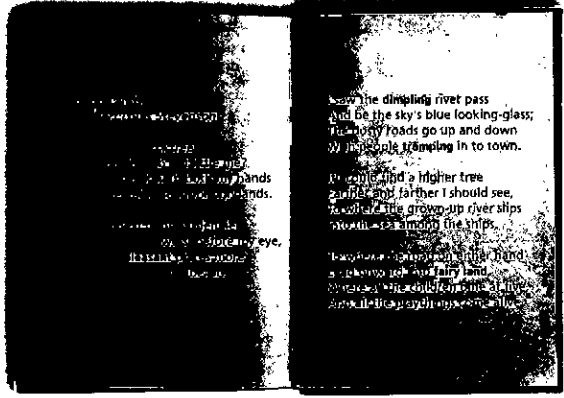
Discuss in pairs.

- > Do you have any memories of climbing a tree?
- > How did you feel?
- Choose words from the box or others from your choice to describe your feelings.

joyful	cheerful	pleased
bored	depressed	excited
sad	energetic	surprised
excited	nostalgic	curious

Glossary

pleasant: (adj.) enjoyable, attractive
 dimpling: (adj.) marked with dimples (indentation on a surface, like little holes or waves)
 tramping: (v) walking
 fairy land: (n) the places where imaginary creatures (fairies) live.



Unit 2 • Fun with Poems 29

Step 2

Warm Up

You can form small groups and ask them to choose a poem from lesson 1 and take turns reciting it. Then you could invite a volunteer to read a poem aloud to the rest of the class.

Discover

1. Read the poem and use at least three words from the box in Activity 1 to identify the emotions the poet feels. Support your answers with lines from the poem.

You may want to go over the words in the glossary box, you could ask volunteers to read each word and its meaning and work as a class to come up with a sentence where you use that word. You can ask students to silently read the poem or have volunteers take turns to read it aloud. Monitor and provide any needed assistance. Remind them they can read the poem as many times as they need to. Encourage them to identify the emotions and write them down. Remind them to justify their answers, they can underline key words if that works for them.

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Warm Up

You can have different volunteers come to the front of the classroom and act out an emotion for the rest of the class to guess.



2. Discuss in pairs.


Pair work can help some students feel safer when participating in a discussion or when personal experiences. You could go over the questions along with students to make sure they understand them before they work with their partner. You could ask volunteers to share their experiences with the rest of the class.

3. Compare your answers in pairs.


Give students the opportunity to speak to each other without you participating unless strictly necessary, this will allow them to slowly build more independence. After they have compared their work, you may want to listen to different students' opinions to check comprehension.


4. Read and listen to this poem and discuss how the things the poet saw made him feel. © 9

You may want to elicit some of the feelings and emotions we might feel when reading a poem as a review. You could also review the words in the Glossary box and clarify any doubts. You could invite volunteers to share example answers to check comprehension, e.g. The foreign man went up the grassy hill. You can then play the audio and ask students to read as they listen. You could then form small groups or even pairs depending on your students' level and encourage them to express their opinion and support them with evidence from the poem. You could finish this task by prompting a short class discussion where volunteers share their ideas.



1 Read the poem and use at least three words from the box in Activity 1 to identify the emotions the poet feels. Support your answers with lines from the poem.

2  Compare your answers in pairs.

3  Read and listen to this poem and discuss how the things the poet saw made him feel.

There
by Rodney Bennett

If I could climb the garden wall
I'd see an elm tree green and tall.
If I could climb the green elm tree,
A grand and grassy hill I'd see.
If I could climb the grassy hill,
I'd see a mountain larger still.
If I could climb the mountain steep,
I'd see the ocean broad and deep
With great ships sailing from the bay
To foreign countries far away.

Glossary

grassy: (adj.) covered with grass.
hill: (n) an area of land that is higher than the surrounding land.
foreign: (adj.) that are not your own.

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You may want to refer students to the list of verbs on pages 189-192 to learn more action words they can use to enrich their written work.


E Create a mental image that generates strong positive or negative emotions in you and write your own 4 to 6 line poem starting with the first line of Bennett's poem.

Language Reference


To increase your vocabulary about feelings, go to page 171 and choose the feelings or emotions to answer questions in activity 4 and write your poem in activity 5.

Writing poems may seem difficult, but it isn't when you follow a guide or a set of tips. Visit <https://www.powerpoetry.org/actions/7-tips-writing-short-poems> to find 7 steps to write a short poem and you'll see how easy and surprising it can be!

E Use the questions below to interview a classmate and learn about his or her poem and his or her feelings while writing it. Make notes of your classmate's answers.



What feelings did you have while writing your poem?



How do you feel about your poem now?

Unit 2 • Fun with Poems **31**

Teaching SOS
 Poems can not only be enjoyable and help your students listen and practice reading and intonation, they are a great way to practice different skills like synonyms and antonyms, finding different parts of speech, possessives, paraphrasing, contractions, etc.

Link
 At any point, perhaps before activity 7, you may want to ask students to visit the link in the box to read some tips to write a short poem. If necessary, you could access the web page yourself and select the relevant information so that you can share it with your class.

5. Create a mental image that generates strong positive or negative emotions in you and write your own 4 to 6 line poem starting with the first line of Bennett's poem.

You could share your own mental image with students, you could even share a short poem as an example, e.g. you draw some stick children playing along a waterfall and write a short poem on the board:

*If I could climb the garden wall and look far, far away
 I'd like to see the children play right next to the waterfall.*

Set a time limit. If you think this activity is too challenging for your students to do individually, you can form pairs or groups to best suit your and your students' needs. Monitor and help as needed. You can invite volunteers to share their work with the rest of the class.

6. Use the questions below to interview a classmate and learn about his or her poem and his or her feeling while writing it. Make notes of your classmate's answers.

Before you ask students to talk about their feelings, you could ask them to go to page 171 and read the information there. Ask students to mingle or form pairs or groups and ask them to take turns to ask and answer questions about their poems. Remind them to make notes with their classmates' answers. You can invite volunteers to share their notes or feelings with the rest of the class.

Create

7. Read and follow the suggestions below.

It is time for students to continue working on their product for this unit. You can direct their attention to page 32 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product.

Ask students to follow the instructions so that they can use the model to share the notes they took in activity 8 and make a list of the feelings they mentioned. You can have two volunteers read the examples in the speech bubbles and clarify any doubts. Students should complete the chart. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Check your Progress

Go to page 39. Read the achievements for Step 2. Mark your progress according to your performance.

7 Read and follow the suggestions below.

Work with your teammates from the Create section in Step 1. Use the model to share the notes you took in activity 6 and make a list of the feelings mentioned.

Feelings: ... Causes: ...

Feelings	Causes
Feelings	Causes
Feelings	Causes

Save your work. You will use it later on in Step 3.

Reading Time!

Read pages 24 to 26 from the Reader's Book and discuss in groups: What things did Hiawatha learn from Nokoni? How are they different from the things children who live in cities learn? What is the song Hiawatha learnt about? What things Hiawatha learnt would you like to learn? learnt about? Have you chosen any poem or reading from the site we recommended on page 28? What was it about? Share your opinion about it with everyone in your class.

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Reading Time!

Reader's Story - Hiawatha's Childhood

Track 42

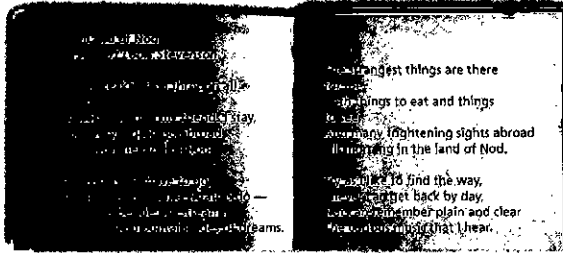
You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 24 to 26, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Step 3

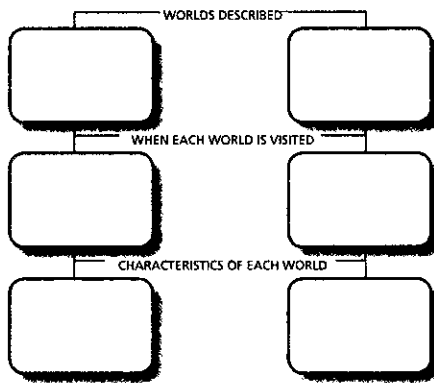
Discover

What poem have you liked most so far? What do you imagine when you read it?

- 1 Read this other poem by Robert Louis Stevenson and say what you think the Land of Nod is.



- 2 Work with a classmate. Complete the mind map about the poem. Then compare your answers with those of another pair.



Step 3

Warm Up

You can ask students to share some of their favorite rap/hip-hop style songs, invite them to hum the beat. Then you can invite volunteers to read a poem following that beat. You can also do this activity at some other point in the unit as an extra activity.


Discover

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Discover

1. Read this other poem by Robert Louis Stevenson and say what you think the Land of Nod is.

Call students' attention to the poem. You can ask them to read it individually and silently or you can have volunteers take turns to read it aloud. Next, discuss as a class what they think the Land of Nod is. Accept all ideas.

2.  Work with a classmate. Complete the mind map about the poem. Then compare your answers with those of another pair.

You can go over the instructions and the mind map before you ask students to complete the activity with a partner. You might want to keep in mind that when students work in pairs, it allows them to focus more on learning the language and structures they are practicing and it gives you the opportunity to monitor their performance, which can in turn help you adapt future lessons to further meet their needs. Monitor and remind students to speak in English. To check, you can draw a similar mind map on the board and have students take turns to complete it. Correct as needed.

Warm Up

You can choose some poems from the lesson. Form groups; assign a poem to each group. Challenge them to come up with a way to "illustrate" the poem by rearranging the words. Then, have each group present their "poetic illustration" to the rest of the class. You can also do this activity at some other point in the unit as an extra activity.



3. Decide which information in the diagram is clearly expressed in the poem and which is suggested but not directly stated.


Still working with their partners, you can ask students to decide which information in the diagram is clearly expressed in the poem and which is suggested but not stated, you might need to share an example, e.g. directly stated: I stay with my friends, suggested: while I am awake. Monitor while students work. Provide any needed assistance. You might want to set a time limit. Encourage volunteers to share their ideas with the rest of the class.

4. Discuss the feelings the poet has in each world and make notes.

You can ask students to continue working with the same partner. Ask them to read the poem again and identify the feelings the poet has in each world. You can ask them to make some notes. Encourage students to share their ideas with the rest of the class.

5. Listen to two friends discussing the poem and complete the words they used to express how they felt about some of the ideas in it. 9

You may want to tell students you will now listen to people talking about this same poem. Play Track 10 and have students listen and complete. You may



3 Decide which information in the diagram is clearly expressed in the poem and which is suggested but not directly stated.

4 Discuss the feelings the poet has in each world and make notes.

5 Listen to two friends discussing the poem and complete the words they used to express how they felt about some of the ideas in it.

Angle: '_____ to read that not only me finds routines boring and the world of dreams fascinating.'

Mark: '_____ with the way he describes dreams.'

'Also, _____ the way he describes when during the day, you want to go back to a dream you had but you can't.'

6 Discuss and order the paragraph the two friends wrote.

Comments on the poem *The Land of Nod* by Robert Louis Stevenson

_____ We agree with his feelings that the real world can be ordinary and boring at times and that the world of dreams is unpredictable, exciting and different.

_____ 1 We both enjoyed reading the poem very much.

_____ We liked the way the poet describes and contrasts two different worlds: the real world and the world of dreams.

_____ In summary, we had a lot of fun reading such a clear and amusing description of the world of dreams.

Go to pages 189-192 and browse through the list of verbs to choose the ones you may need to express in a better way when talking to others.

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want to play the recording more than once or pause whenever you consider necessary. Then, you can invite volunteers to take turns to read the conversation aloud. Check and correct as needed. You may invite students to say if they agree with the people from the recording or not and why.

6. Discuss and order the paragraph the two friends wrote. You can form pairs and encourage students to complete the activity. You could go over the fragments along with students if necessary. Monitor and provide any needed assistance. To check, invite students to take turns to read the paragraph in the correct order. Correct as needed. You could also invite volunteers to share their opinion about the comments they read. Do they agree or not? Why?

You may want to refer students to the list of verbs on pages 189-192 to learn more action words they can use to learn to use more words to express themselves.



7. Read the second poem the students have to work on. Discuss it with a classmate and write a few sentences with your comments and feelings.

A little dog angel
By Holly Mary Holland
(1876-1925/Ontario-Canada)

High up in the courts of Heaven today
A little dog angel waits;
With the other angels he will not play,
But sits alone at the gates;
"For I know that my master will come," says he,
"And when he comes he will call for me."


He sees the Spirits that pass him by
As they hurry to the Throne,
And he watches them with a wistful eye
As he sits at the gates alone.
"For I know my master will come for me
If only I just wait patiently."

And his master, far on the earth below,
As he sits in his easy chair,
Forgets sometimes, and he whistles low
For the dog that is not there.
And the little dog angel cocks his ears
And dreams that his master's call he hears.


And I know, when at last his master waits,
Outside in the dark and cold,
For the hand of Death to open the gates
That lead to these courts of gold,
The little dog angel's eager bark
Will comfort his soul in the shivering dark.



8. Exchange and compare your paragraph with that of another pair.

7.  Read the second poem the students have to work on. Discuss it with a classmate and write a few sentences with your comments and feelings.

You may want to review feelings before you begin. You can ask them to read the poem individually and silently or you can have them take turns to read the poem aloud. Ask students to work with their partner to write a few sentences describing their feelings and commenting on the poem. They can do this in their notebook or you could even have them take turns to write on the board.

8.  Exchange and compare your paragraph with that of another pair.

Have each pair get together with another pair and exchange paragraphs. You can ask them to read them aloud for their classmates. Encourage them to compare their feelings. Monitor and remind students to speak in English. You can invite volunteers to share their feelings with the rest of the class.

Teaching SOS

Your students might have difficulties understanding poems if they do not understand the sentences. Sentences don't make sense when students don't know the meaning of individual words. Encourage students to make an effort to guess the meaning of unknown words or, if necessary, encourage them to use a dictionary.

One way to introduce new vocabulary is to illustrate new words through actions. Act out a word as you say it and have your students imitate you and repeat.



9. Read and follow the suggestions below.

It is time for students to continue working on their product for this unit. You can direct their attention to page 36 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product. If necessary, review feelings and emotions, you can ask students to look back on this or previous steps for help. Ask students to follow the instructions so that they can create their inventory. If your school or your students have the possibility to access the Internet, you could visit the web pages in the box. They should keep their work for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

It could be a great tool if your students can access the websites in the box and get ideas for their format. You could also access the web pages yourself and print out the information you consider relevant and share it with your students.

The screenshot shows a worksheet page titled 'Create' with a 'Product' section. It includes a 'Check your Progress' box with instructions to go to page 39 and mark progress. Below this are two columns of empty boxes for student work. A 'Reading Time!' section at the bottom left contains a list of websites for inspiration. To the right of the websites are instructions for a group activity involving reading pages 27-29 of a Reader's Book and discussing Hiawatha's childhood.

Check your Progress

Go to page 39. Read the achievements for Step 3. Mark your progress according to your performance.

Read and follow the suggestions below.

- > Make a list of the feelings and emotions you have gathered so far and what poems in the unit they are related to.
- > Think of how you want to group or organize them: Alphabetically, in glossary form (word + meaning), etc.

Help yourself and others decide on the format you'd like to present your information. Visit these sites and get ideas!

http://www.bbc.co.uk/schools/gcsebitesize/drama/galleries/expressions_rev_print.shtml
<http://humanemotionschart.com/>
<https://es.scribd.com/document/155666518/01-Feelings-inventory-CNV>

Reading Time!

Read pages 27 to 29 from the Reader's Book and discuss in groups: What questions did Hiawatha ask Nokomis? What of her answers did you like best? How did they make you feel? Were you ever puzzled about things from nature when you were a child? Did you get any answers to your questions?

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Reading Time!

Reader's Story - Hiawatha's Childhood Track 42.

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 27 to 29, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Product

Make an inventory of emotions

It is time to present your Final Product to the class: an inventory of emotions.

Before the presentation:

- › Review the inventory you prepared in session III and make final adjustments.
- › Decide on how you are going to divide your participation during the presentation (who is going to introduce the presentation, explain how you organized the inventory, read the poem(s) and/or lines, answer questions from the class, etc.).
- › Rehearse presenting the inventory: Practice your part in front of your team members for them to give you feedback.

During the presentation:

Pay attention to body posture, gestures and voice to create the desired effects.

Congratulations! Your work during this unit is important evidence of how well you are doing at learning and communicating in English. Save all your written work from the unit in your Portfolio.



Read pages 30 to 32 from the Reader's Book and discuss in groups: How useful do you think were the things Hiawatha learnt? What was his relationship with his surroundings and the animals in it? How did Hiawatha's life change after he left the village? Before you continue with the next unit, visit the Language Reference section on page 171 to clarify, review, and reinforce the language learned in this unit.

Unit 2 - Fun with Poems

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Check your Progress

Evaluate your performance during the presentation of the final product in the Show Time section. Then, answer the self-evaluation card on page 40 to check your performance. Do this individually and share your comments with your teacher and classmates.

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 and help students by clarifying doubts and checking on their answers.

progress. Monitor around helping students clarifying any doubts and checking on their answers.

Reading Time!

Reader's Story -Hiawatha's Childhood Track 42

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 30 to 32, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Product

Make an inventory of emotions

It is time for students to present their product that they have worked on during this unit. You can encourage them to first think and share their ideas about how poems make us feel emotions and why. You can direct their attention to page 37 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Ask students to follow the instructions so that they can present their product to their classmates. Remind everyone to be respectful. Before you end today's session you could invite students to share who would consider that an inventory of emotions is a useful tool and why.



Teaching SOS

Some students might struggle to express their emotions in English. You can provide support by reviewing words to talk about feelings and encouraging them to speak their mind even if they do so in their mother tongue. You can always say the phrase in English and encourage them to repeat it.

Students can go to page 171 to clarify and reinforce the vocabulary they learned in this unit.

Name _____ UN _____

Date _____ Grade _____

Evaluation Instrument - Self-evaluation card

- 1** Complete the self-evaluation card with your comments.

Unit	Name of the Unit
New unit related vocabulary that I learned:	
New expressions I can now use:	
Things I did well:	
Things I had difficulties in:	
Things I still need to practice more:	
My overall participation in class:	
How I felt working with my classmates:	

Evaluation

You can direct students' attention to the Evaluation Instrument on page 40 and explain that this evaluation is something they have to answer 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 this 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 _____

Assessment

Let's reflect! Write a check (✓) next to the achievements you accomplished at the end of each lesson. Cross out (X) the ones you didn't accomplish and discuss them with your classmates or ask your teacher for help.

Lesson 1

- ▶ Understand the general sense of a poem.
- ▶ Identify rhyme patterns in poems.
- ▶ Reflect on emotions generated by poems.

Lesson 2

- ▶ Identify and express feelings generated by a poem.
- ▶ Create mental images based on the reading of a poem.
- ▶ Reflect on emotions generated by poems.

Lesson 3

- ▶ Identify and express feelings generated by a poem.
- ▶ Identify and express feelings generated by a poem.

Lesson 4 Show time

During the presentation of the final product, I...

- ▶ participated actively.
- ▶ expressed my opinions and feelings when exploring and selecting poems
- ▶ performed my part successfully when presenting the Final Product.
- ▶ used appropriate volume, tone of voice, and body language to convey feelings and emotions
- ▶ promoted respect and collaboration among the members of my team

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

- ▶ Share with your teammates the results of your evaluation in Lesson 4 above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Discover

Why is science important?

Glossary



1 Discuss in pairs. Which of the following latest scientific discoveries do you think is the most important? Why?

- > Initiative to grow organs and regenerate human tissue.
- > Scientists discovered an alien planet that's the best candidate for life.
- > Scientists found a new continent under the sea in the South Pacific.

2 Look at the instructions for two scientific experiments, A and B, and answer the question.

In your opinion, which set of instructions is easier to read? Consider the following elements: the way the information is arranged, (paragraph vs list), the use of pictures and the use of graphic elements (bullets, pictures, or numbers).

Materials

2 plant pots with garden soil
one package of plant seeds

2 spray bottles with water
lemon juice

Materials

plastic bottle
vinegar
small balloon

funnel
teaspoon of baking soda



Place several seeds in soil. Label one pot "acid" and the other one "normal". Water both pots and put them under direct sunlight. Water each pot until each plant has a sprout with leaves. Choose one spray bottle and add lemon juice (5 drops of lemon juice per one liter of water). Water each plant as usual and then spray each plant with the acid mix or normal water as labeled. On the 14th day measure both plants and compare their aspect.

- First, fill the bottle halfway with vinegar and stretch the balloon as if you were to blow it up.
- Then, use the funnel to put the baking soda inside the balloon and shake it gently until all the baking soda goes to the bottom.
- Next, stretch the opening of the balloon until it's completely over the opening of the bottle.
- After that, lift the rest of the balloon so that the baking soda falls into the vinegar.
- Finally, watch the balloon inflate!

Discover

1. Discuss in pairs. Which of the following latest scientific discoveries do you think is the most important? Why?

You can go over the instructions and scientific discoveries along with students and clarify any doubts. Form pairs and ask students to discuss them. Monitor and provide any needed assistance. Remind students to speak in English. Invite volunteers to share their ideas with the rest of the class.

2. Look at the instructions for two scientific experiments, A and B, and answer the question.

Short text samples that demonstrate the language that students will be working with can serve as a basis for later production, in this unit, you will focus on writing instructions for a scientific experiment. You may want to go over the question before you allow students to analyze and come up with their opinion. If necessary, ask students to work in pairs or small groups. This will depend on your students' level and abilities. You can invite volunteers to 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. *I have a flower in my flower pot. I use a pot to cook. I You can use a funnel to fill a bottle. I I planted some carrot seeds.*

Achievements

- Selects instruction manuals and values their content and structure
- Interprets instructions
- Writes instructions
- Edits instructions

Step 1


Warm Up

You can bring balloons to class and give two to each student. Ask them to inflate them. If possible, bring a piece of wool of synthetic materials to charge the balloons, if not, use the hair. You can encourage students to make hypotheses about static electricity and the balloons. What happens if you charge one and try to stick it to the other one? What happens if you charge both? Please note that this activity might not work on a very humid day.


Warm Up

You can form pairs or groups and ask students to share experiments they know and the materials that you need to perform them.




3.  Look at the set of instructions of experiment B and discuss the questions in pairs.


Reading in pairs encourages cooperation and supports peer-assisted learning. You may want to go over the questions along with students and clarify doubts. Monitor while students work and help as needed.

4.  Look at the materials to perform an experiment and discuss in pairs what the purpose may be.

You can call students' attention to the pictures and elicit what they see. Next, in pairs ask students to think about what those materials could be used for. Set a time limit. Elicit ideas from volunteers. Accept all plausible options. You might want to write some of their ideas on the board.


5. Read and number the instructions below in the correct order. Then listen to check your answers.  10

You may want to check the words in the glossary box before you begin this activity. Encourage volunteers to read the definitions and act out the meaning of the words. Make sure everyone understands what needs to be done. Ask students to order the instructions. Set a time limit. When the time is up, ask students to pay attention as you play the recording so that they can check their answers. Play Track 11 as many times as you consider necessary for students to check their answers. Elicit answers from volunteers. Check and correct as needed.



5 Look at the set of instructions of experiment B and discuss the questions in pairs.




1. How many sections is the text divided into?
2. What graphic element is used to list the materials?
3. How are the instructions listed, by using sequential words (first, then, etc.) or by using numbers?
4. What is the purpose of the pictures?



6 Look at the materials to perform an experiment and discuss in pairs what you think the purpose may be.


Tips

Remember that graphic elements are not only pictures, but also tables, charts, bullets, graphs, etc. that help you not only to predict a text but to understand its content as well.

Glossary

bubbling: (v) producing bubbles, balls formed of air surrounded by liquid that float in the air.
 tips: (v) to move so that one side is higher than another side.
 shake: (v) to move up and down in short, quick movements.

5 Read and number the instructions below in the correct order. Then listen to check your answers.  10

_____ Break the antacid tablet into smaller pieces and add one piece at a time.

_____ Add water to the neck of the bottle, leaving a little space between the water line and the top of the bottle.

_____ Once the bubbling stops, replace the bottle cap.

_____ Add 10 drops of food coloring to the bottle.

_____ Fill the plastic bottle $\frac{3}{4}$ full with vegetable oil.

_____ Tip the bottle back and forth and shake it. Watch the reaction.

6 Read the instructions again and label the materials in activity 5.

7 Check (✓) the objective(s) of the experiment.

- > To explore the relationship between oil and water in terms of density _____
- > To observe colored bubbles _____
- > To observe a chemical reaction between an acid and a base _____
- > To color a liquid _____

42

6. Read the instructions again and label the materials in activity 5.

You can encourage students to read the instructions first and identify the materials before they label the pictures. Monitor and assist as needed. You may want to invite volunteers to share their answers with the rest of the class.

7. Check (✓) the objective(s) of the experiment.

You can go over the objectives along with students. Make sure everyone understands them. Ask them to check the one or ones that they think talk about the objective of the experiment. Elicit answers from volunteers and see if everyone agrees.

Product: _____ Create

8. Read and follow the suggestions below.

Get together in teams. Brainstorm experiments you have done at school, read about or watched. Find information in books, encyclopedias, and on the Web.


I watched a very interesting experiment on the Internet. It was about _____.

Make a list of the ones you consider interesting and original and choose one.

Write down the materials you need to perform the experiment. Make sure they are easily available.

Materials	
✓	1 plastic bottle
✓	1 cup of vinegar

Save your work to use in the next Step.



Did you know that we can follow the Scientific Method in many activities in our daily life and not only for science experiments? Visit the following link and find out great info on the Scientific Method.
<https://www.khanacademy.org/science/high-school-biology/a/biology-foundations/a/biology-and-the-scientific-method/a/the-scientific-method-of-the-science-of-biology>

Reading Time!

Read pages 33 to 36 from the Reader's Book and discuss in groups: What is the difference between a science demonstration and a science experiment? How many stages does the scientific method have and what are their names? Which of the elements analyzed in Activity 3 are present in the instructions for the first scientific experiment in this chapter?

Unit 3 - A Science Fair 43

Create

8. Read and follow the suggestions below.

It is time for students to begin working on their product for this unit. You can direct their attention to page 43 and ask them to read the information.

They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done.

Form groups.

You can encourage students to remember and say what they've learned about experiments so far.

Then, you can ask students to follow the instructions so that they can make a list of experiments and choose one.

Then, they should write down what they need to perform it. Encourage them to choose experiments that they are going to be able to try, so don't let them choose experiments with very expensive materials or objects they will not be able to get. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

If possible, encourage students to visit the link so that they can learn more about the Scientific Method, it might be useful for their product in this unit.

Reading Time!

Remember that 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 – Science Everywhere! Track 43


You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 33 to 36, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class. Encourage students to mention the elements they found both in the reading and Activity 3.

Step 2

Warm up

You can form small groups and ask them to share what science question they would like to find an answer to. It can be about anything, you can share your own example to help them, e.g. I want to know what happens to an egg when you take it to the bottom of the sea. You can also do this activity at some other point in the unit as an extra activity.

Discover

- 
Reflect and number the elements to understand a set of instructions according to their importance. Discuss and justify your answers in groups.

Reflective thinking helps students develop thinking skills; they relate new knowledge to previous knowledge, they think in both conceptual and abstract terms, they apply specific strategies when facing new tasks, and they are able to understand their own thinking and learning strategies. You may want to allow students to work individually at first, and then have them share and justify their answers in groups. Encourage volunteers to share their answers and justifications.

- Read and complete the instructions with the verbs in the box.**

You can begin by encouraging students to mention some characteristics of instructions. You may help them by asking questions, e.g. *What kind of sentence do you see in instructions? What do instructions tell us?* Next, call their attention to the activity and read the instructions. Ask them to complete the instructions using the verb in the box. You might need to clarify the meaning of some verbs. To check, have students take turns to write the steps on the board. Check and correct as needed.

Discover

Step 2







How do science experiments influence our lives?

1 Reflect and number the elements to understand a set of instructions according to their importance. Discuss and justify your answers in groups.

- _____ verbs that express the actions to be followed (*put, mix, etc.*)
- _____ pictures to illustrate the steps
- _____ sequential words to understand the order of the actions (*first, then...*)
- _____ bulleted or numbered list of materials
- _____ words that indicate how the actions are performed (*quickly, easily...*)
- _____ quantifiers and their abbreviations
- _____ pictures of the materials (*5 ml*)

2 Read and complete the instructions and explanations with the verbs in the box.

pour spread leave keep stretch fill add

Glossary

stir: (v) to mix by moving an object such as a spoon in a circular pattern.
 slime: (n) a smooth, sticky liquid substance


Language Reference

Usually, when we write or talk using instructions, we refer to the imperative form of verbs; they may sound like giving orders but they are actually indicating an instruction to follow. Go to pages 172 and 173 to read more on how to use the imperative form when giving instructions.

Making slime

- Fill one small cup with water and add a spoonful of the Borax powder. Stir it gently, without force. Then set it to be used later on.
- _____ the other small cup with about 1 in. (2.5 cm) of the glue.
- Add three tablespoons (20 ml) of water to the glue and stir.
- _____ a few drops of the food coloring and mix until the mixture is fully colored.
- _____ one tablespoon of the Borax solution you made earlier and stir well. Watch the slime form.
- _____ it for about 30 sec and then pull it off the spoon and play with it!
- _____ your slime in a plastic bag and close it tightly when you are not playing with it.

Explanation: This polymer has qualities of both a solid and a liquid. Solid molecules are tight together while liquid molecules _____ out and break apart. Polymer molecules _____ and bend like chains.

3  Look at the pictures and identify the missing materials.

44

- Look at the pictures and identify the missing materials.**

You could ask students to discuss with their partners to determine what the pictured ingredients are. You may then ask them to reread the instructions in Activity 2 so that they may determine which materials are missing. You could invite volunteer to share their answers and how they came up with them 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. *Stir the mixture. / Little kids love to play with slime.*

You can direct students to pages 172 and 173 to review the use of the imperative form.

4 Work in pairs. Read these strategies to infer the meaning of unfamiliar words and use them to guess what the words in bold in the phrases below mean.

Read and underline the words that show the sequence of steps in the set of instructions below.

Stir it gently, without force.
Set it aside, to be used later on.
Mix thoroughly until the mixture is fully colored.
Polymer molecules stretch and bend like chains.

5 Discuss and compare your answers with another pair. Try to identify which of the strategies in the box you used in each case. **6** Reflect on the following questions in small groups.

1. Why is it important to put the steps for an experiment in the correct order?
2. What techniques can we use in order to show the correct sequence of the steps? Think about language and graphic elements.
3. What words do you know that express sequence?

6 Identify and underline the words that show the sequence of steps in the set of instructions below.

If you want, you can add about 10 drops of food coloring into the water for better visual results. This is optional.


Finally, watch how the candle goes out and the water level inside the glass rises. It's like magic!

After that, invert a tall glass and lower it slowly and vertically so that it covers the candle completely.

First, fill the soup plate with water to about 1 inch deep.

Next, place and light a candle in the middle of the plate. Check the water is at least an inch below the top of the candle.

7 Follow the picture sequence to rewrite the instructions in the correct order in your notebook.



8 Discuss the question.

Did the strategies in tasks 6 and 7 help you? How?

Unit 3 - A Science Fair 45

Warm Up

You can form groups and encourage them to remember the last experiment they read about in this lesson. Ask them to write down all the details they remember. Then, a volunteer from each group shares what they wrote aloud. See how much they can recall. You can also do this activity at some other point in the unit as an extra activity.



4. Work in pairs. Read these strategies to infer the meaning of unfamiliar words and use them to guess what the words in bold in the phrases below mean.

Teaching inference skills is very important for our students, it is a skill that is essential for them to develop deeper levels of comprehension. You may want to go over the text along with students before they begin the activity. Have students work together to figure out the meaning of the words in

bold. You might want to remind students that mistakes are nothing to be ashamed about and, on the contrary, they are here to learn. Once everyone has inferred the meaning of the words, proceed to the next activity.

5. Discuss and compare your answers with another pair. Try to identify which of the strategies in the box you used in each case. Reflect on the following questions small groups.

Encourage groups to share and explain the meanings they inferred, tell them they can use gestures, drawings, or any other resource they can come up with to explain the meanings to their partners. You can then have volunteers explain the meanings they inferred to their classmates. Help and correct as needed.

6. Identify and underline the words that show the sequence of steps in the set of instructions below.

Now, you can ask students to read the instruction in Activity 6 and have them identify the words that show the sequence of steps. You can check answers as a class and see if everyone agrees.

7. Follow the picture sequence to rewrite the instructions in the correct order in your notebook.

You may want to review the sequence words and then encourage students to identify what they can see in the pictures so that they may follow the sequence to rewrite the instructions in the correct order. Monitor and help as needed.

8. Discuss the question.

You may want to ask students to discuss the question in small groups first or you could also have a whole-class discussion so that volunteers can share what strategies helped them and how they helped them. Listen to everyone's opinion and, if possible, identify students' strengths and weaknesses when performing these kind of activities.



9. Work with your teammates from the Create session in Step 1 and...

It is time for students to continue working on their product for this unit. You can direct their attention to page 46 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product. Ask students to follow the instructions so that they can continue working on their experiment. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can ask students to read about important discoveries in the last decade by following the link in the box. Then, you could invite volunteers to share how they think they help our lives be better.

Product

Work with your teammates from the Create session in Step 1 and...

- > Take out the list of materials from the previous Create session. Check the list is complete.
- > Write the sequence of instructions to perform the experiment in the correct order (activity 9, page 47). Decide whether to use cardinal numbers, bullets or sequence words to list them.
- > Check all the steps are included so that the experiment can be done. You can add some words like *carefully*, *gently*, *quickly*, to give detailed information on how to perform the actions. You should make your instructions clear and easy to understand.

Save your work. You will use it in the next step.

Check your Progress

Go to page 53. Answer the questions for Step 2 to check your learning achievements.

Do you know which are the most important discoveries in the last decade? Visit <https://www.nationalgeographic.com/science/2019/12/top-20-scientific-discoveries-of-decade-2010s/> and find out interesting information on these discoveries and how they can help our lives better.

Reading Time!

Read pages 37 to 46 from the Reader's Book and discuss in groups: Can you explain how the tabletop hovercraft works? How is the closed loop circuit formed in the electric motor? Why does the coil spin?

46


Reading Time!


Reader's Fact – Science Everywhere!

Track 43

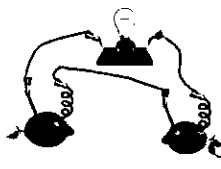
You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 37 to 40, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Step 3

Discover  What do you think the most important step in an experiment is?


1  Look at the picture and discuss the questions in pairs.

1. Have you tried this experiment?
2. What do you think the lemon does?
3. Can you guess how it does it?



Glossary

squeeze: (v) to press something firmly.
 slit: (n) a straight, narrow cut or opening in something.
 copper: (n) a reddish, brown metal.
 nail: (n) a thin piece of metal with one pointed end and one flat end.

2  Read the instructions to perform the experiment and answer the questions below in groups.

- › Roll and squeeze two lemons because this releases the juice inside.
- › Cut two slits about ½ inch deep in each of two lemons. If the skin is thick, make the insertion deeper until the fruit is exposed.
- › Insert a 4-inch piece of copper wire into one slit and a galvanized nail (a nail covered in zinc) into the other slit of each lemon.
- › Now, attach an alligator clip wire to each end of each piece of wire.
- › Attach one end of the first wire to the nail in the first lemon. Attach the other end of this wire to the negative (-) terminal of a 1.5 v min light bulb.
- › Connect a second wire from the copper wire in the second lemon to the positive (+) terminal of the light bulb.
- › Finally, using a third wire, connect the nail in the second lemon to the copper wire in the first lemon.

1. Why do you have to roll the lemons?
2. How many slits do you have to cut in each lemon?
3. What do you have to put into each slit?
4. Where do you have to attach the first alligator clip wire?
5. Which bulb terminal is the nail wire connected to?
6. Which bulb terminal is the copper wire connected to?
7. What is the third wire used for?

Was this experiment easy? Did you ever think you could generate electricity by simply using lemons? Find out more about this experiment in the following sites:
<https://www.education.com/science-fair/article/lemon-power/>
<https://www.wrookereparenting.com/lemon-powered-light/>
 Or watch a video at:
<https://www.youtube.com/watch?v=G3uh1T1G0pI>

Unit 3 • A Science Fair **47**

Step 3


Warm Up

You can bring a tub or container that you can fill with water, a balloon and other objects and show them to your students. Form groups and encourage them to decide if the objects will sink or float. They should make a list. Test the experiment. Who got the correct hypothesis? You can also do this activity at some other point in the unit as an extra activity.

Discover

- 1.**  Look at the picture and discuss the questions in pairs.

Call students' attention to the picture. Encourage them to describe what they see. Next, form pairs and ask them to discuss the questions. You can invite volunteers to share their ideas with the rest of the class.

- 2.**  Read the instructions to perform the experiment and answer the questions below in groups.

Read the instructions along with students. Then, direct their attention to the instructions to perform the experiment. Form groups and ask them to read the instructions before they answer the questions. You could also have volunteers read the instructions aloud. Then, ask students to answer the questions in their notebooks. You can elicit answers from different volunteers. 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. *Squeeze the lemon to get juice / Cut a slit on the paper.*

Links

You may want to ask students to review the experiment on their page by visiting one or both web pages. If you have the resources, you could also project the video during class and invite students to share their opinions.

Besides flashcards, you can always use realia (real life objects) to present vocabulary.



Warm Up

As a class you could invite volunteers to mention the differences between science and technology.



3. Match the question words with the underlined parts of the sentences below.

You can go over 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 and help as needed. Invite volunteers to write their answers on the board to listen and check.


4. Work in pairs. Use the words in parentheses to ask questions about the missing information in the instructions below.

Follow the example.

You can ask students to choose someone to work with. Ask a volunteer to read the instructions aloud. Clarify any doubts. Have students complete the activity. You might want to look at the example before they begin. Monitor and help as needed. Invite volunteers to write their questions on the board.

5. Match the questions with the correct answers.

You can ask students to continue working with the same partner. Ask them to match the questions with the correct answers. You might want to remind them to look at the instructions to try to see what makes sense. Elicit and check. Correct as needed.



E Match the question words with the underlined parts of the sentences below.

where what how many which what for how


Roll and squeeze two lemons because this releases the juice inside.
()

Cut two slits about 1/8 inch deep in each of two lemons.
()

Attach an alligator clip wire to each end of each piece of wire.
()

Attach an end of this wire to the negative (-) terminal of a 1.5 v min light bulb.
()

Insert a 4-inch piece of copper wire into one slit. ()



H Work in pairs. Use the words in parentheses to ask questions about the missing information in the instructions below. Follow the example.

A Foamy Mountain

First, pour (How much...?) 20 vol. hydrogen peroxide into a plastic bottle.

Then, add 8 drops of (What ...?) into the bottle.

Next, add 1 tablespoon of liquid dish soap into the bottle.

After that, combine 3 tablespoons of warm water with 1 tablespoon of dry yeast in (Where ...?) and mix for about (How long...?).

Finally, pour the yeast water mixture into the bottle and watch the foaminess. Notice how the bottle got warm because (Why...?).

1. How much hydrogen peroxide do I pour? _____?
2. What do _____?
3. Where _____?
4. How long _____?
5. Why _____?

E Match the questions with the correct answers.

- [] For 30 sec.
- [] Food coloring.
- [] A small cup
- [] Because it is an exothermic reaction. It releases heat.
- [] 1/8 cup

Glossary

yeast: (n) a white substance used for making bread rise.
foamy: (adj) covered with a lot of bubbles together on the surface of a liquid.


48


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 need yeast to make the bread. / The substance is foamy.*


Teaching SOS

Inquiry-based approaches are excellent tools for student communication. Students communicate orally as they learn. They perform activities with their peers and work together to ask questions, answer questions, make hypotheses, answer them and record results. Remember that science involves literacy skills such as gathering information, making inferences and organizing and explaining information.


 **E** Look at the pictures and write additional instructions about the same experiment with the clue words below.




irritate skin / eyes / safety goggles
1



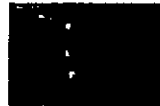
multicolor effect / several colors
2



after dish soap / swish around / mix
3



place / washable surface
4



funnel / easier to pour
5


1. _____


2. _____

3. _____

4. _____

5. _____


 **F** Work in pairs. Read both sets of instructions and decide which ones to include in your own version and in what order. Write them down adding, changing, or substituting information to make the procedure clear. Use sequence words, bullets, or numbers to order them.

 **E** Check spelling and punctuation and write a final version in your notebook.


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6. Look at the pictures and write additional instructions about the same experiment with the clue words below.


You can ask a volunteer to read the instructions aloud. Encourage students to complete the activity individually. You can assist students with vocabulary if needed. You might want to encourage them to come up with their additional instructions. Monitor and remind students to speak in English.

7.  Work in pairs. Read both sets of instructions and decide which ones to include in your own version and in what order. Write them down adding, changing, or substituting information to make the procedure clear. Use sequence words, bullets, or numbers to order them.

You can now ask students to work with a partner and take turns reading the instructions they wrote in the previous activity. Then, ask them to think how their work and their partner's work can be improved and rewrite them in the provided space. Monitor and provide any needed assistance.

8.  Check spelling and punctuation and write a final version in your notebook.

Now, you can ask your students to check the spelling and punctuation of their instructions so that they can write their final version. Monitor and help as needed. You might want to review instructions in this or previous steps so that students understand what you are expecting them to do.

 One way to use your flashcards is to simply flash them in front of students. Make sure they are watching because you will be quick! Students have to name what is on it.

Teaching SOS

When talking about science, students use language to make predictions or hypotheses, to discuss how to set up an experiment, when they read about different science experiments and also when they draw their own conclusions or come up with new questions. This can be very challenging for students that do not have the necessary vocabulary because not only must they use daily-life vocabulary, but also they have to use content-specific vocabulary and the language structures required when talking about science. For this reason, it is very important that you are aware of your students' proficiency levels so that you can adjust the lessons in order to accommodate your students' limitations and to provide appropriate support during instruction.



9. Work with your teammates from the Create session in Step 2 and...

It is time for students to continue working on their product for this unit. You can direct their attention to page 50 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product. Ask students to follow the instructions so that they can continue working on their experiment. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can ask students to visit the web pages so that they are exposed to other scientific topics. You could also encourage them to ask and answer questions about what they read and learned.


The screenshot shows a digital workspace with the following elements:

- Header:** "Create" logo and "Product" label.
- Task Instruction:** "Work with your teammates from the Create session in Step 2 and..."
- Check your Progress:** A box with the text: "Go to page 53. Answer the questions for Step 3 to check your learning achievements."
- Instructions:**
 - > Take out your instructions to perform a scientific experiment.
 - > Go over your text. Make any necessary changes, such as adding, eliminating, or substituting information. (activity 7, page 49).
 - > Check spelling and punctuation and write a final edited version. Remember to include the materials you listed in a separate section.
 - > You can add pictures if you wish to illustrate each step or /and the final result. If you want to, you can also add an explanation at the end, stating the scientific principles behind your experiment. It's optional.
- Action:** "Save your work. You will use it in the Show Time section." with a "Save" icon.
- Text Box:** "Why is the temperature so important when we talk about the density of water? Find out more interesting information about this topic in the following sites: <https://www.thoughtco.com/what-is-the-density-of-water-609413> Or at: https://www.usgs.gov/special-topic/water-science-school/science/water-density?qt-science_center_objects=0&qt-science_center_objects
- Image:** A photograph of a group of people in a laboratory setting.
- Reading Time!:** A callout box with the text: "Read pages 41 to 43 from the Reader's Book and discuss in groups: What did you find out about the density of water? Why is it easier to float in the ocean than in a swimming pool?"
- Page Number:** "50" in a circle at the bottom left.

Reading Time!

Reader's Fact – Science Everywhere! Track 43

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 41 to 43, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Product  **SHOW TIME** **3**

During this unit you worked with your classmates to write the instructions to perform a scientific experiment. Now it's time to present it to the class.

- Get together with your teammates and take out the final edited version of your scientific experiment. Go over it to make sure it is complete and correctly written.
- Present the experiment to the class. Decide whether you want to read it aloud or just explain what it is about. Listen to other teams respectfully.

I think we can read the written instructions.

We can also explain what the experiment is about before reading it.

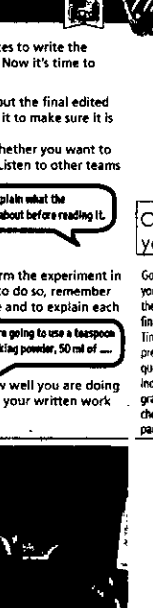
Check your Progress

Go to page 53. Evaluate your performance during the presentation of the final product in the Show Time section. Then, as in previous units, answer the questionnaire on page 54 individually. Share your grade with your teacher and check if you need help in any particular area.

As an optional activity, you can actually perform the experiment in your class and have a science fair. If you wish to do so, remember to mention the materials you are going to use and to explain each step while doing the experiment.

We are going to use a teaspoon of baking powder, 50 ml of ...

Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.



Reading Time!

Read pages 44 to 46 from the Reader's Book and discuss in groups. Would you like to try the fog (torneo)? Which of the experiments in this chapter do you like the most? Why? Before you continue with the next unit, visit the Language Reference section on pages 172 and 173 to clarify, review, and reinforce the language in this unit.

Unit 3 - A Science Fair **51**

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 and help students by clarifying doubts and checking on their answers.

Reading Time!

Reader's Fact – Science Everywhere! Track 43

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 44 to 46, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

You can remind students that they can go to pages 172 and 173 to review the language structures they learned and practiced in this unit.

Product

SHOW TIME 3

A Scientific Experiment

It is time for students to present their product that they have worked on during this unit. You can encourage them to first think and share their ideas about how useful it is to be able to share one's opinion and also if it is important to be aware of the different cultures in this world and why. You can direct their attention to page 51 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You can ask students to follow the instructions so that they can present their product to their classmates. Remind everyone to be respectful. Before you end today's session you could invite students to share who would consider that an inventory of emotions is a useful tool and why.

Review

Look at the picture of an experiment and underline its purpose.

1. Checking the amount of paper.
2. Testing static electricity.
3. Understanding the power of air.

Work in groups. Reflect on the strategies needed to write a set of instructions for a scientific experiment and number them in the correct order.

Insert additional instructions in the correct places.

Fit the materials with your text.

Number the main instructions to perform the experiment.

Use the strategies above in the correct sequence to write a set of instructions for the experiment in the picture.

Put the balloon not less than 10 cm away.

Count the number of steps in the picture and write the list. Write the balloon text and tick table on the cards.

3. Spread the dots over the magnet.

Hold the balloon above the middle of the taped square until the dots stop jumping onto the bottom of the balloon.

4. Punch 100 dots from a sheet of paper.

Light the candle and hold the balloon above the burner for some seconds. The hole breaks the flame otherwise any static charge left in the balloon.

5. Blow up a balloon and rub it against a woollen sock.

Measure out a 15 cm square on a table and mark its boundaries with masking tape.

6. Place all the dots back in the taped square.

Glossary

Punch is to make holes or markings on a sheet of paper, usually in an edge or end, or something.

Instructions usually start with an action word. If you need words that you may not understand for help, look at the list of verbs found on pages 189-192 and copy down the ones you need.

hole puncher
cardstock paper
ruler
masking tape
balloon
woollen sock
candle

Reflection

Let's reflect! Answer the questions to check your learning achievements.

Step 1

What on the label and graphic components included in a set of instructions for an experiment?

What advice can help you express the sequence of actions?

Step 2

What do you find difficult, if any, about writing instructions for an experiment?

How did you like the meaning of new words? Check the appropriate box.

By identifying the part of speech

By explanations or examples included in the text

Other (explain)

What observations did you learn?

Step 3

What do you need to ask questions about the missing information in a set of instructions? If not, what was difficult about it?

Did any responsible changes in your text help to improve the text? If so, what changes did you make?

Show time

During the presentation of the final product, ...

did you participate actively?

did you research to find interesting science experiments?

instructions to make a list of the materials needed?

did you contribute to the writing of a clear and a final version of the instructions?

did you present respect and collaboration?

Read the sentences in the box. Under the ones which describe how you feel with the project you submitted to your assessment. Then, complete the table.

I feel

Happy	Sad	Proud	Disappointed	Set	Unsettled	Critical

Share with your classmates the results of your evaluation in the Show Time section. Share and discuss areas of working more effectively and learn in order to improve your performance in future presentations.

Review

1. Look at the picture of an experiment and underline its purpose.

You can call students' attention to the picture and elicit what it is. Next, go over the purposes along with students and clarify any doubts. Ask students to complete the activity. Elicit and check.

2. Work in groups. Reflect on the strategies needed to write a set of instructions for a scientific experiment and number them in the correct order.

Remember that group discussions may increase your students' understanding about a topic. You may want to monitor as students reflect and discuss to reach an agreement and number the steps.

3. Use the strategies above in the correct sequence to write a set of instructions for the experiment in the picture.

Students can now use the strategies from the previous activity to write a set of instructions for the experiment in the picture. Encourage students to use what they've learned and practiced in this unit to come up with their instructions. You could have volunteers share their instructions with the rest of the class and check their understanding.

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 used punched some holes to make my binder. I You need to establish some boundaries.*

Reflection

You can encourage students to share what they think they can learn or have learned about their performance or learning through this type of reflection. You can direct them to read the emotions in the box and encourage them to describe how they feel with their results. You can encourage some volunteers to talk about their results if they feel comfortable doing so or you can also encourage them to share ideas on how they can work on the skills they are lacking.

You may want to refer students to the list of verbs on pages 189-192 to learn more action words they can use to write their instructions.

Name _____ LN _____
 Date: _____ Grade _____

Evaluation Instrument - Questionnaire

1 Complete this chart together with your teacher. Use the code below to assess your performance and work out the final grade.

Step 1 Select instruction manuals and values their content and structure.			
Step 2 Interpret instructions.			
Step 3 Write instructions.			
Edit instructions.			
Participation in class.			
Collaborative attitude.			
Quality of completed work.			
Total			

1 = needs improvement
 2 = satisfactory

3 = good
 4 = excellent

Evaluation

You can direct students' attention to the Evaluation Instrument on page 54 and explain that this evaluation is something they have to answer 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 this 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 _____

Assessment

Let's reflect! Write a check (✓) next to the achievements you accomplished at the end of each lesson. Cross out (✗) the ones you didn't accomplish and discuss them with your classmates or ask your teacher for help.

Lesson 1

- ▶ Understand the general sense of a poem.
- ▶ Identify rhyme patterns in poems.
- ▶ Reflect on emotions generated by poems.

Lesson 2

- ▶ Identify and express feelings generated by a poem.
- ▶ Create mental images based on the reading of a poem.
- ▶ Reflect on emotions generated by poems.

Lesson 3

- ▶ Identify and express feelings generated by a poem.
- ▶ Identify and express feelings generated by a poem.

Lesson 4 Show time

During the presentation of the final product, I...

- ▶ participated actively.
- ▶ expressed my opinions and feelings when exploring and selecting poems
- ▶ performed my part successfully when presenting the Final Product.
- ▶ used appropriate volume, tone of voice, and body language to convey feelings and emotions
- ▶ promoted respect and collaboration among the members of my team

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

- ▶ Share with your teammates the results of your evaluation in Lesson 4 above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Unit 4

TV Shows And Emotions

Step 1

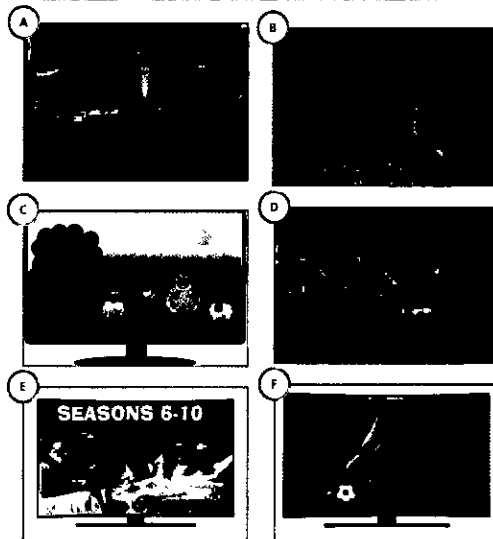
In this unit you will study models and participate in interviews about TV programs to discuss the reactions and emotions they generated in you and your classmates.

Discover

What TV shows do you watch?

In small groups discuss what TV program each picture shows and what genre it represents.

sports news sitcom cartoons talk show documentary



Now discuss which of the programs above you watch, who you usually watch them with and how they make you feel.

Unit 4 - TV Shows And Emotions

55

Unit 4

TV Shows and Emotions

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Discover

Achievements

- Interpret general sense and details
- Write notes about emotions and reactions to participate in an exchange of views
- Share emotions and reactions.

Step 1

Warm up

You can begin by brainstorming TV genres. You can ask students to share the shows they watch and then invite them to think of the TV genre that show belongs to. You can make a list on the board.

1. In small groups discuss what TV program each picture shows and what genre it represents.

You can call students' attention to the pictures and elicit from students what they see. Then, read the instructions along with students and ask them to complete the activity. Set a time limit. Monitor and help as needed. Elicit answers from volunteers. Check and correct if necessary.

2. Now discuss which of the programs above you watch, who you usually watch them with and how they make you feel.

You can encourage everyone to participate in a whole class discussion. You could encourage students to talk by sharing the programs you like to watch, who you watch them with and how they make you feel.

Unit 4

TV Shows and Emotions

T67

Warm up

You can ask students to mingle and find someone who watches the same TV show(s). Encourage them to share what they like about the TV show.



3. Listen to the following program extracts and discuss what program in the pictures on the previous page each refers to.



You can invite a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Play Track 11 as many times as you consider necessary for students to complete the activity. Then, invite volunteers to share their answers aloud to check. Correct as needed.

4. Research, discuss and write definitions for each of the TV genres below.

You can go over the instructions along with students. Make sure everyone understands what needs to be done. Ask students to decide what are some good sources of information to complete the research the activity is requesting them to do. You can ask them to research during class or you can ask them to do it at some other moment depending on your particular needs. You can form groups and ask students to exchange and complement their research. Finally you can have volunteers share their definitions with the rest of the class. If you and your students have the possibility of accessing the Internet, you could ask them to go to the website on the page to check their answers and add more genres. Remind them that dictionaries can also be used for this type of research.

11

Reading Time!

You can now start reading about some of the TV genres mentioned in Activity 4. Read pages 47-50 from the Reader's Book and discuss the following questions. What TV series or programs did you like watching when you were a primary school student? What similarities or differences do you think there are between the lives of the characters in the series Happy Days and you and your friends' lives now?

When watching TV, one can choose from different types of genres. Which is your favourite genre? Visit this website and find interesting information on the different genres you can watch on TV to increase vocabulary on the topic.
<https://www.esolcourses.com/content/topics/tv/show-genres.html>

5 Listen to the following program extracts and discuss what program in the pictures on the previous page each refers to.

Then listen again and discuss which program each description refers to.

- Speakers use formal language. _____ and _____
- The speaker uses more informal language. _____
- The speaker uses different speaking rates (faster or more slowly) and voice tones to show excitement. _____
- Music is used to introduce the program. _____
- You can hear a live audience in the background. _____
- The speaker uses pauses while talking to describe actions. _____

6 Research, discuss and write definitions for each of the TV genres below.

- News: _____

- Documentary: _____

- Cartoon: _____

- Talk shows: _____

- Sitcom: _____

- Talent Show: _____

- _____
- _____
- _____
- _____

Link

You can ask students to visit the web page in the box to read more about the different TV genres. Then, you could invite volunteers to share the genres they read about.

Reading Time! Reader's Story – TV Oldies Track 44

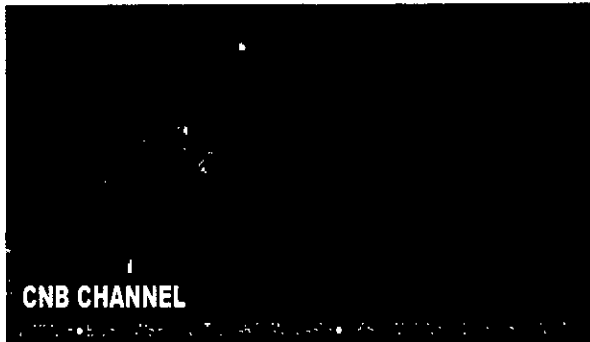
You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 47 to 50, encourage them to share any information they found interesting or that they didn't know. Then you may want to go over the questions and have a class discussion where students share their answers and opinions.



5. Discuss the questions.

Which genre or genres on the previous page are more appropriate for young children?
Which genre or genres are more suitable for adolescents and young adults?
Which genre or genres are appropriate for people who like nature?

6. Look at the TV screen below and discuss what type of program it shows. Then use the definitions IN THE GLOSSARY to label the different elements on the screen.



7. Discuss in small groups.

1. Do you find tickers and subtitles useful?
2. How much do you use them?
3. Which programs do you watch the most?

Glossary

anchorman/woman: (n) is the person who presents a television or radio program, especially a news program.
ticker: (n) a narrow area that shows information across the top or bottom of a television screen.
sub-titles: text version of a program's dialog, overlaid on the screen for the hearing impaired or for when the speakers are unclear or are speaking in a foreign language.

Language Reference

To express ideas we can use formal or informal language. To learn more on how and when to use these and other characteristics of the language when communicating with others, go to page 174 in the Language Reference section.



5. Discuss the questions.

You can form groups and make sure everyone understands the questions before they start to discuss them. Set a time limit. Monitor and help as needed. Remind students to speak in English. Invite volunteers to share their ideas with the rest of the class.

6. Look at the TV screen below and discuss what type of program it shows. Then use the definitions IN THE GLOSSARY to label the different elements on the screen.

You may want to read the instructions along with students. Clarify any doubts. Set a time limit for students to label the elements on the screen. Monitor and provide any needed assistance. If you consider this activity to be too challenging for individual students, you can form pairs and ask them to work together to complete the activity.



7. Discuss in small groups.

You can call students' attention to the questions. Make sure everyone understands them. Form small groups and ask students to discuss them. Monitor and make sure all students are on task. Invite volunteers to share their ideas 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. *That anchorwoman presents the news all weekdays. / The ticker announced yesterday's game results. / My grandma doesn't hear very well so she needs sub-titles when she watches TV. In this lesson, students need to refer to this section to be able to answer activity 6.*

Teaching SOS

When you listen to someone speaking in a foreign language, it might appear as if the person is speaking too fast. The speed at which we normally speak is too fast for someone who is learning the language. Pausing or repeating what one said slowly is a way to overcome this. When using a recording, you may want to consider playing the tracks more than once to deal with this challenge.

Language Reference

You can ask students to read the information on page 174 to learn more on how and when to use formal and informal language.

Create

8. Read and follow the suggestions below.

It is time for students to begin working on their product for this unit. You can direct their attention to page 58 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You might want to allow students to choose their own teammates. Remind them they will work with the same team throughout this unit. You can ask to follow the instructions so that they can begin to work on their product. Assist them when necessary. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can challenge students to learn more vocabulary related to the topic of this lesson by visiting the web page in the box. Then, you can invite students to share what they learned.

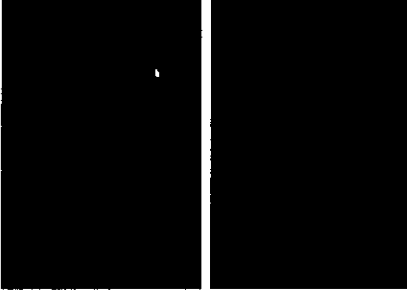
The screenshot shows a digital interface for a 'Create' unit. At the top, there is a 'Create' logo and a 'Product' icon. Below this, a section titled 'Check your Progress' contains instructions: 'Go to page 69. Read the achievements for Step 1. Mark your progress according to your performance.' To the right of this section, there are three bullet points: 'Form pairs or small groups for Your Final product.', 'Propose different TV program genres you would like to discuss along with names of programs that represent those genres.', and 'Make a list.' Below these instructions is a note: 'Save your work to use in the next Final Product session.' A large image of a TV screen is shown, with a text box overlaid that reads: 'TV programs have different elements such as episodes, casts and others. To learn and increase this type of vocabulary, visit <https://quizlet.com/18963620/tv-vocabulary-flash-cards/> and then share with others what you learned.' Below the image, another text box asks: 'Do you need some action words to be more fluent and talk about TV programs? Remember to consult the list of verbs on pages 189-192.' The page number '58' is visible in the bottom left corner.

You may want to refer students to the list of verbs on pages 189-192 to learn more action words they can use to have more vocabulary to express themselves when talking about TV programs.

Step 2

Discover What can TV shows teach us?

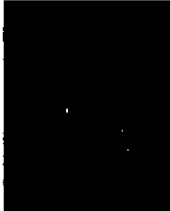
1 Look at the two scenes and discuss what type of TV genre they are from.



In Step 1, you learned about the different genres we can find and watch on TV. How is a documentary different from a News broadcast or from a Talk show? Discuss with your classmates and go back to page 55 to check what you wrote about each genre and make your discussion more interesting.

2 Look at the title and scene from a TV documentary. Read the definition in the Glossary and predict how they may relate to the pictures above.

Tutankhamen's Bloodline



Glossary
 bloodline: (n) a person's bloodline is their ancestors over many generations, and the characteristics they are believed to have inherited from these ancestors.

3 Write the reason(s) that support your answer and share them with a classmate.

Unit 4 · TV Shows And Emotions **59**

ask students to share with a partner what TV genre they think the scenes belong to. You could elicit ideas from volunteers and see if everyone agrees.

2. Look at the title and scene from a TV documentary. Read the definition in the Glossary and predict how they may relate to the pictures above.

You may want to direct students' attention to the picture, encourage them to say what it is. Read the title aloud. You can go over the instructions along with students. Then, ask them to identify the glossary and the word in it. Read the definition and share an example. Next, you can invite students to share their predictions about how the title and the picture relate to the pictures in activity 1. You can have a short class discussion where they share their ideas.

3. Write the reason(s) that support your answer and share them with a classmate.

You can now ask students to write their reasons to support their answer in activity 2. Monitor and help as needed. Then, you can form pairs and ask students to exchange ideas.

Step 2 Warm up

You can form small groups and ask them to take turns to share a summary of their favorite TV show. You can invite volunteers to share their summaries with the rest of the class. You can also do this activity at some other point in the unit as an extra activity.



1. Look at the two scenes and discuss what type of TV genre they are from.

You can begin by calling students' attention to the pictures and inviting students to tell you what they are. You could then ask the class to brainstorm TV genres while you write them on the board. Next, you could

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 clan's bloodline ended with the death of the prince.*

Flashcards appeal to visual learners and can be used to stimulate kinesthetic learners to. They are a great way to practice and revise vocabulary.





4. Complete the following statement.

You may want to direct students' attention to the statement and ask them to complete them in a way that is true for them. Provide help if needed.

5. Share your statements in small groups.

Now, you can form small groups and ask students to read their statements aloud for their classmates. How similar or different are their ideas? Why? You can encourage them to share their conclusions with the class.

6. Listen to a conversation and discuss:



You can begin by telling students that you will now listen to a conversation and they have to pay attention to identify what the activity states. You could go over each sentence and make sure everyone understands them and knows what they have to do. Play track 12 as many times as you consider appropriate. Then, you can ask them to discuss the different points in pairs or groups. Elicit answers from volunteers and see if everyone agrees.

7. Listen to the conversation again, write down examples of the following elements in it and share them with your partner:



You can go over the elements along with students and clarify any doubts. Play Track 12 as many times as you consider necessary for students to complete the activity individually. Monitor and help as needed. Then, students exchange examples with a partner. You can write the elements on the board and have volunteers take turns to write down their examples, see if they are accurate.

8. Write down the questions Nora asked Jack about the content of the program and the emotions it generated in him.

4. Complete the following statement.
Watching documentaries is _____ because _____

5. Share your statements in small groups.

6. Listen to a conversation and discuss:

- > type of communication used.
- > participants and relationship between the speakers.
- > topic of conversation.
- > program genre.

7. Listen to the conversation again, write down examples of the following elements in it and share them with your partner:

an explanation of a term: _____

technical or specialized information: _____

speakers' emotions: _____

speakers' opinions: _____

8. Write down the questions Nora asked Jack about the content of the program and the emotions it generated in him.

1. _____
2. _____
3. _____
4. _____
5. _____

9. Compare your questions with those of a classmate and correct them, if necessary. Then listen to the conversation one more time to check.

10. Individually make notes of the following information:

Name(s) of TV documentaries you have watched.
One you liked or remember information about the opinion and emotions it generated.

Glossary

tomb: (n) a structure or underground room where someone, is buried.

sarcophagus: (n) a large container in which a dead body was placed in ancient times.

scanner: (n) a machine used to examine things by using a beam of light, sound, or x-rays.

Tips

Remember that when using verbs in a conversation, these can be regular and/or irregular. If you need some irregular verbs to express yourself and you can't remember them, go to pages 191-192 and find the ones you need to express your ideas.

You can ask students to try to remember the questions they heard in the conversation and write them down. You can play Track 12 once before they begin the activity to help them. Monitor and provide help as needed.

9. Compare your questions with those of a classmate and correct them, if necessary. Then listen to the conversation one more time to check.

You can now form pairs and ask students to compare their questions. Are they similar or different? Then, you can play Track 12 once more for students to listen, check and correct as needed. You may want to invite volunteers to share their questions with the rest of the class.

10. Individually make notes of the following information:

You may want to make sure students understand what they need to do and that there are no doubts before they begin their individual work. You can ask them to write as much information as they remember. Monitor and help as needed. Finally, you can invite volunteers to share what they wrote with the rest of the class.

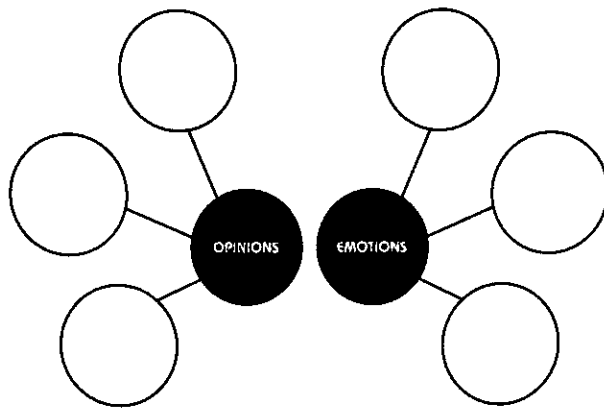


11. Interview a classmate and ask him or her questions to find out as much as possible about the content of documentaries he or she watched and his or her opinion about them. Write notes.

Documentaries have different characteristics that can make them more interesting. Find out about what is needed to make a documentary on <https://www.thevisualhouse.in/blog/features-of-documentary-film-that-achieve-right-effect>



12. In small groups take turns sharing the information you learnt from your classmates. Then complete the diagram with the emotions and opinions mentioned.



Language Reference
If you need to check on emotions you can go back and review them on page 171.



11. Interview a classmate and ask him or her questions to find out as much as possible about the content of documentaries he or she watched and his or her opinion about them. Write notes.

You can now ask students to get into pairs so that they can take turns asking and answering questions about the documentaries they've watched. You may want to remind them to write notes with their classmates' answers. Monitor and help as needed.



12. In small groups take turns sharing the information you learnt from your classmates. Then complete the diagram with the emotions and opinions mentioned.

You can now form groups and ask them to use the information they learnt in the previous activity to complete the diagram on their books. Ask them to include the opinions and emotions mentioned by their classmates.

If necessary, you can ask students to review emotions on page 171. Monitor and make sure all students are on task. Invite volunteers to share and explain their diagrams with the rest of the class.

Teaching SOS

Some students might feel self-conscious about speaking in English. They might be afraid of making mistakes and be embarrassed because of this. A great way to help your students deal with this is to create a positive classroom environment. Make sure everyone knows that you expect respect, you must set the example by giving students positive feedback. Make it clear that you will not tolerate students that make fun of their classmates when they make a mistake. You should strive to share constructive feedback whenever possible.



13. Read and follow the suggestions below.

It is time for students to continue working on their product for this unit. You can direct their attention to page 62 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You might want to remind them to work with the same person or group until they are done with this unit's product.

You may read the suggestions along with students or you might want to let them ask you questions if they have any doubts. You can remind them they can always look back on what they've learned so far if necessary. You can also encourage them to visit the web page in the box to read more about asking questions about TV.

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 and help students by clarifying doubts and checking on their answers.

Reading Time!

Reader's Fact – TV Oldies

Track 44

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 51 to 54, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Product

Read and follow the suggestions below.

- > With the same partner you worked with in the Create section of Step 1 choose one program each from the list you prepared in session 1.
- > Individually write notes about the program including

Name of the program
 Genre
 General description
 Participants or characters
 Personal opinion and emotion it generated in you.
- > Share and compare your information with your partner's.
- > Write questions to ask your partner more about your partner's program.
- > Discuss the language used during the conversation and correct problems.
- > Ask your teacher if necessary. You can also record your conversation and have your teacher listen to it and suggest ways of improving it.

Check your Progress

Go to page 69. Read the achievements for Step 2. Mark your progress according to your performance.

Save your work to use in the next Create session.

Reading Time!

Read pages 51 to 54 from the Reader's Book and discuss the following questions in groups: What do you think makes the series in the review different from many animated TV cartoons today? What was/were the element(s) in the series you think make it fun and attractive? What things from the past do you think would be worth using or having again to avoid some of the problems of the modern world?

62

Teaching SOS

There are several advantages of pair and small group work for example you change the pace of your lesson, you let students take control of the class, you give them more speaking time, you can monitor and listen to what they are producing, etc. One of the challenges you might face is losing control of your class. The class will get loud, really loud, this is okay as long as students are not shouting. The important thing to establish is a way for them to know when to stop. You could teach students a special signal that you can use when you want them to stop working with their peers and need their attention to return back to you.

Step 3

Discover Why do you think TV shows make you feel emotions?

1 Look and describe the pictures. Say in what ways they are similar or different.

A

B

2 Say what picture the following sentences refer to.

- Someone's opinions or statements will probably be used later. _____
- One of the speakers prepares his or her part **beforehand** and asks most of the questions. _____
- Both speakers ask and answer questions and react to each other's comments. _____
- The interaction is usually more spontaneous and unpredictable. _____

Glossary

statement: (n.) declaration or report of opinions or facts.
 beforehand: (adv.) in anticipation or in advance.

3 Use what you already know about TV genres and discuss with a partner which one uses more questions or interviews as its main content. Why does this happen? Do you watch any of these programs? Why or why not? If you need to review these concepts go back to page 55.

4 Listen to the dialog and discuss the following questions. 13

- Which picture illustrates the conversation?
- What is the general topic discussed?
- What role does each speaker play?
- What is the tone of the conversation? (formal, informal, friendly, tense, relaxed, cordial, distant).

Unit 4 · TV Shows And Emotions **63**

Discover

- 1.** Look and describe the pictures. Say in what ways they are similar or different.

You can start by calling students' attention to the pictures. Encourage them to describe them in pairs and to mention how are they similar or different. Monitor and make sure to remind students to speak in English. You can invite volunteers to share their ideas with the rest of the class.

- 2.** Say what picture the following sentences refer to.

You can ask volunteers to read the instructions and the sentences aloud. Make sure everyone understands what needs to be done. Have students discuss and determine the answer with their partner. You can write the sentences on the board and have volunteers write the answers. Check and correct as needed.

- 3.** Use what you already know about TV genres and discuss with a partner which one uses more questions or interviews as its main content. Why does this happen? Do you watch any of these programs? Why or why not? If you need to review these concepts go back to page 55.

You can ask students to continue working with the same partner or you can ask them to work with another partner depending on your specific needs. Read the instructions along with students and ask them to discuss with their partner. Monitor and provide any needed assistance. Invite volunteers to share their experiences with the rest of the class.

- 4.** Listen to the dialogue and discuss the following questions. 13

You can go over the questions and clarify any doubts. You may want to play Track 13 as many times as you consider necessary for students to answer the questions in pairs. Encourage volunteers to share their answers with the rest of the class.

Step 3 Warm up



You can choose a TV show you know most (if not all) your students watch or have watched and form groups so that students can take turns to share their opinion about it. You can invite volunteers to share their opinion with the rest of the class or you can even have a class debate. You can also do this activity at some other point in the unit as an extra activity.

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.



Warm up

You can prepare some strips of paper with emotions written on them. Have students take turns to take one out and then share the name of a TV show that makes them feel that emotion. You can also do this activity at some other point in the unit as an extra activity.






5.  Listen to the interview again and discuss the purpose of the following stages. Then write some words used by the speakers at each stage.  13

You can go over the instructions along with students and make sure everyone understands what needs to be done. Form pairs and ask students to complete the activity. Play Track 13 as many times as you consider necessary. Monitor and help as needed. Invite volunteers to write their answers on the board to listen and check.



6.  Write as many questions as you remember Tina uses during the interview. Share the questions with your partner and then listen to check.  14

You can ask students to write as many questions as they remember. You can make it more challenging by using a stopwatch and setting a time limit. Then, form pairs and ask them to share them with their partner. Finally, you can ask them to pay attention to the recording so that they can check their answers. Play Track 14 and ask students to check. You may play the recording more than once. Invite volunteers to share their answers with the rest of the class.



 Listen to the interview again and discuss the purpose of the following stages. Then write some words used by the speakers at each stage.  13

Introduction: _____
 Development: _____
 Closing: _____


6.  Write as many questions as you remember Tina uses during the interview. Share the questions with your partner and then listen to check.  14


> 'Well, Rob I think that's all. I hope I didn't take too much of your time.'


> 'I'm doing a survey for a school project ... Do you mind if I ask you some questions?'


> 'Let's see ... I love to watch movies I've seen and liked several times.'


1. _____
2. _____
3. _____
4. _____
5. _____

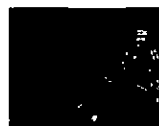
7.  Label the pictures with emotions mentioned during the interview.











7. Label the pictures with emotions mentioned during the interview.

You could ask students to remember the emotions mentioned during the interview, then you can ask them to look at the pictures and decide which represents each emotion. Monitor and help as needed. Elicit answers from volunteers. Check and correct as needed.



13. Read and follow the suggestions below.

It is time for students to continue working on their product for this unit. You can direct their attention to page 66 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done.

Ask students to follow the instructions so that they can continue working on their experiment. You may want to monitor while they practice acting out their interviews and assist as needed. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Product

Check your Progress

Go to page 69. Read the achievements for Step 3. Mark your progress according to your performance.

Read and follow the suggestions below.

- › With your partner from the previous Create sections read the notes and questions you prepared about the TV programs you selected during Session II. You can also listen to the conversation you had during Session II if you recorded it.
- › Use that material to plan two interviews about each other's programs. Make sure the interview scripts include an introduction, a development and a closing.
- › While answering your partner's questions include emotions related vocabulary to express the feelings and reactions the programs or their parts generated.
- › Practice acting out your interviews paying attention to the intonation, pace and volume of your words as well as the facial expressions that go with them.

Keep your notes for the Show Time Session

Reading Time!

Read pages 55 to 58 from the Reader's Book and discuss the following questions in groups. Which of the 11 episodes would you like to watch the most? Why? Which do you think contains information you know little about? How useful do you think it is watching nature and animal related documentaries?


66

Reading Time!

Reader's Story – TV Oldies

Track 44

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 55 to 58, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Product  **SHOW TIME** 4

It is time to present your Final Product to the class: an interview about a TV program.

Before the presentation:

- Get together with your partner and go over all your notes from previous sessions.
- Decide if you want to act out the interview you prepared with your Final Product partner, or interview a new classmate and have a more spontaneous conversation.

During the interview:

- Make sure you include language to initiate, develop and end the interview, ask questions give answers and explain emotions and provide opinions according to your role during the interview (interviewer or interviewee).
- Remember to pay attention to your voice, body gestures and facial expressions to convey the desired effects.
- While listening to your classmate's interviews, show respect and make notes of comments or questions you might want to make at the end.

Check your Progress

Go to page 69. Read statements in Step 3 and mark your progress according to your performance in the Show Time section. Then, fill out the Control card on page 70 individually and see how much you've progressed. Share your grade with your teacher.

Check your Progress

Go to page 69. Read statements in Step 3 and mark your progress according to your performance in the Show Time section. Then, fill out the Control card on page 70 individually and see how much you've progressed. Share your grade with your teacher.

Reading Time!

Read pages 59 and 60 from the Reader's Book and discuss in groups: What makes the sitcom attractive according to the blogger? Do you like watching series which feature unreal situations or prefer those with situations you can relate to? Which of the TV oldies reviewed would you be most interested in watching? Why? Before you continue with the next unit, visit the Grammar Reference section on page 174 to clarify, review, and reinforce the grammar learned in this unit.

Reading Time!

Unit 4 · TV Shows And Emotions **67**


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 and help students by clarifying doubts and checking on their answers.

Reading Time! Reader's Fact – TV Oldies Track 44

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 59 to 60, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

You may want to remind students to review the grammar they learned in this unit on page 174 of their books.

Product  **SHOW TIME** 4

Interview about reactions and emotions caused by a TV program.

It is time for students to present their product that they have worked on during this unit. You can encourage them to first think and share their ideas about what they learned throughout this unit. You can direct their attention to page 67 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Ask students to follow the instructions so that they can present their product to their classmates. You may want to ask students to tell you how they will present their interview. Remind everyone to be respectful. Before you end today's session you could invite students to share who outside of school they could interview.

Review

Work in pairs. Read the strategies to carry out an interview about the emotions and opinions generated by a TV program. Reflect on who uses them and label the boxes with the words *interviewer* and *interviewee* accordingly.

1. Describe program characteristics.	5. Start the interview and explain its topic and purpose.
2. Give opinion.	6. Ask general questions about the topic.
3. Express feelings and attitudes about the program.	7. Ask specific questions to obtain detailed information.
4. Answer questions.	8. Close the interview.

Read and complete the interview with the missing questions. Use language from the previous lessons.

Boy: I've _____ about a TV show. It's for a school project. ...
 Girl: Of course not. Go ahead. _____ School show? ...
 Boy: Sure! Everybody has. It is a wonderful, hilarious show. It's really good. I never miss an episode. ...
 Girl: Last August, definitely! He's so handsome! ...
 Boy: What's his last name? ...
 Girl: His eyes and his smile. ...
 Boy: A character I don't like ... Well, Ashley is not very popular, is she? She's always boasting about her father's money. I get angry with her at times. But she's not a bad girl after all. It's just her personality. ...
 Girl: _____ about the program? Change? ... perhaps the job. Sometimes you cannot enjoy the program and see what is happening because of its many ads interrupting it. It really annoys me. ...
 Boy: I see you point. Well, thank you very much for all your answers. ...
 Girl: No problem. I have being interviewed.

Identify the strategies in Activity 1 in the conversation below and write the corresponding numbers.

Act out the interview in pairs. Pay attention to voice volume, pace and intonation as well as body language to express your emotions.

Reflection

Let's reflect. Follow the instructions to evaluate your program in this unit.

Step 1

- Remember different TV program genres.
- Identify TV program with the following characteristics:
 - The use of formal language
 - The use of informal language
 - Content is on-line.

Step 2

- Once you agree about a program you like and can you describe

Step 3

- Remember: expressions to initiate one class an interview dialogue and another generated by a TV program

Three class

During the presentation of the final product, I was able to ...

- participate actively.
- ask and respond questions related to the topic of TV programs
- describe emotions, reactions and provide personal opinions about
- use appropriate voice volume, tone of voice, and facial to convey the emotions
- use appropriate body language.
- provide support and collaboration.


Read the questions in the box. Circle the ones which describe how you feel with the result you obtained in your evaluation. Then, complete the box.

I feel

Happy	Gratified	Proud	Disappointed	Sad	Intimidated	Confused
-------	-----------	-------	--------------	-----	-------------	----------

- Share with your classmates the results of your evaluation in the Show Time section above and discuss how that learning more effectively can be used to improve your performance in future presentations.

Review

1.  **Work in pairs. Read the strategies to carry out an interview about the emotions and opinions generated by a TV program. Reflect on who uses them and label the boxes with the words *interviewer* and *interviewee* accordingly.**

You may want to remind students that they can look at previous lessons for help if they need to. Encourage them to discuss with their partners and reach an agreement to complete the activity. You could invite volunteers to share their conclusions with the rest of the class and see if everyone agrees.


2. **Read and complete the interview with the missing questions. Use language from the previous lessons.**

You could ask students to work individually, in pairs, or even in groups if you consider it necessary depending on your students' level and abilities. You could also read the incomplete interview as a class and clarify any doubts. You might want to remind them to look at the lessons in this unit to be able to complete this activity. Monitor and help as needed.

3. **Identify the strategies in Activity 1 in the conversation below and write the corresponding numbers**

You may want to review the strategies in Activity 1 and make sure everyone understands that the activity requires them to write down where the strategies from Activity 1 were applied on the interview on Activity 2.

If necessary, ask students to work in pairs or groups. Monitor and help as needed. Invite volunteers to share their answers with the rest of the class. Check and correct as needed.

4.  **Act out the interview in pairs. Pay attention to voice volume, pace and intonation as well as body language to express your emotions.**

You could assign pairs that could benefit from working together. You may want to set a time limit for students to practice the interview taking volume, pace and intonation into account. You could walk around while they practice and assist if necessary. You might want to give all pairs the opportunity to act out the interview, encourage students to pay attention so that they may give feedback to their classmates.

Reflection

You can encourage students to share what they think they can learn or have learned about their performance or learning through this type of reflection. You can direct them to read the emotions in the box and encourage them to describe how they feel with their results. 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 are not a laughing matter and anyone who is disrespectful will face consequences. Finally, you can ask students to work on the co-evaluation section with their product team. You can invite volunteers to share their ideas with the rest of the class.

Name: _____ UN: _____
 Date: _____ Grade: _____

Unit Evaluation Instrument – Core 1 Course

- 1** Evaluate your progress. Write what you learned and practiced and describe your performance. Then write comments about what you need to work more on.

Step 1	What I learned and practiced	My performance	What I need to work more on
Step 2			
Step 3			
Step 4			

Evaluation

You can direct students' attention to the Evaluation Instrument on page 70 and explain that this evaluation is something they have to answer individually to evaluate their progress throughout 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 this 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 _____

- 1** Evaluate your progress as you finish each lesson, write and check (✓) in the column that mentions your performance so far in the unit.

Step 1	What I learned and practiced	My performance	What I need to work more on.
Step 2			
Step 3			
Step 4			

Graphic Organizer

Unit 5

Step 1

Stretch Your Mind!

Discover

How often do you stretch your mind?

In this unit you will analyze different models and practice strategies to produce an inventory of enigmas to play a game.

1 Discuss in pairs.

Which of the games below have you played?

Do you play brain games? If so, which one do you like the most?



2 Read the definition of a riddle and the examples below and try to solve them in groups. Then listen and check your answers.

A riddle is a puzzle to be solved. There are two types of riddles: a conundrum which is a question, statement or poem that is a trick that describes something in a difficult and confusing way and has a clever or funny answer, and an enigma which is a problem that requires careful thinking to solve it.

1. What is so fragile, that when you name it, it breaks?

2. Flat as a leaf,
round as a ring,
I have two eyes,
but can't see a thing.

3. Four prisoners were given the opportunity to be free if just one of them could work out the answer to a simple logic riddle. The prisoners were lined up as shown in the picture. They were all facing the same direction. The wall separated the fourth man from the rest. Prisoner 1 could see prisoner 2 and 3. Prisoner 2 could see prisoner 3, and prisoners 3 and 4 couldn't see anyone.

They were told that there were four hats, two white and two black, but they didn't know what color hat they were wearing. The guard told them to shout out the color of their own hat as soon as they knew the answer. They were not allowed to turn around, move, talk to each other, or take their hats off. Which prisoner shouted first and what did he say?

Riddles are a wonderful way to train your brain, practice the language you already know and have fun at the same time. Visit the link and see how many riddles you can solve before you see the answer: <https://icebreakideas.com/riddles-for-kids/>



Unit 5 Stretch Your Mind!

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Achievements

- Select an event from the past
- Describe enigmatic events
- Formulate hypotheses to guess riddles from past events

Step 1

Warm up

You can play Pictionary. Divide the class into two teams and divide the board into two columns, one for each team. You can prepare some words beforehand. Students have to take turns to convey the meaning of the words using just pictures. You can choose to reward points to the first team to guess the word correctly. You can also do this activity at some other point in the unit as an extra activity.

UNIT 5

Stretch Your Mind!

Discover

1. Discuss in pairs.

You can direct students' attention to the pictures and elicit what they are. Then, you can go over the questions and make sure everyone understands them. Form pairs and ask students to discuss the questions. Monitor and make sure all students are on task. Invite volunteers to share their answers with the rest of the class.

2. Read the definition of a riddle and the examples below and try to solve them in groups. Then listen and check your answers. 16

You can ask a volunteer to read the definition aloud. Clarify any doubts. Then, form groups. Direct students' attention to the riddles, you can go over each riddle or just allow your students to look at them and answer them depending on your students' abilities. Monitor and provide any needed assistance. You can invite volunteers to share their answers with the rest of the class. Finally, tell them you will listen to a recording where they can check their answers. Play Track 16 as many times as you consider necessary. Ask students to check their answers and correct as needed. Which ones did they get right?

Warm up

You can ask students to work in groups to guess the answer to the riddle:

*As I was going to St. Ives
I met a man with seven wives,
Each wife had seven sacks,
Each sack had seven cats,
Each cat had seven kits:
Kits, cats, sacks, and wives,
How many were there going to St. Ives?*

The answer is one because it was I who was going to St. Ives. You can set a time limit for them to guess and then invite them to share their answers before you reveal the correct one.



3. Listen to a riddle Tim and Anne are trying to solve and number the pictures in the correct order. Then work out the solution with a partner. 🎧 17

You can invite a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Play Track 17 as many times as you consider necessary for students to work out the solution. Then, invite volunteers to share their answers aloud to check. Correct as needed.

4. Listen and check your answers. 🎧 18

You can now tell students you will now listen to the answer to the riddle. They should play attention and see if they got it correct. Play Track 18 and ask students to listen and check. You can play the recording more than once. You can invite volunteers to share their strategies with the rest of the class.

You could ask students to review the information on page 175 to read more about how to use modals.

17

E Listen to a riddle Tim and Anne are trying to solve and number the pictures in the correct order. Then work out the solution with a partner.

L Listen and check your answers.

18

E Read this enigma from Anne's book and insert the phrases in the box in the correct places in the text. Check your answers in pairs and then try to solve it.

a) was dressed in blue and the other one in red
b) a fierce dragon
c) identical big, wooden doors
d) an enchanted castle
e) a strong, tall guard

Mike was trying to escape from 1) ____ castle. He had killed 2) ____ jumped over a fire, and now when he thought he had made it, he found two 3) ____ one next to the other. He heard a voice saying: "One of these doors leads to life, the other one leads to death." There was 4) ____ standing in front of each one. One guard 5) ____ The voice continued, "One of these guards always tells the truth, but the other one always tells lies. Unfortunately, you don't know who is who. You can ask just one question to one of the guards to choose the correct door. Good luck Mike". Mike thought for a while, then he went up to one guard and asked a question. He listened to his answer, opened the correct door and escaped from the castle. What question did Mike ask?

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5. Read this enigma from Anne's book and complete it with the details in the box. Check your answers in pairs and then try to solve it.

You may want to go over the instructions along with students. You can go over the glossary box to explain the meaning of the word enigma. You can ask students to read silently and complete the enigma. If necessary, go over the words in the box and clarify their meaning. Set a time limit. Monitor and provide any needed help. To check, invite volunteers to take turns to read the enigma aloud for the rest of the class.

Use the triggering question to tap into student's previous knowledge. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

E Listen to Tim and Anne and answer the questions in pairs. 19

1. Why is it that asking the questions: *Which door leads to life? or is this a castle? doesn't help?*
2. What does Anne say about the type of question that Mike must have asked?
3. What question did Anne propose? Does it solve the problem? How?

F Individually, match the questions Tim asks with Anne's answers about an enigma. 20

Whodunit?

One afternoon, Mrs Taylor heard a loud crash of broken glass in the living room. She ran into the room and found her beautiful blue vase broken. She was furious!

Glossary

swear: (v) to promise or say firmly you are telling the truth.
vase: (n) a container for holding flowers or for decoration.
blame: (v) to say someone did something wrong or is responsible for something bad happening.

1. How was the vase broken?	Jason said that Jim didn't kick the ball and he was sure that Jeremy did.
2. Who could have done it?	One boy lied in both statements and two boys told the truth.
3. What did Jason say?	Jeremy swore that Jim was the one who broke the vase. He said he knew this for sure because Jason definitely wasn't playing soccer in the house.
4. What did Jim say?	It was smashed into pieces. Among the broken pieces she saw a soccer ball.
5. What did Jeremy say?	One of Mrs Taylor's children: Jason, Jim, or Jeremy.
6. What are the clues?	Jim was certain that Jeremy was innocent. He also mentioned he hadn't done his homework.

E Work in pairs again. Have you figured out who did it? Listen and check your answers.

E Discuss in pairs.

1. Which riddle from this part of the unit was the most difficult? Why? Number them according to the degree of difficulty (1: least difficult - 4: Most difficult).
2. Which one did you like the most? Why? Get together with another pair and share your answers.

6. Listen to Tim and Anne and answer the questions in pairs. 19

You can form pairs and make sure everyone understands the questions before you play the recording. Play Track 19 as many times as you consider appropriate. Set a time limit and ask students to discuss and answer the questions with their partners. Monitor and help as needed. Remind students to speak in English. Invite volunteers to share their ideas with the rest of the class.

7. Individually, match the questions Tim asks with Anne's answers about an enigma. 20

Remember that listening is a language skill that provides a very important input for second language acquisition specially for the development of speaking skills. You might want to remind students to listen carefully. Play Track 20 and ask students to complete the activity. You may play the recording more than once. Monitor and make sure students are on task. To check, you can play Track 20 once more and then invite students to share their answers with the rest of the class.

8. Work in pairs again. Have you figured out who did it? Listen and check your answers.

Now you can ask students to work in pairs in order to share, compare, and brainstorm the answer. You may want to encourage students to share their conclusions with their partner. Monitor and help as needed. To check, you can play Track 20 once more and then invite students to share their answers with the rest of the class.

9. Discuss in pairs.

You may want to review the activity along with students before they begin. You can encourage them to go back and read the riddles again before they discuss with their partners. Monitor and provide help 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. *I swear I didn't do it. I Put the flowers in the vase. I He blamed his sister for the broken vase.*



10. Read and follow the suggestions below.

It is time for students to begin working on their product for this unit. You can direct their attention to page 74 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You can let students choose their own teams. Then, you can ask students to follow the instructions so that they can begin to work on their product. Assist them when necessary. You can go over the Link box and encourage students to say what they think the phrase means. Invite them to visit the link to read other famous phrases. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Reading Time!

Remember that 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 – Real Life Enigmas Track 45

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class.

Check your Progress

Go to page 85. Read the achievement for Step 1. Evaluate your performance according to the scale provided.

Read and follow the suggestions below.

1. Get together in teams of six. Do some research to find enigmas about past events; you can browse the web, ask friends, or get a book of riddles. Choose the ones you like the most.
2. Make a list of your favorite ones and write the reasons why you chose each of them. You can also classify them according to the degree of difficulty. (activity 9, page 73).
3. Write the enigmas as short notes for now, just so you remember the ones you chose. You can add some details to describe things or people better as you did in activity 5 page 72.

Save your work. You will use it again on the next step.

Reading Time!

There are many enigmas to be solved and riddles to learn from. Can you answer this one? Who said this famous phrase? "A riddle wrapped up in an enigma". To find out about these and other famous phrases visit: <https://www.phrases.org.uk/meanings/31000.html>

Read pages 61-65 from the Reader's Book and discuss in groups: What is the name of the gigantic stone statues on the Eastern Island? What are some of the unanswered questions about the statues? What is the latest discovery made in the Great Pyramid of Giza? How are scientists planning to get more information?

74

Ask students to read pages 61 to 65, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Teaching SOS

The ability to break down language into phrases is called clustering. This ability is something that needs to be practiced. It is possible that your students try to remember everything they hear or read and that can make it difficult (almost impossible) for them to understand. You should encourage students to listen several times so that they can start to understand how to determine what information is essential and which isn't. Remember this takes practice so be patient and repeat, repeat, repeat!

Step 2

Discover *What riddles or minicomes do you know?*

1 **Work in pairs. Solve these riddles. Unscramble the words to check your answers.**
 If I have it, I don't share it. If I share it, I don't have it. What is it?

 What has roots as nobody sees,
 Is taller than trees,
 Up, up it goes
 And yet never grows?

streecs aumnoin

2 **Reflect in small groups:**
 Which of the following things you don't have to include when describing an enigma?
 > Say where the situation takes place and who the characters are.
 > Give the answer to the mystery.
 > State what the mystery to solve is.
 > Include clues.
 > State what the events are.
 > Add details.

3 **Discuss and number the elements above in the logical order.**

4 **Read this enigma and complete the table.**

Jim, who was an explorer, was walking across the desert, when he saw a huge cliff ahead.
 As he **approached** it, he noticed a dead man lying at the bottom of the cliff. The curious thing was that the man was wearing only underwear and he was holding a **straw** of hay. How do you think he died? How do you think he got there?

Glossary
 cliff: (n) a high area of rock with a very steep side.
 approach: (n) to come near or nearer to something or someone.
 straw: (n) the dried yellow stems of crop such as wheat

● **Approached**
 ● **Straw**
 ● **Underwear**
 ● **Desert**
 ● **Explorer**
 ● **Huge**
 ● **Walking**
 ● **Dead**
 ● **Man**
 ● **Lying**
 ● **Bottom**
 ● **Cliff**
 ● **Seeing**
 ● **When**
 ● **Was**
 ● **Walking**
 ● **Across**
 ● **The**
 ● **Desert**
 ● **When**
 ● **He**
 ● **Saw**
 ● **A**
 ● **Huge**
 ● **Cliff**
 ● **As**
 ● **He**
 ● **Approached**
 ● **It**
 ● **He**
 ● **Noticed**
 ● **A**
 ● **Dead**
 ● **Man**
 ● **Lying**
 ● **At**
 ● **The**
 ● **Bottom**
 ● **Of**
 ● **The**
 ● **Cliff**
 ● **The**
 ● **Curious**
 ● **Thing**
 ● **Was**
 ● **That**
 ● **The**
 ● **Man**
 ● **Was**
 ● **Wearing**
 ● **Only**
 ● **Underwear**
 ● **And**
 ● **He**
 ● **Was**
 ● **Holding**
 ● **A**
 ● **Straw**
 ● **Of**
 ● **Hay**
 ● **How**
 ● **Do**
 ● **You**
 ● **Think**
 ● **He**
 ● **Died**
 ● **How**
 ● **Do**
 ● **You**
 ● **Think**
 ● **He**
 ● **Got**
 ● **There**

Unit 5 - Stretch Your Mind! 75

Discover

- 1. Work in pairs. Solve these riddles. Unscramble the words to check your answers.**

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 in pairs. Monitor and provide any needed assistance. You can then work as a group to unscramble the words and check the answers. Invite volunteers to share their strategies with the rest of the class.

- 2. Reflect in small groups.**

You may want to remind students that when we "reflect", we analyze and review what we know and how we do or have done things. Ask them to focus on the unit's topic so that they can discuss and agree on an answer. You could invite a volunteer from each group to share their conclusion with the rest of the class.

- 3. Discuss and number the elements above in a logical order.**

Sequencing or arranging elements in a logical order may assist comprehension. You could ask students to continue working with their group so that they may determine the logical order the elements in Activity 2 should follow. Encourage them to justify their answers. Monitor and help with vocabulary as needed. You can invite volunteers to share their conclusions with the rest of the class.

- 4. Read this enigma and complete the table.**

You may want to go over the table and clarify any doubts. You can also ask students to read the enigma individually or do it as class. While students work, you could draw a similar table on the board so that volunteers might complete it for you to check and correct as needed.

Step 2

Warm up

You can form small groups and ask them to guess some riddles, e.g. *How many letters are there in the alphabet? (eleven t-h-e-a-l-p-h-a-b-e-t)* / *What has a face and two hands but no arms or legs? (a clock)* / *What gets broken without being held? (a promise)*. These are just some examples, you can use your own if you prefer. You can also do this activity at some other point in the unit as an extra activity.

Glossary


You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. Encourage them to share an example, e.g. *She stood at the edge of the cliff.* / *I slowly approached the dog.* / *We need more straw at the barn.*



Warm up

You can prepare some short sentences that describe an enigma and make enough copies for you to hand out to students working in groups. You can choose your own enigmas or perhaps you can use one from the Readers' Book. Encourage students to read the sentences to understand what the enigma is about and then ask them to discuss their theories. Invite each group to share their theories with the rest of the class. You can also do this activity at some other point in the unit as an extra activity.




5.  **Work in groups. Discuss questions you would ask to get more clues to solve the enigma. Look at the Language Reference box with useful information.**


You may want to first go over the information in the Language Reference box, and you could even ask students to read the information on page 175 before they begin. Encourage them to ask any questions they might have so that they may have as many tools as possible in order to complete the activity. Encourage students to come up with their questions with their group. You might want to ask them to write them down so that they can use them in the next activity.

6. **Read some more clues to solve the enigma and check whether your questions in Activity 4 were answered.**

You may want to ask students to first read the clues, and then look at their questions from the previous activity and determine if the clues answer their questions. You could invite volunteers to share their questions and why their questions are answered or not.

7.  **Number the pictures in the correct order to solve the enigma.**

Students can now use what they've figured out to number the pictures in the correct order to solve the enigma.



Language Reference

Remember you can use Wh-question words to ask about something that happened in the past. To review how to do this, go to page 175 and read the section on questions and past tense verbs. If you need irregular verbs, check pages 191-192 for help.

E Work in groups. Discuss questions you would ask to get more clues to solve the enigma. Look at the Language Reference box with useful information.

_____?

_____?



_____?



_____?

E Read some more clues to solve the enigma and check whether your questions in Activity 4 were answered.

The man was in some kind of vehicle before he died.
Jim was not connected to the man's death.
The man died to save two men.
He fell from height.

E Number the pictures in the correct order to solve the enigma.

E Take turns explaining what happened. Use the words in the box.

hot air balloon	draw straws	losing altitude	shortest straw
crash into cliff	throw sand bags and clothes		jump out

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8.  **Take turns explaining what happened. Use the words in the box.**

You can go over the words in the box along with students and make sure everyone understands them. Then form pairs and ask students to take turns to explain what happened, you could ask them to use their previous work to justify their answers. You can ask them to make notes. Monitor and help as needed. Invite volunteers to share their ideas with the rest of the class.

Reading Time!

Reader's Fact – Real Life Enigmas Track 45

You can choose to use whichever strategy you think will benefit your students the most. Ask students to read pages 66 to 70, encourage them to share any information they found interesting or that they didn't know. You can then go over the questions in the Activity Book and have a class discussion.



9 Read this summary of an enigma, then in pairs ask questions to find out the details below:

Emma was home alone. She heard a noise and then footsteps. A man grabbed her from behind. Suddenly, the phone rang. The man told her she could answer but threatened her not to say that she was in danger. Emma picked up the phone.

"Hi, Emma. Are you still studying for tomorrow's exam?" said Claire.

"Hi Claire. Yes, I am. Thanks for the call. Remember those science notes I gave you last week? Well, I really need them back. It would be a great help to me. It's an emergency so if you could return them to me tomorrow it would be great. Please hurry in finding them. I need to continue studying now."

Then she said good-bye and hung up. Suddenly they heard police sirens. Emma ran out and saw the man being arrested. "Clever girls," said one policeman.

What had happened? How did the police know that Emma was in danger?


1. The reason why she was alone.
Why was _____?
2. The moment of the day when the event happened.
When _____?
3. Emma's activity at that moment.
What _____?
4. The purpose of the man.
Why _____?
5. The man's actions when he heard the police sirens.
What _____?
6. The person who arrived with the police.
Who _____?



10 Work in pairs. Take turns asking the questions above and choosing the correct answers.

At night, There was a storm outside. _____
Her friend Claire, _____
She was studying in her bedroom because she had an exam the next day. _____
He ran to the nearest window and jumped out. _____
The man was a thief. He wanted money. _____
Her parents were eating out with some friends. _____

11 Rewrite the enigma including the details you found out in your notebook. Then try to solve it.

12 Listen to check your answers.  21

Glossary

grab: (v) to take hold of someone suddenly and roughly
threaten: (v) to tell someone that you will kill or hurt them or cause problems if they do not do what you want

Do you like to write ideas? Try out writing a riddle and having fun as you ask others for the answer. Visit <https://ideasystems.net/when-and-how-to-write-a-riddle/> to find out how to write riddles and when to use them. Another fun site where you can find examples as models and more info on riddles is: <https://examples.yourdictionary.com/examples-of-riddles.html>

Remember that verbs or action words make your communication more interesting and fun. Find lots of verbs or the ones you may need on pages 189-192. Be careful with the tense you need to express yourself correctly.

11. Rewrite the enigma including the details you found out in your notebook. Then try to solve it.

If possible, have students visit the link in the box to read more riddles in order to have a better idea of how to rewrite the riddle. You can also check the web pages yourself and choose relevant information to quiz or to share with your students. Tell them to do this in their notebooks. If you see students struggling, you could form pairs and ask them to complete the activity together. You can invite volunteers to share their answers with the rest of the class.

12. Listen to check your answers.  21

Now you can tell students that you will check their answers. Play Track 21 as many times as you consider necessary for students to listen and check. Invite volunteers to share their rewritten enigma.

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. *Did she threaten you? / The man grabbed my bag.*



9. Read this summary of an enigma, then in pairs ask questions to find out the details below:

You can ask a volunteer to read the instructions aloud. You may want to go over the glossary box too. Then, you can ask students to either read the enigma silently or you can have volunteers take turns to read it aloud. Then, form pairs and ask them to take turns reading the statements and coming up with the questions. Monitor and help as needed. To check, have volunteers write the questions on the board. Correct as needed.

10.



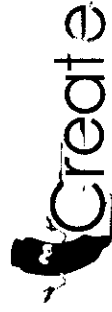
10. Work in pairs. Take turns asking the questions above and choosing the correct answers.

You can go over the instructions along with students. Make sure everyone understands what needs to be done. You may want to form pairs that might benefit from working together. Monitor and provide any needed assistance. You can elicit answers from volunteers and check and correct as needed.

Teaching SOS

Remember that the goal of listening is helping students to speak. You should challenge and encourage your students so that they understand how to participate, ask questions, provide feedback, etc. in a conversation. Listening and reinterpreting information can help your students develop these participatory skills.

You may want to refer students to the list of verbs on pages 189-192 if they need to select different verbs to express their ideas.



13. Work with your teammates from the Create session in Step 1 and...

It is time for students to continue working on their product for this unit. You can direct their attention to page 78 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same team until they are done with this unit's product.

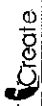
You can ask students to review the suggested information and also what they've worked on so far in this unit. Monitor and provide help as needed. Tell them to keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can encourage students to visit the link in the box to read about the mystery of the Mary Celeste. You may invite them to share what they learned with the rest of the class.



Check
your Progress



Produce


Go to page 85. Read the achievements for Step 2. Evaluate your performance according to the scale provided.

Is the Mary Celeste mystery coming alive again? Visit <https://musepack.com/mary-celeste> and find out more interesting information on this mystery.

Work with your teammates from the Create session in Step 1 and ...

- > Take out your list with notes of the enigmas you chose.
- > Develop your notes into a short text to describe the events in your enigmas. You can add some details. Make questions to ask for more information or details. Rewrite your enigmas including the additional information provided by the answers. *Where was the man when he heard the noise? He was... What was the box like? Was it big?*
- > Go over the texts with your teammates to make sure the enigmas are correctly written and include all the information needed to solve them.
- > Write the answer to your enigmas on a separate sheet of paper.

Keep your enigmas and their answers to use in the following step.







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Step 3

Discover What strategies can you use to solve riddles or enigmas?

1 Discuss in pairs.
Do you like watching or reading detective stories?
If so, have you ever been able to solve a mystery?

2 Read a dramatized version of The Egyptian Necklace mystery and match the scenes with the corresponding parts of the script.

①
②
③
④

Sir Thomas Carlyle, the president of the Explorer's Club, was the second son of a well-known scientist and but he didn't want any new members so he was talking to his wife on the phone while he was interrogating him.

"No, I haven't seen it, Jane," said Sir Thomas. "Have you checked the closet? No, it's not there," and he hung up.

"As I was saying detective Peterson, this is a lovely woman like Lisa had fled abroad because of the authenticity of the necklace. It was found in a glass case and someone stole it last night," she told detective Sam Peterson.

Kate, a talented artist like Lisa was a member of the party. She was a bit nervous because she had more competition than she wanted. She was a member of the Explorer's Club, that was why she was smiling with a smile.

There were several assistants, who were lazy. He had a window and was staring across the

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At 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. You can choose to discuss the question as a class or you can form groups of pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Discover

1. Discuss in pairs.
You can go over the questions along with students. Make sure everyone understands them. You can form pairs and ask students to discuss them. Monitor and provide help as needed. Invite volunteers to share their ideas with the rest of the class.

2. Read a dramatized version of The Egyptian Necklace mystery and match the scenes with the corresponding parts of the script.

You can go over the instructions along with students. Then, you can have different volunteers take turns to read the text aloud. You may want to look at the word in the glossary box before they begin reading. Then, you can encourage students to label the pictures individually. Elicit and check.

Step 3

Warm up

You can play charades and encourage students to guess what their classmates are miming.

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 was wearing a new fur boa.

Another way to use flashcards is in games. You could play memory or even Tic-Tac-Toe, form two teams put flashcards in a Tic-Tac-Toe grid, the student has to say the word correctly before they can mark the space.

Warm up

You can form groups and invite students to act out The Egyptian Necklace mystery.



3. Caroline, Matthew and Joe are trying to solve the enigma. Listen and check the strategies they used to make hypotheses about the enigma. 22

You could invite students to define what a strategy is (a plan of action to achieve one or more goals). You can then ask students to listen carefully so that they can determine the strategies the characters used. If necessary, you can play the recording more than once. Remind them to check the one that was used.

4. Read these extracts from the conversation and label them with the strategies you checked in Activity 3. (Clue=C or CS= common sense)

You can now go over the extracts along with students. You may want to elicit examples of very simple common sense, e.g. *Don't touch fire because you will burn. I saw him running towards the bathroom, he needed to use it.* Then you can ask students to label the extracts. You could ask students to compare their answers and justify their choices, e.g. *I think the third one is a clue because there is no other way to know that Lisa wouldn't be admitted.*

5. Listen to the conversation again and answer the questions in pairs

Students could choose their partner before you play the recording. You may also ask students to read the questions and make sure they understand them. Encourage students to discuss the questions before they write their answer. Invite volunteers to share their answers with the rest of the class.

Language Reference

You can read more about making deductions about past events on page 175 of the Language Reference section.

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3 Caroline, Matthew and Joe are trying to solve the enigma. Listen and check the strategies they used to make hypotheses about the enigma.

> Clues.
> Common sense.

4 Read these extracts from the conversation and label them with the strategies you checked in Activity 4. (Clue=C or CS= common sense)

Patrick said he had seen a person with wings running away. _____

Caroline thinks Sir Thomas could have done it because he didn't want any new members. _____

If he stole the necklace, Lisa wouldn't be admitted. _____

His wife had lost something and asked Sir Thomas about it. _____

5 Listen to the conversation again and answer the questions in pairs.

1. What does Joe say to give an alternative to Caroline's opinion?

2. What does Caroline say to show she doesn't agree with Matthew?

3. How does Caroline express the possibility that Joe is correct?

23

Patrick might have broken the case when ...

Kate could have stolen...

Maybe Lisa...


6 Work in small groups. Make deductions and express possibilities to solve the mystery. Agree or disagree with your classmates' deductions. Then listen and check the answer.

6. Work in small groups. Make deductions and express possibilities to solve the mystery. Then listen and check the answer. 22

You may want to go over the instructions along with students, make sure everyone understands what needs to be done. You can also ask students to read the information on page 173 to learn more about making deductions. You can form groups and have students make deductions. Monitor and provide help as needed. Then, you can play Track 22 as many times as you consider necessary for students to listen and check the answer. Were their deductions correct?

TIPS

You can read the Tips box along with students or ask a volunteer to read it aloud. Invite them to share some deductions to put them into practice. You may also encourage them to find them in activity 3.

7  **Read about this mysterious murder and complete the sentences below with your own ideas.**


Detective Black **came across** a curious murder. The victim was shot dead. The case involved five people who all knew each other. But the documents did not say who the victim and the murderer were. Black solved the enigma with the following clues.

Clues:


- > John was a tennis player. The day after the crime, he went away to play at a tournament.
- > Dan moved to a city a year before the murder happened. He had lived all his life on a small island and worked as a fisherman.
- > Steve worked as a model. A few days before the murder, he began posing for Bill who was painting his portrait.
- > Alex went to the Antarctica soon after the murder to study marine life with other scientists.
- > Bill was a famous painter. He finished Steve's portrait some days after the murder.
- > A week before the crime, the murderer broke his leg.
- > Steve and Alex had met for the first time 6 months before the crime.
- > Alex and the killer knew each other since childhood. They lived in neighboring houses in a big city.

So, who killed who?

John couldn't have _____ because _____
 Steve may have _____ because _____
 Maybe Alex _____
 If Steve _____ he wouldn't _____

B  **Play in two teams. Answer the following questions to decide the rules of play.**

- 1) How many students will there be in each team?
- 2) How much time will you have to guess the answer?
- 3) What will the score be?

E  **Exchange ideas with your teammates to solve the enigma. Use expressions to make deductions about the past as in activities 5 and 6. Once the game is over, listen and check your answers.**


Glossary

come across: (ph.v) to find something by chance.
portrait: (n) a painting, photograph or drawing of a person


Tips

You can check irregular verb forms on pages 191 and 192.

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7.  **Read about this mysterious murder and complete the sentences below with your own ideas.**

You can read the instructions along with students, make sure everyone understands what needs to be done. You can form pairs. You may want to tell them to check the irregular verb forms on pages 191 and 192. Monitor while students work and provide any needed assistance. To check, you can invite different volunteers to share their answers with the rest of the class. See how many theories your students come up with. You can also ask students to visit the web page in the box to learn how to crack puzzles. You can also visit the web page yourself and choose some puzzles to work in class as extra activities.

8.  **Play in two teams. Answer the following questions to decide the rules of play.**

You may want to discuss the questions as a class and write what students decide on the board so that everyone knows the rules of play.

9. Exchange ideas with your teammates to solve the enigma. Use expressions to make deductions about the past as in activities 5 and 6. Once the game is over, listen and check your answers.



You can now ask students to form the teams as they determined and work together to solve the enigma. You may want to review expressions to make deductions about the past. Monitor and help as needed. You may want to set a time limit. Once the game is over, you can play Track 24 and have them check their answers. Invite them to share their answers with the rest of the class.

Teaching-SOS

Some students might feel like they don't have enough vocabulary or proficiency to express their ideas in English. It's important that you encourage them to do so. Even if they say some parts of their ideas in their mother tongue, you can help them by saying it in English and encouraging them to repeat in English.



10. Work with your classmates from the Create session in Step 2 and...

It is time for students to continue working on their product for this unit. You can direct their attention to page 82 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You can ask students to follow the suggestions and perhaps remember how you determined the rules of play on activity 8. Monitor and help as needed.

You might want to draw a chart to exemplify how students can create their own assess their classmates' performance or ask them to look at the example in their book. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can ask students to visit the link in the box to read about 5 unsolved enigmas. You can ask them to come up with their own theories and share them during class with their classmates.

Product

Check your Progress

Go to page 85. Read the achievements for Step 3. Evaluate your performance according to the scale provided.

Work with your classmates from the Create session in Step 2 and ...

- › Take out your enigmas. Go over them to check they are correct. You can make changes if you want.
- › Get together with another team and decide on the rules to play the game. Decide on how you'll take turns, the time limit to solve the enigmas, and the score.

Team A reads an enigma for team B to guess.


How much time should each team have to solve it?

Each team gets 5 points for each correct guess. What do you think?

- › Draw a chart to assess your classmates' performance. Agree with the other team on the aspects you are going to evaluate. For example, if the person could express the ideas clearly, made deductions, expressed possibilities or impossibilities, and participated actively in the discussion, etc. Decide on a scale, for example, from 1 to 5 or 1 to 10. Write the evaluation aspects in a column on the left, and then add as many columns as players in the game.

You've been reading about riddles and enigmas, but there are many more enigmas that have not been solved yet. Find more about them and discuss with your group. Do you think you could come up with a solution? Try it out, you may be the next Mystery Solver. <https://www.learning-mind.com/5-greatest-unsolved-enigmas-of-humanity/>

Keep the enigmas, their answers, and the assessment table to use in the the Show Time session.




Reading Time!

Read pages 71-72 from the Reader's Book and discuss in groups: Why has the Antilythera mechanism intrigued scientists for so long? What are some of the things this device could do?

Reading Time!

Reader's Fact – Real Life Enigmas Track 45

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 71 to 72, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.


Produce 

SHOW TIME 5

You have learned to propose enigmas and solve them by asking questions and making hypotheses to identify possible solutions based on the evidence you have.

- › Get together with your teammates and go over your enigmas. Make sure they are clear and that they include all the necessary details to solve them.
- › Get together with the team you worked with in the previous session to agree on the rules to play.
- › Play the game following the rules. Once the game is over use the scores to find out which team won the game.
- › Complete the chart to assess your classmates' performances and provide positive feedback.

Congratulations! This is a great evidence of how well you are doing at learning and communicating in English.



Read pages 73-74 from the Reader's Book and discuss in groups. What is the mystery about the Voynich manuscript? Has it been solved? Which of the enigmas presented in this chapter do you think is the most fascinating? Why? Before you continue with the next unit, visit the Language Reference section on page 175 to clarify, review and reinforce the language learned in this unit.

Check your Progress

Go to page 85. Evaluate your performance during the presentation of the final product the Show Time section. Then, solve the evaluation on page 86 individually. When finished, share your notes with your group and your grade with your teacher.

Reading Time!

Unit 5 - Stretch Your Mind! **83**

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 and help students by clarifying doubts and checking on their answers.

Reading Time!

Reader's Fact – Real Life Enigmas Track 45

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 73 to 74, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

You could ask students to review the grammar they learned in this unit by going to page 175 on their books.

Produce 

SHOW TIME 5

Game: Solve the enigma

It is time for students to present their product that they have worked on during this unit. You can encourage them to first think and share their ideas about how solving enigmas can help their brains stay sharp or what they liked the most about solving enigmas. You can direct their attention to page 83 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Ask students to follow the instructions so that they can present their product to their classmates. Remind everyone to be respectful and you can tell them to make sure they assess their classmates' performance to provide positive feedback. Before you end today's session you could invite students to think about in what other areas can deductions be useful. What elements of deductions do you use in your daily life?

Review

Glossary

Check for a variety of words and phrases used in writing. Copy 10 or 15 of your favorite words into a notebook.

1. Work in pairs. Reflect and make a list of the elements an enigma should have in your notebook. Compare your list with that of another pair.

2. Read the conversation and identify the elements from your list included in the enigma.

Also: Mr. Benson reported a robbery. His precious diamonds had been stolen.

Maggie: Where were the diamonds?

Alan: In Benson's mansion. When Inspector Williams searched the room where the diamonds had been, he noticed something curious about the room.

Maggie: What was curious about the room?

Alan: It didn't have a door, it was round.

Maggie: Who was in the room?

Alan: On the left there was a hallway. Next to him a table brought to the center. There was a table with an open chest where the diamonds had been. To the right there was Mrs. Collins, sitting a round. Mr. Ryan was standing in front of a picture, and Mr. Sappan in front of Benson's table. Benson was in the middle of the room next to the small chest. He explained that he'd been looking for jewels. The collection of diamonds in the chest and they had all been in the chest. Benson searched here, and he didn't have the diamonds.

Maggie: Did someone leave the room?

Alan: He just left the room at any moment. Where were the diamonds and who was the thief?

3. Work in pairs. Make some deductions and then complete the sentence below with your solution.

The thief was _____ and the diamonds were _____.

4. Get together with another pair and compare your solutions. Express your agreement or disagreement with your classmates' ideas. Then listen and check your answers.

I agree that _____

It's possible that _____

I don't see _____

Reflection

Write 100 (every week), 50 (every 2 weeks), or 250 (once a month) in the boxes next to the statements for which you agree. Discuss the items you think difficult or important with your classmates or with your teacher for help.

Step 1
I am _____

- write original to solve them.

Step 2
I am _____

- describe events and give additional details.

Step 3
I am _____

- ask questions to get additional information about a pair event.
- describe events and give additional details.

Step 4
I am _____

- make hypotheses and statements about pair events to solve an enigma.
- exchange ideas, express possibility and agree or not with others when solving an enigma.

Step 5
I am _____


- participated actively.
- produced interesting original.
- contributed in the writing of original.
- asked questions and made hypotheses to solve the enigma.
- produced creative and interesting.

Read the questions in the box. Write the ones which describe how you feel with the next you appeared in your classroom. Then, complete the box.

Happy	Curious	Frustrated	Disappointed	Sad	Interested	Calm

Share with your classmates the results of your analysis in the Show Time section above and discuss ideas of creating more activities in a team to solve to improve your performance in future presentations.

Review

1.  **Work in pairs. Reflect and make a list of the elements an enigma should have in your notebook. Compare your list with that of another pair.**


You may want to pair up students so that they can benefit from working together, e.g. a "weaker" student with a "stronger" student. You might want to encourage them to look at previous lessons if necessary so that they can complete the activity. You could encourage students to complement their lists as they compare them with that of another pair. If your students could benefit from it, you could also have volunteers share their lists with the rest of the class and create a list on the board so everyone can complement their own.

2. **Read the conversation and identify the elements from your list included in the enigma.**

You could read the conversation as a class and then ask students to individually identify the elements from their lists. You could also have students work in pairs if you deem it necessary. Invite volunteers to share their conclusions with the rest of the class.

3. **Work in pairs. Make some deductions and then complete the sentence below with your solution.**

You can ask students to work with the same partner or form new pairs. Read the instructions along with students. Clarify any doubts. Monitor while students work and help if needed.

4. **Get together with another pair and compare your solutions. Express your agreement or disagreement with your classmates' ideas. Then listen and check your answers.**  25

Now, each pair can get together with another pair. You can ask them to compare their solutions. Encourage them to agree or disagree. You can review the language in the speech bubbles and give some examples on how to agree or disagree, e.g. *Your idea is possible, but I think that the thief could have seen the diamonds and maybe took them while the people looked at the paintings.* You might want to encourage them to look back on previous steps and remember how they agreed or disagreed to their classmates' deductions. Then, you can play Track 25 for students to listen and check. You may play the recording more than once.

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 chest was filled with treasure.*

Reflection

Guide your students to do the following reflection in class, give them time to choose their answers individually. You can encourage students to share what they think they can learn or have learned about their performance or learning through this type of reflection. You can direct them to read the emotions in the box and encourage them to describe how they feel with their results. 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.

Discover

What important historical events took place in your country?

 Discuss in pairs.

- > What do you know about the people in the pictures?
- > Where were they from?

 Read the title, look at the picture, and underline the correct option to complete the sentence.

The article is about the *habits / social organization / expansion* of the Vikings.

The Norsemen were from Norway, Sweden, and Denmark. The word Viking comes from the Norse word "vikingr" and means "pirate". It applies to those Norsemen who, from the 8th to the 11th century CE, left their homelands in their longships with the purpose of raiding towns and cities.

The Viking raids started at Lindisfarne, a small island off the coast of northeast England in 793. They had an important cultural influence in Scotland, Britain, France, and Ireland. They founded Dublin, colonized Normandy in France, and established the area of the Danelaw in Britain. They pillaged churches and monasteries. These pagan seafarers also left their mark as raiders, traders, and settlers in many other coastal and inland regions in Europe. They reached the Byzantine Empire in the east, as well as parts of modern day Russia.



For several decades the Vikings made hit-and-run raids, but after some years they started to settle in different regions, as Erik the Red did when he moved from Iceland to Greenland, and from there the Vikings sailed west to be the first Europeans to reach North America and set up a community in Newfoundland.


 Read the article and answer the questions in pairs.

1. Who were the Vikings?
2. How long did their expansion last?
3. How do you think the people from the places they raided described them?


 Discover

 1. Discuss in pairs.

You can direct students' attention to the pictures and encourage them to describe them. Then, go over the questions and clarify any doubts. Form pairs and ask students to discuss the questions. Monitor and provide help as needed. Invite volunteers to share their ideas with the rest of the class.

2. Read the title, look at the picture, and underline the correct option to complete the sentence.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the activity. Elicit the answer and check. Correct as needed.

 3. Read the article and answer the questions in pairs.

You can form pairs and ask students to read the text. You can ask them to do this silently or have them take turns to read it aloud. Monitor as they work and provide help as needed. Next, direct students' attention to the questions. Make sure everyone understands them. Have students answer the questions in pairs. You may want to encourage them not to look back at the text to answer the questions unless they really don't know how to answer. Elicit answers and check. Correct as needed.

Achievements

- Select and review descriptions of historical events
- Understand descriptions of historical texts
- Write brief reports
- Edit reports

Step 1

Warm Up

Write the word History on the board and encourage students to share any words, phrases or ideas that they associate with it. Write them on the board too. You could follow up by forming groups and encouraging students to choose one topic and discuss it. Set a time limit. Then, have a volunteer from each group share their ideas with the rest of the class. You could also use this activity at any other point in the lesson as an extra activity.

Warm Up

Write some historic events or periods on the board. You can ask students to mingle and find someone who likes the same. Encourage them to share whatever they know about the event.



4. Read and listen to another article about the Norsemen and write the subtitles below in the correct places. 26

You can tell students you will learn more about the Norsemen. You can ask them to read as they listen to the recording. You may want to review the words in the glossary box before they begin. Play Track 26 as many times as you consider appropriate. To check, you can have volunteers take turns to read the article for the rest of the class. Correct as needed.

TIPS

You can read the Tips box along with students or ask a volunteer to read it aloud. Invite them to infer the meaning of a word or words in one of the texts in the lesson.

Read another article about the Norsemen and write the subtitles below in the correct places. 26

Language and Arts
Technology
Religion
Society

Tips

You can infer the meaning of unfamiliar words by identifying the context or main topic of a text, reading the words before and after them, and by identifying the part of speech they are (nouns, adjectives, verbs, etc.).

Most Norsemen were farmers, but there were also **blacksmiths**, **brewers**, merchants, **weavers**, poets, musicians, craftsmen, and many other occupations.

There were three social classes: the nobles, the middle class and the slaves.

They enjoyed leisure time and played sports, board games, such as chess, and held festivals. Women had greater freedom and power than most European women at that time. They could inherit property and own their own businesses. Nevertheless, they could not choose their husband as marriages were arranged.

The Norsemen mastered the construction and sailing of longships. They also excelled at the art of weapon forging, such as swords, **spears**, javelins, axes, knives, shield, bows and arrows. They were very good at building techniques and skilled craftsmen who created a wide range of high quality goods, like leather boots and shoes, bone needles, and examples of cloth and wool found in Dublin.

Horn and bone crafts, pottery, ornaments, jewelry, and religious items prove that the Norsemen were well known for their art. They decorated weapons and armor.

Sagas, which were stories about families, feuds, voyages, and battles were written in Old Norse language. The earliest inscriptions in Scandinavia, from the 2nd century CE, were written in the runic alphabet, mainly on stone, or on artifacts such as **brooches** and swords. Rune means secret or mystery. By the 9th century CE, Old Norse language was written in the roman alphabet.

They **worshiped** many gods, but Odin was the most important. He was the god of war, magic, and poetry. Thor was the god who ruled the skies, storms and thunder. They believed that warriors who died in battle would be lead into Valhalla, Odin's palace, by Valkyries. There they would feast and train for the last battle, Ragnarok, where the entire cosmos would be destroyed and give way to a new universe. **Chieftains** were placed on a ship and cremated. Gradually, after their conquests, Norsemen converted into Christianity.

Glossary

blacksmith: (n) – a person who makes and repairs iron objects.

brewer: (n) – a person who makes beer.

weaver: (n) – a person who makes cloth.

forge: (v) – to heat metal until it is soft, then hit it with a hammer or pour it into a mould.

spear: (n) – a long weapon like a stick with one sharp end.

horn: (n) a hard part that grows from the head of some animals

craft: (n) a traditional skill of making things by hand like jewelry and furniture

brooch: (n) a piece of jewelry with a pin at the back to fasten clothes

worship: (v) to feel and show respect and love for a god

chieftain: (n) the leader of a tribe

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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 blacksmith forged the sword. The brewer made the beer. The weaver made that beautiful fabric. The warrior had a spear.*

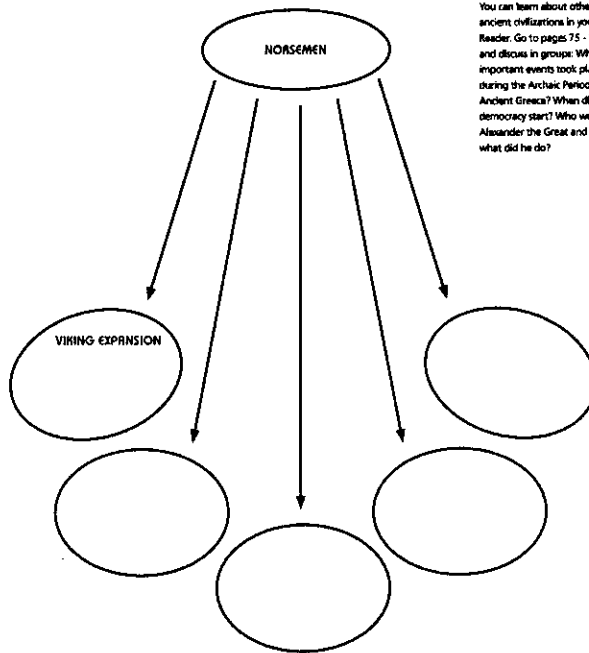
Teaching SOS

Some students might not know how to use a dictionary. You could set aside a few minutes and explain it. Teach your students how to identify the guide words and how these words help narrow the search. Show them that once they've identified the correct guide words then they can scan until they find the word so that they can read the definition.

E Underline unfamiliar words in the text on page 88. Then try to figure out their meaning in pairs. Check your answers in a dictionary.



E Work in pairs. Complete the mind map with information in note form from both articles in this step of the unit.



Reading Time!

You can learn about other ancient civilizations in your Reader. Go to pages 75 - 78 and discuss in groups: What important events took place during the Archaic Period in Ancient Greece? When did democracy start? Who was Alexander the Great and what did he do?

5. Underline unfamiliar words in the text. Then try to figure out their meaning in pairs. Check your answers in a dictionary.

You may want to ask students to bring out their dictionaries and put them out of reach so that they can first try to work out the meaning of their underlined words and then check them using their dictionaries. You can encourage them to work in pairs to discuss and come up with the meanings. Monitor and help as needed. You can invite volunteers to share their words and meanings with the rest of the class.



6. Work in pairs. Complete the mind map with information in note form from both articles in this step of the unit.

You can form new pairs or ask students to work with the same partner as in the previous activity. You may want to make sure everyone knows what needs to be done. Monitor and help as needed, Remind them to look at the articles in this step of the unit. You can draw a similar mind map on the board and have volunteers take turns to complete it. You can then see if everyone agrees and correct it until the class considers the mind map is complete. You may want to encourage them to complete their own work with what you work on the board.

Irregular verbs

This unit could be a great opportunity for you to explain irregular verbs and for your students to start practicing using them. You could remind them that regular verbs are any verb whose conjugation follows a typical pattern. You could elicit examples, e.g. walk-walked, jump-jumped, dream-dreamed, learn-learned. Then you can explain that in English, there are also irregular verbs. They do not follow the same pattern as regular verbs. In fact, you could say that they don't follow a set pattern. Since they do not follow a "regular" pattern, the only way to learn them is to memorize them, and the only way to memorize them is through using them as much as possible in our regular interactions. You can find a list of irregular verbs at the end of this book. Your students can find their own list on page 189 of their Student's Book. Encourage them to use irregular verbs to talk about the past and historical events.

Reading Time!

Reader's Fact – Ancient Greece the Fall of Rome and the Middle Ages

Track 46

You can choose to use whichever strategy you think will benefit your students the most. Ask students to read pages 75 to 78. You can then form groups and encourage students to discuss the questions. You could tell students to leave their Reader's open so they can find sentences to support their answers.



7. Read and follow the suggestions below.

It is time for students to begin working on their product for this unit. You can direct their attention to page 90 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Form groups. You can ask students to follow the instructions so that they can begin to work on their product. You may want to ask them to visit the link in the box to read about different history topics or you can encourage them to remember their history lessons to brainstorm historical events. Assist them when necessary. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Links

Besides visiting the provided link, you can also encourage students to use a search engine to look for particular history topics for their reports. You can invite them to share their findings with the rest of the class.

Create
Product

7 Read and follow the suggestions below.

- > Brainstorm historical events you are interested in. Agree on one to write a report.

What if we write about World War II?

Let's make a list of possible topics

We could also write about the Industrial Revolution, what do you think?

- > Do some research by surfing the web and collecting information from books and encyclopedias. Choose three or four reliable sources.
- > Read the texts you chose and arrange the main information in a mind map, similar to the one you completed in activity 6.

Save your work. You will use it in the next step.

Would you like to read about different history topics to get some ideas for your report? Visit <https://www.history.com/topics>. You can also research other sites with your team.

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Teaching SOS

You might want to point out how we always make inferences when we read. One of the easiest ways for someone to guess the meaning of a word from context is to look at the words around it and try to establish the relation between the different words or elements to figure out the meaning.

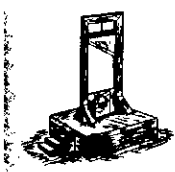
Step 2

Discover

What are your favorite historical events?
Why do you like them?



1 Work in pairs. Look at the pictures and discuss what you know about the French Revolution.



2 Read this article, check your answers in activity 1, and underline the main topic of the text.

The French Revolution was a period of radical political and social reform that began in 1789. It was a time of great change and upheaval in France. The revolution was led by the Third Estate, which was the common people of France. They were tired of the king's rule and the privileges of the nobles. They wanted a new government that would represent all the people. On July 14, 1789, the revolutionaries stormed the Bastille, a prison in Paris. This event is considered the beginning of the French Revolution. Soon afterwards, peasants burned their feudal rights and landlords. This period is known as the Reign of Terror. The revolutionaries gave up their privileges and nobles. The Assembly adopted the Declaration of the Rights of Man and of the Citizen. This was a statement of democratic principles. The revolution led to the end of the monarchy and the establishment of a republic. The revolution also led to the spread of democratic ideas to other parts of the world.

Glossary

drought: (n) a long period when there is little or no rain.
peasant: (n) a person who works the land, growing crops or keeping animals, and has very little education and a low social position.
tax: (n) money paid to the government that is based on your income.
clergy: (n) religious leaders, especially Christian priests, ministers etc.

The reign of Louis XVI

The beginning of the revolution

The consequences of the revolution

Unit 6 - Historical Events

91


Step 2

Warm Up

You can do some dictionary practice. Write down a list of eight words that can be useful for this lesson. Form groups and ask students to look for them and write down their definitions. Monitor and make sure all students are on task. Then, encourage volunteers to share the answers with the rest of the class.



Discover

1.  Work in pairs. Look at the pictures and discuss what you know about the French Revolution.

You can begin by calling students' attention to the pictures and inviting students to tell you what they are. Next, ask them to work with a partner and take turns to share everything they know about the French revolution. Set a time limit. Then, you can invite volunteers to share what they discussed with the rest of the class.

2. Read this article, check your answers in activity 1, and underline the main topic of the text.

You can ask students to take turns to read the text aloud. Next, you could ask them to reread the text once more, silently, and then underline the main topic of the text. You may want to review the words in the glossary box before they begin reading and you can also go over the possible main ideas in the box. If you consider it necessary, encourage volunteers to explain what the main idea of a text is and why it is important. Invite volunteers to share what they underlined with the rest of the class.

Use the question at the Discover section to tap into students' previous knowledge. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas 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. *The animals died because of the drought. / Peasants were poor. / We still pay taxes nowadays. / The clergy had many privileges.*

Warm Up

You can form groups and assign each group one historic event to discuss (try to choose topics they might already be familiar with). Students should share everything they know about their topic, first with their group and then with the rest of the class.



3. In groups reflect on the following and write notes to complete the sentence.

You may want to form the groups for this activity in such a way that there is at least one strong student that can help guide his / her peers. You could ask them to make some notes so that the groups can use them to check their ideas in the next activity.

4. Read the following and check your ideas in Activity 3.

You could read the text aloud and then form pairs or groups and ask students to say what they understand. You could also ask them to underline the most important ideas in the text and share which strategy they think could be the most effective for them.

5. Match the following main ideas with the correct paragraph number. Then underline one supporting idea or detail of each one in the text.

You can go over the instructions along with students. Make sure everyone understands what needs to be done. It might be necessary that you read the main ideas along with students and clarify any doubts. You can also go over the Tips box before they begin this activity. You can then ask students to complete the activity. If you think it is too challenging you could have students work in pairs. Monitor and help as needed. To check, elicit answers from volunteers.

3 In groups reflect on the following and write notes to complete the sentence.

To understand a historical report, you can identify.....

4 Read the following and check your ideas in Activity 3.

We can better understand a text about a historical event by using the following strategies: finding the main pieces of information that summarize the event; identifying the information that expands, explains or clarifies the main events; recognizing the chronological order in which the major events happened.

Tips

The main idea is the central or most important idea in a paragraph. It is usually stated at the beginning of the paragraph, although it can be found in any sentence. Sometimes the main idea is not stated but implied. Supporting ideas explain, give details, or expand main ideas.

5 Match the following main ideas with the correct paragraph number. Then underline one supporting idea or detail of each one in the text.

Panic took hold of the French people. []

Serious economic problems and political unrest caused the revolution. []

The three estates agreed to end the French feudal structure by signing a document to change the political system. []

The Third Estate adopted the title of National Assembly and swore to stay together to achieve a constitutional reform. []

6 Complete the timeline with the events mentioned in the text in note form.

1789

MAY			
↓	↓	↓	↓
Clergy, nobility and bourgeoisie presented complaints to the King.			

6. Complete the timeline with the events mentioned in the text in note form.

You can tell students they have to reread the text in order to be able to complete the timeline. You may also want to elicit from students what a timeline is, what it is used for and why they think it can be useful. You might want to set a time limit. Monitor and help as needed. Then, you can ask students to exchange their timelines with another student and see if they agree and why.

TIPS

You can read the tips box along with students or ask a volunteer to read it aloud. Invite them to read and identify the main idea in one of the texts you've seen so far in the unit.

7 Read the next part of the article about the French Revolution and complete the sentences in your own words to summarize the information with the main ideas.

In 1791, the French National Assembly, as the new government was called, adopted a constitution. The king was forced to accept it. In August 1792, the king was arrested, and soon after that, the National Convention which replaced the Legislative Assembly, declared the abolition of monarchy and the establishment of the republic.

In April 1792, the Legislative Assembly declared war on Austria and Prussia where French aristocrats had emigrated to ask for support. In August 1792 the king was arrested, and soon after that, the National Convention which replaced the Legislative Assembly, declared the abolition of monarchy and the establishment of the republic.

In January 1793 king Louis was condemned to death for high treason and executed by guillotine, the same as his wife, Marie Antoinette, some months later.


After the king's execution, the Reign of Terror began, a period in which thousands of suspected enemies were guillotined. Robespierre was at the head of the Committee of Public Safety until he was executed in July 1794. After his death a more moderate period came in which the French people revolted against the Reign of Terror.

In August 1795, the National Convention approved a new constitution with a bicameral legislature. The executive power would be a five-member Directory chosen by parliament. During the next four years, the country went through financial crisis, inefficiency and corruption. In November 1799, a popular young general, who later became the most powerful leader in Europe, staged a coup and appointed himself France's first consul. It was Napoleon. This event marked the end of the French Revolution.

Glossary

appoint: (v) to choose someone officially for a job or responsibility.
stage: (v) to arrange or organize.
coup: (n) when a group of people takes control of a country, usually by means of military force.

1. The first written constitution established a constitutional monarchy, but _____.
2. In April 1792 France declared war on Austria and Prussia and _____.
3. The National Convention established the republic and the end _____.
4. King Louis XVI and his wife _____.
5. During the Reign of Terror _____.
6. The National Convention approved a new constitution with a Directory. The country _____.
7. In November 1799, Napoleon _____.

 **E** Work in pairs. Draw a timeline in your notebook to show all the events in this second and last part of the French Revolution. Write the main ideas in note form.

7. Read the next part of the article about the French Revolution and complete the sentences in your own words to summarize the information with the main ideas.

You can ask the students to take turns to read the article aloud. Then, have them reread it silently so that they can find the words to summarize the information. Monitor and provide any needed assistance. You might want to go over the sentences below the text before they begin. It might also be a good idea to review the words in the glossary box before they start to read.

8. Work in pairs. Draw a timeline in your notebook to show all the events in this second and last part of the French Revolution.

You can form pairs and ask students to draw a timeline in their notebooks. Tell them that it can be similar to the one in their books. You can even encourage them to look back at the timeline they previously completed. Monitor and help as needed. You can invite volunteers to draw their timelines on the board to share them with the rest of the class. You can encourage students to complement their work with their classmates' ideas.

Teaching SOS

It is important that you are aware that your students might have a very hard time understanding a text if they have no background knowledge. If you identify that there are some topics that your students do not know anything about, you could encourage them to research about those topics before your next lesson. It doesn't matter if they research in their mother tongue, what you want to do is build upon their background knowledge.

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 board has power to appoint a school director. / The leader staged a coup.*



9. Work with your teammates from the Create session in Step 1 and ...

It is time for students to continue working on their product for this unit. You can direct their attention to page 94 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product. Ask students to follow the instructions so that they can continue working on their report. You might need to remind them to bring their information about their chosen historical event. You can tell them that they can look back on the activities they completed throughout this step to get ideas for their mind maps and timelines. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

You may want to refer students to the list of verbs on pages 189-192 if they need to select different verbs to express their ideas in the past.

Create

Product

Work with your teammates from the Create session in Step 1 and ...

- > Take out the information you gathered about the historical event you chose and your mind map.
- > Read the texts, look at your mind map, and make sure you understand and identify the main ideas in each paragraph.
- > Draw a timeline to include all the events in chronological order. Write the information related to each date in note form as you did in activity 6.

Save your work. You will use it in the next step.

Check your Progress

Go to page 101. Answer the questions in Step 2 to assess your learning performance.

Which words express the past, present or future of an action? Choose Verbs. Remember to find the verb and the tense you may need as you browse through pages 189 to 192.

Reading Time!

Read pages 79 to 81 from the Reader's Book and discuss in groups: What two important differences were there between the Western Roman Empire and the Eastern one? What are the possible causes for the fall of Rome? What were pope Urban II hopes when he asked the knights of Europe to go on the first Crusade?

94

Reading Time!

Reader's Fact – Ancient Greece the Fall of Rome and the Middle Ages Track 46


You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 79 to 81, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Step 3

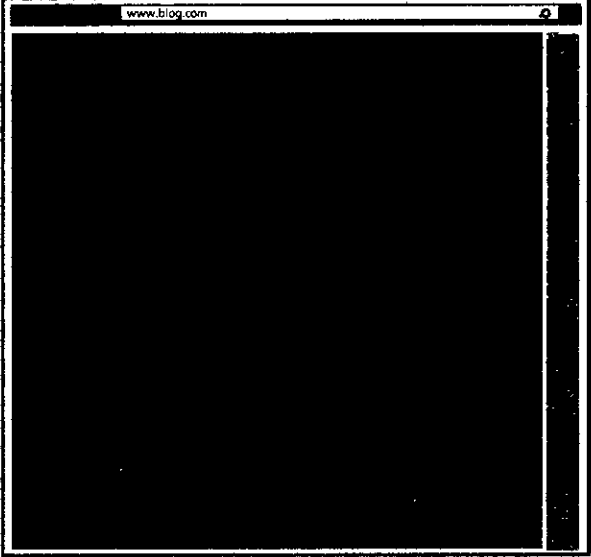
Discover Why is history important?

1 Look at the picture and discuss the questions in pairs.

- > What does WWW stand for?
- > How old is the invention of the web?
- > Are the Internet and the WWW synonyms?

2 Read this article, check your answers, and discuss what facts you find the most interesting or surprising.  27

www.blog.com



Unit 6 • Historical Events 95

Use the question at the Discover section to tap into students' previous knowledge. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Step 3

Warm Up

You can discuss as a class why they think history is important and why they think that we make such a great effort to record it.

Discover

- 1.**  Look at the picture and discuss the questions in pairs.

You can call students' attention to the picture. Encourage them to describe it or say what it is. Then, go over the questions and clarify any doubts. Monitor and help as needed. You can invite volunteers to share their ideas with the rest of the class.

- 2.** Read and listen to this article, check your answers, and discuss what facts you find the most interesting or surprising.



You can now tell students you are now going to listen to another article and they have to read along. You can play Track 27 and have students listen and read along. Monitor and help as needed. You may play the recording more than once. Encourage everyone to discuss the facts they find most interesting or surprising. You can also invite them to share how what they read relates to history and why they think so.

The more times you "see" a word the more easily you will remember it. You can use flashcards or other visual resources for repetition to aid students in learning new vocabulary.



Warm Up

Bring a soft and small ball to class. Have students sit or stand in a circle. Pass the ball or toss it to another student. That student has to say something related to history and pass the ball to another student, this other student says something related to history and so on. If they can't think of something they are out and they have to "exit" the circle.



3. Get together in groups and check all the correct options.

You could first ask students to remember the strategies to better understand a text that they've learned so far. Then, students can discuss and answer the questions. You could invite volunteers to share their answers with the rest of the class.

4. Change each of these complex sentences into two simple ones.

You can now ask students to use the strategies they checked on the previous activity in order to paraphrase the sentences. Monitor and help as needed.

5. Compare and discuss your answers in pairs.

Now, ask students to take turns to read their paraphrased sentences to their partners. Encourage them to mention the strategies they used, and ask the partners listening to either agree or disagree with both the strategies and the new sentence and say why.

Language Reference

You can read more about paraphrasing on page 176 of the Language Reference section.

E Get together in groups and check all the correct options.

1. What is to paraphrase?
 - a) to copy information from a text
 - b) to express the same ideas as in a text but using different words
2. What strategies can you use to paraphrase?
 - a) use synonyms
 - b) divide complex sentences into simple ones or viceversa.
 - c) change the information

L Change each of these complex sentences into two simple ones.

1. The Web was created in 1989, whereas the Internet is older.

2. After he graduated, Tim Berners-Lee worked as an engineer at CERN, a particle physics laboratory in Switzerland.

E Compare and discuss your answers in pairs.

E Rewrite these sentences from the article using your own words and the ones in parentheses.

1. The web is a service that operates over the Internet. The internet is a global network connecting millions of computers. (whereas)

2. At that time Berners-Lee discussed the possibility of a web-like system at CERN to share information by exploiting a technology called hypertext. (because)
Berners -Lee wanted to create _____
3. In 1989, Tim elaborated a document called "Information Management: A Proposal" that would later become the web. (as a result).
As a result _____
4. He worked to make sure that CERN made the code available for everybody on a royalty-free basis. In 1993, the CERN put the WWW in the public domain.
When the CERN _____
the code _____

96

6. Rewrite these sentences from the article using your own words and the ones in parentheses.

You can now direct students' attention to the activity, ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Before they begin, you may want to go over the information on paraphrasing on page 176. You may want to set a time limit for students to complete the activity. If you consider it too challenging, you could form pairs. Monitor and provide any needed assistance. You can invite students to share their sentences with the rest of the class. You can also encourage them to say the strategies they used to paraphrase.

7 Share and discuss your answers with a partner.

8 In pairs brainstorm words you can use to connect ideas in a text. For example; *and, but,*

9 Use the connectors in the box to complete these facts about the WWW.

no matter even though since although before

WWW facts

- > _____ Tim designed the Web to connect data, he had created another database and software project called ENQUIRE.
- > Mike Sendall, who was Berners- Lee's manager, allowed him to continue working on his project _____ he didn't feel very enthusiastic about it.
- > _____ many Web site addresses start with "www", it is not a requirement; it was just an early convention for users to recognize that someone was running a Web server.
- > It is universal. It can work with any form of data, on any computer, with any software, and in any language, _____ where the people live, or their cultural and political beliefs.
- > It is decentralized. Anyone can create a site _____ no permission is needed to post anything on the Web.
- > It is based on the principle of net neutrality which prohibits internet service providers to speed up, slow down, or block any content, application or websites.

TIPS


We use ...

- a stop (.) at the end of a sentence.
- a comma (,) to separate words, groups and clauses in a series.
- a colon (:) to introduce a list or an explanation.
- an apostrophe (') to show possession or relationship (Tim's project).

10 Work in pairs. Write a report about the creation of the WWW to be read by primary students. Follow the instructions:

- > Read both texts again and underline the information you want to include in your report.
- > Arrange it in the order you think appropriate and rewrite it in your own words as far as possible. Use synonyms and connectors.
- > Check language, spelling and punctuation, and write a final edited version.
- > Keep it simple and clear.

Unit 6 • Historical Events

9.  Use the connectors in the box to complete these facts about the WWW. Then match the words below with the corresponding synonyms.

You might want to go over the connectors before you ask students to work on this activity. You can ask them to go to the Language Reference section to read about paraphrasing and read the information there. You might want to ask some questions to make sure they understood it. Then you can have students complete the activity. Monitor and make sure everyone is on task. It is possible that you might need to read each sentence along with students and clarify any doubts. If you think this activity is too challenging, you could ask students to work in pairs. You may want to set a time limit. When the time is up, you can ask students to share their work with a classmate. Encourage them to share how they decided what word to use. Invite volunteers to share

10. Work in pairs. Write a report about the creation of the WWW to be read by primary students. Follow the instructions.

You can go over the instructions along with students and make sure everyone understands them. You may also want to review the information in the Tips box so that they remember punctuation rules to write a good report. Remind them that they have to explain the topic in a simple way so that little kids can understand it. You may want to share an example of how to make a "complicated" sentence easier, e.g. Tim's objective was that it could be used by anyone without paying a fee. vs. Tim wanted it to be free. Monitor and provide any needed assistance. You can then invite volunteers to read their reports aloud to the rest of the class. their answers with the rest of the class.

7. Share and discuss your answers with a partner.

You could ask students to work with a partner and take turns to share their work from Activity 6. Encourage them to mention the strategies they used. The partners should agree or disagree with the sentences and say why. Invite them to help their partners fix any mistakes there might be.

8. In pairs brainstorm words you can use to connect ideas in a text. For example; and, but,

You could ask students to make a list in their notebooks that includes all the words they know or think that can be used to connect ideas in a text. You could then have volunteers share their words or even their lists and you can write only words we can actually use for this purpose on the board so that they may check and correct as needed.



11. Work with your teammates from the Create session in Step 2 and...

It is time for students to continue working on their product for this unit. You can direct their attention to page 98 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product. Ask students to follow the instructions so that they can continue working on their report. You can ask them to look back on what they learned on paraphrasing, using synonyms, linking sentences and changing structures as they did in previous activities in this step. You may want to remind them about correct punctuation. You can also encourage them to visit the link in the box and use the thesaurus to look for synonyms. It might be necessary for you to explain that sometimes words have many different synonyms and we have to look at the context in order to choose an appropriate one so that our sentences still make sense. Monitor and help as needed. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Create
Product

Check your Progress.

Go to page 101. Answer the questions in Step 3 to assess your learning performance.

11 Work with your teammates from the Create session in Step 2 and ...

- > Take out the texts you chose, the mind map, and the timeline. Go over all the information you have collected and decide which to include in your report.
- > Paraphrase it by using synonyms, and linking or separating sentences. Then arrange the information in a logical order.
- > Go over your draft text. Decide whether to add, take out, or reorganize the information as you did in activity 6 in this step of the unit.
- > Write a final edited version. Check language and punctuation.

Save your work. You will use it the Show Time session.

A thesaurus is a resource (book or on-line) that lists words in groups of synonyms and related concepts. We use synonyms when we paraphrase. You can find one on-line at <https://www.thesaurus.com/>

Reading Time!

Read pages 82 to 84 from the Reader's Book and discuss in groups: Who was Genghis Khan and why did he become famous? How big was the Mongol Empire around the time of his death? Where did the bubonic plague, or Black Death start, and how many people died in Europe because of it?


98


Reading Time!

Reader's Fact – Ancient Greece the Fall of Rome and the Middle Ages

Track 46

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 82 to 84, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Produce 

SHOW TIME 6 

During this unit you worked with your classmates to write a report of a historical event. Now it's time to present it to the class and create an anthology.

- > Get together with your teammates and take out the final edited version of your report. Go over it to make sure it is complete and correctly written. You can add some pictures to illustrate it.
- > Present your report to the class. Decide whether you want to read it aloud or just explain what it is about. Listen to other teams respectfully.

I think it's better to explain what it is about instead of ...

We can also ...

- > Collect all the reports in the class and arrange them in chronological order to create an anthology. If you wish you can bind them together and design a cover.

Remember, for extra help on finding verbs and their past tense forms, consult pages 189-192.

Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.

Check your Progress

Go to page 102. Answer the questions in the Show Time section to assess your learning performance.

Reading Time!

Read pages 85 to 88 from the Reader's Book and discuss in groups: How did Joan of Arc participate in this war and how did her life end? Can you mention some factors which led to the end of the Middle Ages? In your opinion, what historical event has been as important as the invention of the printing press? Before you continue with the next unit, visit the Grammar Reference section on page 176 to clarify, review, and reinforce the grammar learned in this unit.

Unit 6 · Historical Events 99

Produce 

SHOW TIME 6 

A report of a historical event

It is time for students to present their product that they have worked on during this unit. You can encourage them to first think and share their ideas about how useful it is to know about important historical events and why history is an important topic to read about. You can direct their attention to page 101 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Ask students to follow the instructions so that they can present their product to their classmates. Remind everyone to be respectful. Before you end today's session you could invite students to share why reporting historical events is something useful. Who could benefit from reading the report of a historical event?

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 and help students by clarifying 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 Fact – Ancient Greece the Fall of Rome and the Middle Ages

Track 46

Remember that you can read during class or You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 85 to 88, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

You may want to remind students that they can use the list of verbs on pages 189-192 if they need more variety to express their ideas in the past.

Review

1. Work in small groups. Reflect on and order the strategies you need to write a report about a historical event and complete the chart.

Once students are with their small group, you could go over the strategies to make sure everyone understands them. You might want to encourage students to look at previous lessons if necessary so that they can order the strategies. You may want to invite volunteers from each group to share how they ordered the strategies and work as a class to reach an agreement on the order.

2. Read the final version of a historical report and underline the following elements based on the strategies in Activity 1. Use the color code below.

Now you can ask students to work in pairs to identify the elements using their work from Activity 1 for help. If necessary, remind them of reading strategies such as guessing the meaning of words from context to make their understanding of the text easier. Monitor and help as needed.

3. Compare your answers with those of another pair. You may want to encourage students to justify their reasons as compare their answers. You could invite those that disagree to share why and what they are disagreeing about so that others may share their opinions too.

Reflection

You can encourage students to share what they think they can learn or have learned about their performance or learning through this type of reflection. You can direct them to read the emotions in the box and encourage them to describe how they feel with their results. 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.

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. *Citizens flee from conflict. / The barbed wire keeps the horses out. / The film labor union fights for more screen time for Mexican movies. / They gathered at the plaza.*

Name _____ LN _____

Date: _____ Grade _____

Unit Evaluation Instrument - Questionnaire

I Answer the questions to evaluate your performance.

1. Could you predict the content of a text by reading its title and looking at graphic elements?

2. What strategies did you learn to infer the meaning of unfamiliar words?

3. Could you identify the main ideas in a text and the ones that expand them?

4. How does a timeline help you to understand a text about a historical event?

5. What techniques did you learn to paraphrase a text?

6. What steps do you follow to summarize a text?

E Check the word that expresses your overall performance in this unit.

Excellent ____ Good ____ Borderline ____ Unsatisfactory ____

Evaluation

You can direct students' attention to the Evaluation Instrument on page 102 and explain that this evaluation is something they have to answer 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 this 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 _____

Assessment

Let's reflect! Write a check (✓) next to the achievements you accomplished at the end of each lesson. Cross out (X) the ones you didn't accomplish and discuss them with your classmates or ask your teacher for help.

Lesson 1

- ▶ Understand the general sense of a poem.
- ▶ Identify rhyme patterns in poems.
- ▶ Reflect on emotions generated by poems.

Lesson 2

- ▶ Identify and express feelings generated by a poem.
- ▶ Create mental images based on the reading of a poem.
- ▶ Reflect on emotions generated by poems.

Lesson 3

- ▶ Identify and express feelings generated by a poem.
- ▶ Identify and express feelings generated by a poem.

Lesson 4 Show time

During the presentation of the final product, I...

- ▶ Participated actively.
- ▶ Expressed my opinions and feelings when exploring and selecting poems
- ▶ Performed my part successfully when presenting the Final Product.
- ▶ Used appropriate volume, tone of voice, and body language to convey feelings and emotions
- ▶ Promoted respect and collaboration among the members of my team

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

- ▶ Share with your teammates the results of your evaluation in Lesson 4 above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Unit 7

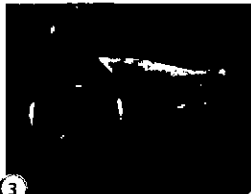
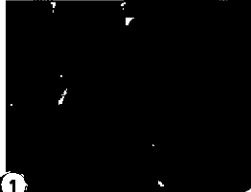
Step 1

In this unit you will analyze models and practice strategies in order to ask about and talk others about unexpected situations.

Discover

What is an unexpected situation?

1 Describe the pictures below and discuss what they have in common.



Unit 7 - Unexpected Situations

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Achievements

- Listen and value descriptions of unexpected situations in an oral exchange
- Interpret general sense, main ideas and some details
- Describes unexpected events.

Unit 7

Unexpected Situations

Step 1

Warm up

Tell students two true very short anecdotes about yourself (if one of them is unexpected it is even better) and one that is fake. Form groups and ask students to discuss and determine which is the fake story. Have them share their choice. Reveal the truth and see how many got it right. You can also use this activity at other moments during the unit as an extra activity.

Discover

1. Describe the pictures below and discuss what they have in common.

You can direct students' attention to the pictures. You might want to elicit what they see. Then, form pairs and ask them to discuss what they have in common. Set a time limit. Elicit ideas from volunteers. Accept all plausible ideas, and encourage them to explain why or how they can know. You can write their ideas on the board.

Warm up

Tell students, I'm going on a picnic and I'm taking a... and say something unexpected. Then, ask students to continue with the game. They should say the phrase, what you said and add something unexpected of their own. Continue until everyone has participated.



2. Describe the emotions of the characters in each photo.

As a class, you may want to take some minutes to look at each picture and describe the emotions that the people in it show. Encourage everyone to participate. If necessary, review feelings and emotions before you work on this activity.


3. Answer the questions with a classmate.

You might want to go over the questions before you form pairs and ask them to discuss them. Monitor and provide help as needed. Invite volunteers to share their ideas with the rest of the class.

4. In small groups reflect on how you know somebody is going to tell you about an unexpected event. Think about your own experience and include verbal and non-verbal elements. Make notes in your notebook.

You could first review what verbal (spoken) and non-verbal (gestures/body language/etc.) mean. Then, encourage them to discuss in small groups. Monitor and help with vocabulary if necessary.

5. Listen to the first part of a conversation between two friends and identify the words that indicate that one of them is going to describe an unexpected event. 28



2 Describe the emotions of the characters in each photograph. You can use emotion words from the box.

excited	upset	surprised	scared
happy	angry	anxious	


Glossary


snorkeling: (n) the sport of swimming with a snorkel (a plastic breathing tube) and face mask.
 rush: (v) do something very quickly.
 lifeguards: (n) expert swimmers employed to rescue people who get into difficulty while swimming.
 camera shutter: (n) the part of the camera which opens to allow light through the lens when you take a photograph.

3 Answer the questions with a classmate.

- Which situations are pleasant and which unpleasant? Why?
- Have you or someone you know ever been in similar situations? Give details.

4 In small groups reflect on how you know somebody is going to tell you about an unexpected event. Think about your own experience and include verbal and non-verbal elements. Make notes in your notebook.

5 Listen to the first part of a conversation between two friends and identify the words that indicate that one of them is going to describe an unexpected event.  28

6 Listen to the whole conversation, and say which photograph from the previous page describes the event. Give reasons for your answer.  29

7 Write phrases or expressions from the conversation that indicate the speakers' purposes below. Then listen to the conversation again and check.

- that there was an unexpected event:
- that one of the speakers thinks she knows what happened.
- that one of the speakers wants to make sure she understood correctly.

You can invite a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You may want to explain what unexpected means (something surprising). You can then play Track 28 as many times as you consider necessary for students to identify the words. You could ask them to write them down so that they can share it with the class.

6. Listen to the whole conversation, and say which photograph from the previous page describes the event. Give reasons for your answer. 29

You can tell students you will now listen to the whole conversation. You can review the words in the glossary box before you play Track 29 and encourage students to listen. You may want to tell them that they can make notes in their notebooks if they want to. Remind them that they have to think about the picture from the previous page that describes the event. You can elicit answers from volunteers and encourage them to share their reasons.

4. that one of the speakers is really eager to know what happened.

5. that you can tell about someone's emotions by looking at his face.

E Check the emotions you think Martin felt while listening to Lauren's story.

- anxious _____
- thoughtful _____
- impatient _____
- curious _____
- bored _____
- sad _____
- excited _____

E Reflect, discuss and answer.

How do you think Martin spoke when he felt each of the emotions you checked in Activity 8?

with a high or low tone of voice

quickly or slowly

with a loud or soft voice

D Listen to the conversation again and check your answers above.



Unit 7 · Unexpected Situations

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9. Reflect, discuss and answer.

The purpose of this activity is for students to think about how voices may sound different depending on the emotion the speaker is expressing. You can have students reflect in small groups. You may invite volunteers to share their answers, justify them, and explain why they checked those emotions.

10. Listen to the conversation again and check your answers above.

You can now play the recording so that students can check their answers. Encourage them to pay attention to how the voice sounds. You could also have a short class discussion where you invite students to share what would happen if our voice or faces or both didn't express emotions. Would it be strange? Boring? Scary?

Another way to introduce new vocabulary, is to describe a scene or situation in which the vocabulary word would be used, e.g. I stayed up all night. I am tired.



7. Write phrases or expressions from the conversation that indicate the speakers' purposes below. Then listen to the conversation again and check. 🎧 29

If you think it is too challenging for your students to do it individually, you can form pairs. You can also go over the phrases or expressions before they begin. You can then play Track 29 again for students to listen and check.

8. Check the emotions you think Martin felt while listening to Lauren's story.

You may want to review feelings and emotions vocabulary before students complete this activity. You could invite volunteers to mime different emotions. Then, students can check the emotions they consider appropriate.

11. With a classmate act out the following conversation bits paying attention to the following speech patterns:

You can go over the instructions along with students. Make sure everyone understands what needs to be done. You can form pairs and ask students to act out the conversations while paying attention to the speech patterns. You might want to exemplify it before they begin this activity. Monitor and help when needed. Finally, you can have volunteers act out the conversations to the rest of the class.

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 and help students by clarifying doubts and checking on their answers.

Reading Time!

Remember that 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 – An Unexpected Encounter Track 47

You can choose to use whichever strategy you think will benefit your students the most. Ask students to read pages 89 to 91, encourage them to share any information they found interesting. Then you can form groups and ask students to discuss the questions. Encourage them to justify their answers with either an explanation (for example in the case of who they think they are most like) or with elements from the text.

Check your Progress

Go to page 117. Read the achievements for Step 1. Mark your progress according to your performance.

Unexpected or surprising events can make you feel many different emotions, do you know how to express surprise in English? Visit these web pages to learn more about how to express and talk about surprising or unexpected events: <https://ejoe-english.com/blog/8-ways-to-express-surprise-in-english/>
<https://www.macmillandictionary.com/us/thesaurus-category/american-ways-of-saying-that-you-are-surprised-or-shocked>
<https://www.macmillandictionary.com/us/thesaurus-category/american-interjections-of-surprise-and-shock>

11 With a classmate act out the following conversation bits paying attention to the following speech patterns:

- > tone of your voice tone (high or low),
- > how fast you speak (quickly or slowly),
- > your voice volume (loud or soft).

1

Martin: Hmm... Let me guess. It rained.

Lauren: No, the weather was great all the time! It was Sam.

Martin: He got ill!

Lauren: Uh-uh. On the last day we were at the beach. Sam was snorkeling in the sea, not far from the coast. He was looking for little fish and I was standing at the shore.

Martin: And?

Lauren: Suddenly I saw him rush out of the water with the camera in his hand and his diving mask still on. He was shouting, RUN, RUN! I couldn't understand what was going on. I looked at the water and saw nothing.

2

Lauren: At first Sam was so shocked he could not explain anything. The only thing he could do was to point at his camera.

Martin: His camera?

Lauren: Yeah. He was going to use his new camera to take pictures underwater.

Martin: Don't keep me in suspense! Tell me what had happened. Come on!

Reading Time!

106

Read pages 89-91 and start reading a story about another unexpected event. Discuss the following questions in groups: Who do you think you are more similar to in personality Neil or Damon? Why do you think Neil and Damon are such good friends in spite of being so different? What do you think Neil is going to decide?


Link

You can ask students to visit the links in the box to learn more about how to express and talk about surprising events. You can encourage them to share their favorite expressions with the rest of the class.

Step 2

Discover What makes a story interesting?

1 Look at the picture and say what emotions the two girls show. Then, discuss what might have caused them these emotions.



2 Listen to the conversation and define in one sentence what the girls are talking about. Compare your sentence with a classmate's. **30**

Topic: _____

3 Write information to explain in more detail the idea expressed in the sentence above. Include information about:

- > where the events took place.
- > who participated in them.
- > how the actions developed
- > what emotions and attitudes were reflected.

4 Share your information with your partner and find similarities and differences.

Glossary

pick: (n) a small, thin piece of plastic, metal, etc. that is held between the fingers and thumb and used for playing instruments such as the guitar.

Unit 7 · Unexpected Situations **107**

4.  **Share your information with your partner and find similarities and differences.**

You can form pairs. Ask students to take turns sharing their information from the previous activity. Encourage them to mention all the similarities and differences in your work. Invite volunteers to share their ideas 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. *I use a pick to play the guitar.*

Step 2


Warm up

You can have volunteers mime emotions at the front of the class for others to guess them.

Discover

1.  **Look at the picture and say what emotions the two girls show. Then, discuss what might have caused them these emotions.**

You can direct students' attention to the picture and encourage students to say the emotions that the characters are experiencing. Form pairs. Then, ask them to come up with possible ideas that might explain why they are feeling this way. Encourage everyone to participate.

2.  **Listen to the conversation and define in one sentence what the girls are talking about. Compare your sentence with a classmate's.** **30**

You can tell students you will now listen to a conversation and they have to explain what happens in just one sentence. You can first read the word in the glossary box and then play Track 30 as many times as you consider necessary for students to complete the activity. Then, form pairs and ask students to compare their sentences with him or her. You can invite volunteers to share their answers with the rest of the class.

3. Write information to explain in more detail the idea expressed in the sentence above. Include information about:



Students can complete this activity in their notebooks. Go over the information along with students and clarify any doubts. You can set a time limit and ask students to complete the activity. Monitor and help as needed.





Warm up

You can ask students to work in groups and encourage them to think of something unexpected that they've experienced. Then, ask them to see if anyone in their group has experienced something similar. Invite volunteers to share their findings with the rest of the class.

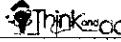



5.  Listen to the conversation again, look at pictures and discuss what non-verbal language the speakers may have used during the conversation and when.  31


You can now direct students' attention to the pictures and encourage them to describe them. Next, you can play Track 31. You may play the recording more than once. Now students can discuss the non-verbal language the speakers might have used in the conversation and when. If necessary, demonstrate what non-verbal language is by pretending to have a short, but surprising conversation with a volunteer. Monitor and make sure everyone is on task. You can then invite volunteers to share their ideas with the rest of the class.


6.  Listen to the conversation again and discuss the purpose of the following expressions.  31

You can form pairs and go over the expressions they need to identify and make sure everyone understands it. You can also ask students to go to page 177 to learn more expressions to express surprise. Play Track 31 again and ask students to make some notes about the purpose of the expressions. Encourage volunteers to share their ideas with the rest of the class.




 Listen to the conversation again, look at pictures and discuss what non-verbal language the speakers may have used during the conversation and when.





Language Reference

You can learn useful expressions to express surprise on page 177.

 Listen to the conversation again and discuss the purpose of the following expressions.

1. Don't tell me that...
2. Oh my!
3. You know ...
4. Let me get this right!
5. And that's not all!

108

Teaching SOS

Sometimes students get used to having their teachers correct everything for the. Instead of making an effort. If you notice that this begins to happen, switch your approach. Instead of giving the correct answer you could always give positive feedback and/or guidance so that students start feeling more secure and take more risks when answering and correcting their work.

7. Complete the conversation below with the expressions above. Then, act it out with a classmate to compare your answers. Pay attention to intonation and tone to convey the right emotions.

A: Guess what! This morning a woman dropped her wallet on the street. I picked it up and gave it to her. But she was very rude. She didn't even thank me.

B: _____ Did the woman just pick the wallet and left without even saying "Thank you?"

A: Yes. _____ She looked inside the wallet and counted the money as to check that nothing was missing.

B: And _____ that you did not say anything!

A: No, I didn't. I was really shocked. _____ when you cannot even think of what to say?

B: _____

8. Analyze the following extracts from Nora and Lindsay's conversation and discuss the questions.

... and said: 'I don't want to be a nuisance, but I was at your concert and it was terrific! I have all your music in my cell phone!'
... and asked him if he wanted a pick. He told him it was a souvenir from him.

1. What is the purpose of the two sentences?
2. In which extract does the speaker repeat the exact words used?
3. In which extract does the speaker rephrase the words used?
4. What punctuation marks do you use in each case?
5. In which situations do you think a speaker wants to use the exact words used?

9. Write one or two sentences to describe an unexpected situation in your life. Then use the sentences to tell a classmate about it.

In groups of four students take turns telling the group members what your classmate told you. Use your classmates' exact words or rephrase what he said.

10. Listen to the conversation one more time and make notes of the questions Lindsay asked during the conversation. Then use the questions and the expressions you analyzed in activity 6 to act out the conversation. Remember to use appropriate non-verbal language.

Unit 7 - Unexpected Situations

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7. Complete the conversation below with the expressions above. Then, act it out with a classmate to compare your answers. Pay attention to intonation and tone to convey the right emotions.

Now, you can ask students to use the expressions they previously identified to complete the dialog. Then, they can act it out. You may need to remind them to pay attention to intonation and tone to convey the right emotions. You can invite volunteers to act it out for the rest of the class.

8. Analyze the following extracts from Nora and Lindsay's conversation and discuss the questions.

You can ask volunteers to read the extracts aloud. Next, you can have other volunteers read the questions aloud. You can then form pairs and ask students to discuss the questions. You can remind them to think about what they've learned so far in order to answer the questions. You can ask students to share their conclusions with the rest of the class.

9. Write one or two sentences to describe an unexpected situation in your life. Then use the sentences to tell a classmate about it.

You may want to set a time limit. Then, you can form pairs and have students use the sentences they wrote to talk about the unexpected situation you chose.

In groups of four students take turns telling the group members what your classmate told you. Use your classmates' exact words or rephrase what he said.

You can form groups of four and ask them to complete the activity. You may need to remind them to use their classmates' exact words or to rephrase them. Monitor and help as needed; you can invite volunteers to share the unexpected situations they were told with the rest of the class.

10. Listen one more time and make notes of the questions Lindsay asked during the conversation. Then use the questions and the expressions you analyzed in activity 6 to act out the conversation. Remember to use appropriate non-verbal language.

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You can have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to use their notebooks to make notes about the questions in the conversation. Then, form pairs and ask students to use their previous work and these questions to act out the conversations. Encourage them to use appropriate body language too. Praise their efforts.

Use flashcards to play "Guess the word", divide students into teams. One student of each team sees the card and explains it to his/her team.

Step 2



11. Read and follow the suggestions below.

It is time for students to continue working on their product for this unit. You can direct their attention to page 110 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done and what they will be working to achieve by the end of the unit. Remind them they have to work with the same group until they are done with this unit's product. You can now ask students to follow the instructions so that they can continue working on their product. You can remind them they can look back on what they've learned in this unit so far in case they need to. You can also ask them to visit the web page in the box to read some questions they can ask or adapt for their product. You can even invite them to share the questions they consider to be the best ones and say why. Students keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Reading Time!

Reader's Story – An Unexpected Encounter Track 47

You can choose to use whichever strategy you think will benefit your students the most. During class or as homework or even as an extra task. Students read pages 92 to 95, encourage them to share any

Create
Product

Check your Progress

Go to page 117. Read the achievements for Steps 1 and 2. Mark your progress according to your performance.

Tips

You may use the list of irregular verbs at the end of the book to look at the irregular past tense forms of some verbs you may want to use.

Sometimes it can be hard to come up with questions that can give you more information about a story or event. Visit <http://www.nonprofitcopywriter.com/interview-questions.html> to read some questions you can ask or adapt for your conversation.

11 Read and follow the suggestions below.

At the end of this unit you are going to give an account of an unexpected situation in your lives.

- > Form teams of four students.
- > Individually, think of an unexpected situation in your life you would like to share with your teammates.
- > Write one or two sentences to describe it and share them with your team members.
- > Finally, choose one situation to use for the Unit Final Product (Show Time), consider how interesting, unusual, or funny it is.

Then...

- > The student whose situation was selected: write a description of the event.
- > The rest of the students: write possible questions you would like to ask him or her about it.
- > Take turns asking your classmate the questions you prepared and make notes of his or her answers. Correct each other's language during the activity (grammar, pronunciation and intonation of questions).
- > Think of how to initiate the conversation so that it sounds unexpected.
- > Make a list of the expressions you analyzed in activity 6 and have them ready to use during the conversation.
- > In pairs, act out a conversation about the event.

Save your work to use during the next Create session in Step 3.

Reading Time!

Read pages 92 to 95 from the Reader's Book and discuss the following questions in groups: What of the three activities Damon suggests to you consider more dangerous? Which do you think is more fun? What do you think is going to happen?

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information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Teaching SOS


There are several advantages of pair and small group work for example you change the pace of your lesson, you let students take control of the class, you give them more speaking time, you can monitor and listen to what they are producing, etc. One of the challenges you might face is losing control of your class. The class will get loud, really loud, this is okay as long as students are not shouting. The important thing to establish is a way for them to know when to stop. You could teach students a special signal that you can use when you want them to stop working with their peers and need their attention to return back to you.

Step 3

Discover What do you need to know and do to tell a story?

1 Answer the questions about the scene in the picture.

- > What time is it?
- > Where is it?
- > What problem is there?



2 Listen to the beginning of a conversation, discuss the questions and give reasons for your answers. **31**

- > Who are the speakers?
- > What means of communication do they use?
- > What is the tone of the conversation?

3 Predict the rest of the conversation. Then listen and check. **32**

Unit 7 · Unexpected Situations 111

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Step 3

Warm up

Hand out slips of paper and ask students to write down three things they did during the week or the weekend. Collect the slips and then read them aloud randomly. Students should try to guess who wrote it. You can also adapt this game so that your students play it in groups.

Discover

1. Answer the questions about the scene in the picture.

You can write the questions on the board and then ask students to look at the picture. Discuss the questions as a class.

2. Listen to the beginning of a conversation, discuss the questions and give reasons for your answers. **31**

You can ask volunteers to read the instructions and the sentences aloud. Make sure everyone understands what needs to be done. You can then play Track 31 and encourage students to discuss the questions. You can elicit ideas from volunteers and write them on the board.

3. Predict the rest of the conversation. Then listen and check. **32**

Students can continue working with their partner from the previous activity; you can ask students to predict the rest of the conversation. Encourage them to make some notes. Then, play track 32 for students to listen and check if their predictions were correct. You can then invite volunteers to share their predictions.

Warm up

Form groups. Ask them to choose a place in a house where something unexpected could happen. Ask them to draw the place and an example of an unexpected event that can happen. Have a volunteer from each group share their work with the rest of the class.





4. Match the expressions with their meanings.

You can go over the instructions along with students and make sure everyone understands what needs to be done. You can then ask students to complete the activity. Monitor and help as needed. You can invite volunteers to write their answers on the board. Check and correct as needed.

5. Read Justin's description of the event and use the code below to mark the following information.

You can ask a volunteer to read the instructions aloud. Clarify any doubts. Then you can have students to complete the activity individually. If you think it is too challenging, you can form pairs and ask them to complete the activity. Monitor and make sure everyone is on task. To check, you can mention what part of the code and students say the phrase they identified with that element in the code.

6.  Think of an event that happened to you recently. Write one sentence to describe it and include words to say when, where and why it happened. Pay attention to the order in which the words are used in the sentence above. Finally, talk to a classmate about it.




4 Match the expressions with their meanings.

a) Hi, buddy!	_____ I don't believe you.
b) How come?	... Certainly
c) Oh my!	_____ It's really surprising
d) You're kidding me!	_____ Hi (Informally)
e) You bet!	_____ Why or how did it happen?

Remember that using the correct tense of action words (verbs) when expressing yourself, helps you to communicate the correct idea. Find verbs you may already know or new ones on pages 189-192 and improve the way you communicate with others.

5 Read Justin's description of the event and use the code below to mark the following information.


On Sunday, late in the evening, on our way home, our car stopped in the middle of the road because it did not have any gas.

 the part of the sentence that indicates what the event was.

_____ the parts of the sentence that say when the event happened.

_____ the part of the sentence that says where it happened.

_____ the part of the sentence that says why it happened.

6  Think of an event that happened to you recently. Write one sentence to describe it and include words to say when, where and why it happened. Pay attention to the order in which the words are used in the sentence above. Finally, talk to a classmate about it.

Language Reference

For extra information on how to narrate an unexpected event, and how to ask for clarification go to page 177 in the Language Reference Section.

7 Answer some of the questions Thomas asked Justin to better understand his description.

1. Thomas: Did the car break down?
Justin: _____

2. Thomas: What was the hotel like?
Justin: _____

3. Thomas: What did the woman look like?
Justin: _____

4. Thomas: What did the sign say?
Justin: _____

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You can go over the instructions along with students. Make sure everyone understands what needs to be done. Before they begin, you can tell students to read the information on page 177 to read more about how to narrate an unexpected event. Students complete the activity individually. Monitor and help as needed. Then, you can form pairs and ask students to exchange their work and ideas with the rest of the class. You can ask the questions: *when, where, and why* and have students answer with what they wrote.

7. Answer some of the questions Thomas asked Justin to better understand his description.

You can go over the instructions and the questions and clarify any doubts. Monitor while they work. You may want to review how we answer different types of questions (Wh- questions and Yes/No questions). You can set a time limit and when the time is up, ask each question and have students share their answers with the rest of the class.


E Plan and ask your partner questions to better understand the description he or she gave you in activity 6.

1. _____
2. _____
3. _____

E Read the extract below and discuss what the words within quotations ("___") refer to. Then complete the sentence to report Justin's words. Check your sentence with a classmate's.

Justin: ... she said 'Come with me.' Then my mother asked her: 'Who are you?' and the woman answered: 'Follow me.'


The woman told Justin's sister _____. Then his mother asked the woman _____ and the woman told _____.

10 Listen to Thomas telling his sister about Justin's story and check your work.  33

11 Work with a partner, reflect and complete the ideas below with words from the box.

reporting verbs	within quotation
-----------------	------------------

When you are describing a personal story you usually write the characters' words _____ to create an effect.
When you are narrating somebody else's story you usually refer to the character's words using _____.

12 Listen to the complete conversation again. Pay attention to the voice volume, tone and intonation the speakers use. Then, act out the conversation in pairs using your own words.  33

13 Work with the same partner you worked with in activities 6 and 7 and use the situations and the questions and answers in them to act out two conversations.

Include the following elements:
An introduction. A description of the events. Questions and answers to clarify information. A closing.

14 Use the headings to evaluate your performance and discuss them with your partner.

--	--

Act out the conversation again and make improvements.

Unit 7 · Unexpected Situations **113**



10. Listen to Thomas telling his sister about Justin's story and check your work.



You can play Track 33 as many times as you consider necessary for students to check their work.

11. Work with a partner, reflect and complete the ideas below with words from the box.

You may want to remind students to first share and discuss their ideas and then complete the activity. You can elicit answers from volunteers and check.

12.  Listen to the complete conversation again. Pay attention to the voice volume, tone and intonation the speakers use. Then, act out the conversation in pairs using your own words.  33

You can now tell students you will listen to the complete conversation again. You may want to ask them to pay attention to the voice volume, tone and intonation that the speakers use. Then you can form pairs and ask them to act out the conversation using their own words. You can invite volunteers to act out the conversation for the rest of the class.

13. Work with the same partner you worked with in activities 6 and 7 and use the situations and the questions and answers in them to act out two conversations.


You can remind students to use the required elements to act out two conversations. Monitor while students work and provide any needed assistance. You can invite volunteers to act out for the rest of the class.

14. Use the headings to evaluate your performance and discuss them with your partner.

You can go over the headings and make sure students understand what to do. Then, you can ask them to act out the conversation while making an effort to improve it using what they wrote.

8. Plan and ask your partner questions to better understand the description he or she gave you in activity 6.

You can read the instructions along with students, make sure everyone understands what needs to be done. Monitor while students work and provide any needed assistance. You can ask students to look at the previous lessons for help.

9.  Read the extract below and discuss what the words within quotations ("___") refer to. Then complete the sentence to report Justin's words. Check your sentence with a classmate's.

You can ask students to read the extract individually and then discuss what the words within the quotations mean with a partner. You can elicit the meaning of within and ask students to complete the activity.



15. Read and follow the suggestions below.

It is time for students to continue working on their product for this unit. You can direct their attention to page 114 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product. You can then ask students to follow the instructions so that they can continue working on their product. You can ask them to visit the web page in the box so that they can read more about how to quote or report other people's words. You can remind them they can also read the information on page 175. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Product

Check your Progress

Go to page 117. Read the achievements for Step 3. Mark your progress according to your performance.

15 Read and follow the suggestions below.

- > With your teammates from the Create sections in Steps 1 and 2 review the material you prepared and discuss ways to improve it so that your conversation about an unexpected situation sounds spontaneous and natural. Check the following aspects:
 - > that your introduction includes expressions to make your conversation sound cordial and informal.
 - > that your description of the situation includes information about when, where and why the events happened.
 - > that you vary the way you quote or report other people's words.
 - > that you include some of the expressions in the lesson to show surprise, certainty, etc.
 - > Practice acting out the conversation in pairs and correct each other's performance and look for ways to improve them.
 - > Make notes of things you added or changed to bear in mind the day of the Presentation (Showtime).

Save your work to use during the Show Time session.

To get ideas about how to quote or report other people's words, you can visit <https://learning4teens.britishcouncil.org/grammar/intermediate-grammar/reported-speech>

Reading Time!

Read pages 96 to 98 from the Reader's Book and discuss the following questions in groups: Who do you think did the best thing when seeing the bear? How do you think each of the boys think while the bear was sniffing? What do you think the bear did?

Reading Time!

Reader's Story – An Unexpected Encounter Track 47

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 96 to 98, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.



It is time to present your Final Product to the class: A conversation about an account of an unexpected situation. Work with your Create section teammates and ...

Before the presentation...

> Review the material from previous sessions and practice your conversations in pairs. Pay attention to your voice volume, tone, pronunciation and intonation. Check also your body language and facial expressions.

During the presentation ...

> Form new groups of four students. Make sure that the groups that prepared the Final Product are all split into the different new groups.

> Take turns telling your unexpected events to your group and reacting and asking questions about your classmates' situations.

> Make sure you sound spontaneous and react naturally to your partner's words, instead of necessarily repeating the exact words you used during your practice.

> If possible record your conversations to be able to share it with friend and family members afterwards and to reflect on your performance.

Check your Progress

Go to page 117. Evaluate your performance during the Show Time section. Then, complete the questionnaire on page 118 individually and see how much you've progressed. Share your results with your teacher.

Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.



Reading Time!

Read pages 99 to 102 from the Reader's Book and discuss in groups. Do you think Neil was right in getting angry with Damon? How would you have reacted? After reading, the things to do in case of a bear encounter: what things did the boys do wrong? Before you continue with the next unit, visit the Grammar Reference section on page 177 to clarify, review, and reinforce the grammar learned in this unit.

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 and help students by clarifying doubts and checking on their answers.

Reading Time!

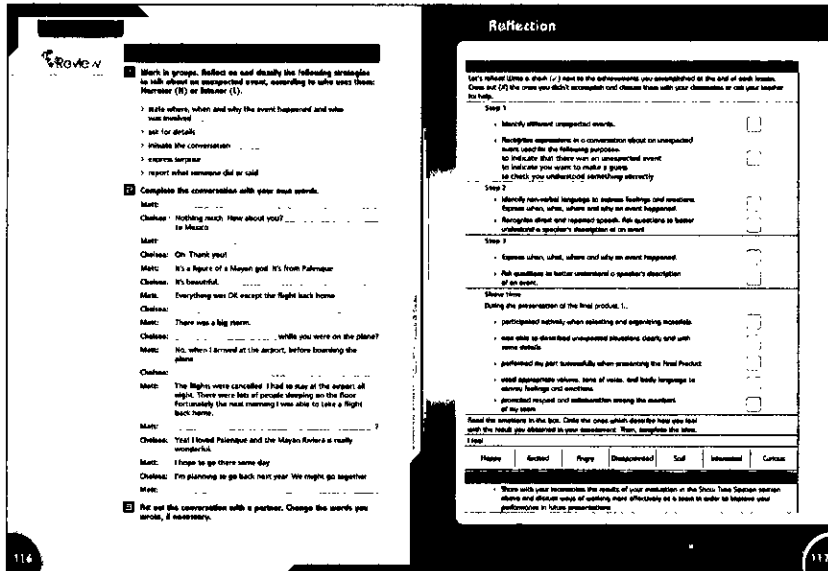
Reader's Story – An Unexpected Encounter Track 47

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 59 to 60, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.



Give an account of an unexpected situation

It is time for students to present their product that they have worked on during this unit. You can encourage them to first think and share their ideas about why it is useful to be able to talk about situations that happened in the past. You can direct their attention to page 115 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Ask students to follow the instructions so that they can present their product to their classmates. Remind everyone to be respectful. Before you end today's session you could invite students to share why it is important to be able to express emotions and how knowing how to express emotions can help when telling stories. Who would they share their account of an unexpected situation with?



Review

1. Work in groups. Reflect on and classify the following strategies to talk about an unexpected event, according to who uses them: Narrator (N) or listener (L).

You could ask students to form their own groups so that they can classify the strategies. If necessary, go over the strategies and clarify any doubts. You may also want to remind students to look at previous lessons if they need to. Monitor and help as needed. You could invite a volunteer from each group to share their classification to reach an agreement as a class, if necessary.

2. Complete the conversation with your own words.

You may want to go over the incomplete conversation if you consider it necessary. You can encourage students to remember what they worked on throughout this unit to complete the conversation. Monitor while students work and provide any needed assistance.

3. Act out the conversation with a partner. Change the words you wrote, if necessary.

You can now have volunteers act out the conversation with a partner. You can tell them they can change words if necessary. Monitor and help as needed. Then, you can invite volunteers to act out the conversation for the rest of the class. Praise students on the good use of body language to express emotions.

Reflection

You can encourage students to share what they think they can learn or have learned about their performance or learning through this type of reflection. You can direct them to read the emotions in the box and encourage them to describe how they feel with their results. 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. Finally, encourage students to work with their product teammates to share their results and discuss ways to work more effectively as a team. You can also ask them to share their ideas with the rest of the class.

Name _____ UN _____
 Date: _____ Grade _____

Unit Evaluation Instrument Questionnaire

1 Complete the following questionnaire to keep a record of the things you have learnt in this unit?

1. What new expressions from the unit do I remember and know how to use?

2. What things below did I do really well during the unit? (use checks ✓ or crosses ✗)

- > organize and express information. _____
- > ask or answer questions to clarify information. _____
- > describe events saying when, where and why they happened. _____

3. What things do I still need to work more on?

4. What activities did I like most?

5. How do I evaluate my overall performance?

Excellent _____ Good _____ Average _____ Not satisfactory _____

2 Share the information in the questionnaire in small groups and help each other with the areas that you need reinforce.

Evaluation

You can direct students' attention to the Evaluation Instrument on page 118 and explain that this evaluation is something they have to answer 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 this 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 _____

Questionnaire

I Complete the following questionnaire to keep a record of the things you have learnt in this unit?

1. What new expressions from the unit do I remember and know how to use?

2. What things below did I do really well during the unit? (use checks ✓ or crosses X)

- › organize and express information. _____
- › ask or answer questions to clarify information _____
- › describe events saying when, where and why they happened _____

3. What things do I still need to work more on?

4. What activities did I like most?

5. How do I evaluate my overall performance?

Excellent _____ Good _____ Average _____ Not satisfactory _____

Graphic Organizer

Unit 8

Step 1

In this unit you will analyze models and practice strategies to create a comic book based on a fantasy story.

Discover

What superhero comics or stories talk the culture of your country?

1 Read the definitions and match the pictures of suspense stories with the descriptions.

Fantasy is imaginative literature, often set in strange places with unusual characters and creatures and the use of magic. Suspense is the element in literature that makes the reader uncertain about the outcome.



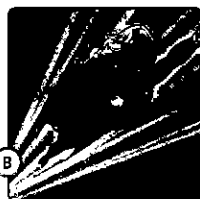
2 Answer the questions.

- Which pictures belong to fantasy stories?
- Which are part of a comic book?
- Which belong to literature suitable for young children?

- Which is not a fantasy story?
- Which include the title and the author of the story?
- Which belong to literature suitable for young adults or adults?



A



B



C



D

Unit 8 · Bookworms

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Unit 8

Bookworms

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Discover

Achievements

- Select and review fantastic literature
- Read and understand main ideas and details
- Describe characters
- Complete and write sentences from actions and characters features

Step 1

Warm up

Work together to tell a story. You can ask students to sit in a circle and then go around the class taking turns to add three words to begin "writing" a story, e.g. Last night I.../ went to the.../etc. You can write students' contributions so that you can retell the story when they are done. You can use this activity at another point during this unit as an extra activity.

1. Read the definitions and match the pictures of suspense stories with the descriptions.

You can ask a volunteer to read the instructions aloud. Then, two other different volunteers can read the definitions. You may want to discuss them as a class. You can invite volunteers to share examples of books or stories of those genres that they like.

2.  Answer the questions.

You can direct students' attention to the pictures and encourage them to describe what they see. You can ask the students to read the questions and answer them in pairs. Monitor and provide any needed assistance. To check, you can ask the questions and elicit the answers. You can see if everyone agrees and if not, encourage them to discuss and reach an agreement.

Warm up

You can play Pictionary to review book genres.




3. Read the following excerpts and decide what picture they relate to.

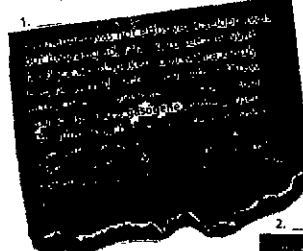
You can have volunteers take turns to read the excerpts aloud or you can ask students to do it silently. Then, give them a couple of minutes to determine which picture represents which excerpt. You may want to review the glossary box before they begin reading. You can have volunteers read the words and definitions and you can clarify any doubts. Elicit answers and check and correct as needed.

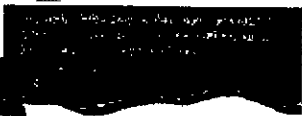
4. Discuss the language used in the excerpts.

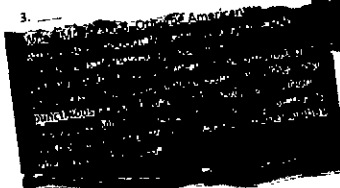
You can go over the instructions along with students. Make sure everyone understands what needs to be done. You might also need to clarify some of the questions. You can form pairs and ask students to discuss the questions. Monitor and give help as needed. You might need to remind students to speak in English. You can then ask the questions and elicit ideas from volunteers. You can discuss them as a class too.

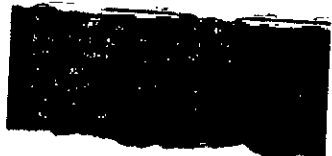


Read the following excerpts and decide what picture they relate to.

1. 

2. 

3. 

4. 

Glossary

gasogene: (n) a late Victorian device for producing carbonated water.

punctilious: (adj) very careful to behave correctly or to give attention to details.

Discuss the language used in the excerpts.

Which texts combine the writer's words with the characters' actual words?

Which ones need pictures to understand the dialogues, the setting and the characters emotions?

Which ones use quotation marks for the characters' words?

Which ones should use speech bubbles for the characters words?

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Teaching SOS

It might happen that you loose control of your class and students "hijack" your lesson. This can be a good thing and it can be a bad thing. How to know the difference? A good lesson hijack involves your students communicating in English on the topic of the lesson although they might have strayed from the activities you had planned for the day. A bad lesson hijack involves your students speaking in their mother tongue, being loud, rowdy and uncontrollable and/or your students talking about an entirely different topic.

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 or point out an example from the texts in the lesson.

E Read text 1 again and find and discuss the following information.

Who narrates the story: _____
 Where the story takes place: _____
 What the character's personality is: _____
 How the narrator's physical appearance has changed: _____

E Read text 4 and complete the scenes with the missing picture and the corresponding speech bubbles. Share your scenes in small groups.



Z Read the dialog again and discuss what characteristics from the box the characters reflect with their words.

determined arrogant menacing confident

Super Girl	
Dark Crow	

E Discuss in small groups.

What other ghost or detective stories do you know?
 What stories have you read which include fantastic creatures?
 What are your favorite super heroes? What super powers do they have?

6. Read text 4 and complete the scenes with the missing picture and the corresponding speech bubbles.

Share your scenes in small groups.

You can read the instructions along with students. Clarify any doubts. You may want to set a time limit for students complete the activity. Monitor and provide any needed assistance. Then, you can form groups and ask students to share their scenes.

7. Read the dialog again and discuss what characteristics from the box the characters reflect with their words.

You can ask a volunteer to read the instructions aloud. You might want to check that students understand the words in the box too. Ask students to complete the activity. Monitor and help as needed. You can draw a similar chart on the board for students to write down their answers so that you can all check and correct as needed.

8. Discuss in small groups.

You can form small groups and make sure everyone understands the questions. You may want to set a time limit. Monitor and make sure all students are on task. You may need to remind students to speak in English. Then, you can students to share their answers with the rest of the class.

5. Read text 1 again and find and discuss the following information.

You can ask students to read text 1 again to find the required information. Monitor and assist as needed. Then, you can invite volunteers to share their answers with the rest of the class. You may want to encourage students to agree or disagree, you can have a short class discussion about this information.

When you teach words that follow unpredictable grammatical patterns, e.g. man-men, it could be useful for you to present both forms of the word and clarify it, you can use flashcards or other visual resources for this purpose.





9. Read and follow the suggestions below.

It is time for students to begin working on their product for this unit. You can direct their attention to page 122 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Form groups. You can have students to follow the instructions so that they can begin to work on their product, a comic book. Assist them when necessary. You can tell them they can visit the link in the box to find fantasy and suspense short stories they could choose to use for their product. You can also brainstorm other places where they might be able to read stories that they can use for their product. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can ask students to visit the web pages in the box and read some stories. Then, you can invite volunteers to share the story they liked the most with the rest of the class.

Create
Product

Check your Progress

Go to page 133. Read the achievements for Step 1. Mark your progress according to your performance

9. Read and follow the suggestions below.


In this unit you will create a Comic Book that you will share with the rest of your class at the end of the unit.

Get started:

- > Form teams of four students.
- > Individually revise short fantasy or suspense stories and select one you like.
- > Make notes about the title, the author and if possible the publisher of the story.
- > Very briefly write one or two sentences to describe what the story is about.
- > Decide what age group the story is suitable for.
- > Then share your information with the members of your group.
- > Decide which story you would like to use for your Show Time presentation.

Save your work. You will use it again when working in Step 2 of this Unit.

You can read some fantasy and suspense short stories on-line. For example you can visit <https://www.busile.com/pr/11-fantasy-short-stories-you-can-read-online-for-free-9018454> or <http://www.gutenberg.org/ebooks/search/?query=short+story>. You can even search other web pages for short stories to read!



Reading Time!

Read pages 103 to 106 from the Reader's Book and discuss the following questions in groups. Are there any towns in your country that are famous for their ghost stories and strange events that happen there? Can you say which descriptions are given in the story and what they refer to? Can you predict what is going to happen?

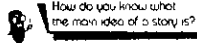
122

Reading Time!

Remember that 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 Legend of the Sleepy Hollow Track 48

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 103 to 106, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.



1 Read the definitions below. Then read a summary of the story *The Canterville Ghost* and complete the information about it.

Main character(s): the characters where the action the story revolves around and follows.
Secondary characters: those characters who come and go and have a smaller role in the story.

Main characters: _____

Secondary characters: _____

2 Share your information in pairs, and support your answers with reasons.

Glossary

vivacious: (adj.) attractively energetic and enthusiastic.
chain: (n.) rings usually made of metal that are connected together.
clanking: (adj.) making a short loud sound like that of metal objects hitting each other.
stain: (n.) a dirty mark on something that is difficult to remove.
mischievous (adj.) behaving in a way that is slightly bad but not serious.

Discover

1. Read the definitions below. Then read the beginning of the story *The Canterville Ghost* and complete the information about it.

You can begin by going over the definitions together. Make sure everyone understands them. You can give some examples using the words or you can even form pairs or groups and have students come up with sentences using the words. You can check them to see if they are accurate. Some examples you could share are: *She was a vivacious child. / The chain was silver and very heavy. / I don't like the clanking sound chains make. / There is a mole stain on my sweater. / That boy is always up to something. He is very mischievous.* You can then ask students to read the beginning of the story and complete the information. Monitor and provide any needed help. If you think the activity is too challenging, you can have students work in pairs. You can have volunteers share the main characters and secondary characters with the rest of the class and see if everyone agrees.

2. Share your information in pairs, and support your answers with reasons. You may want to remind students that one of the reasons why we justify our answers is because this way we can "prove or explain why it is correct". Encourage students to exchange information with their partners as well as their reasons for their answers.

Step 2

Warm up

You can play hangman and review the vocabulary you've learned so far. You can also play this game at other parts during the unit.

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Warm up

You can discuss comics as a class. Encourage them to share if they like them and why. If someone likes comics ask them to say which one is their favorite.



3. Write the name of the characters according to their description.


You can ask volunteers to read the descriptions aloud. You can tell students they may read the story again if they need to, assist as needed. You can elicit answers and encourage students to tell you how they figured out the answers.

4. Read the text again and find words that describe some of the characters above.

You can form pairs and ask students to complete the activity in their books. Monitor and provide help as needed. You can make a chart on the board where students can write down what they discovered so that you can all read and check the work.

5. Read the extracts from the story and write details that expand them.

Students can continue working with their partner from the previous activity. Make sure they understand what needs to be done. Monitor while they work, help if necessary. Encourage students to share their answers aloud with the rest of the class.



E Write the name of the characters according to their description.

_____ : The American Ambassador who moved into Canterville castle with his family.

_____ : Mr. Otis' wife.


_____ : The eldest son of the Otis family.

_____ : Mr. and Mrs. Otis' daughter.


_____ : The youngest of the four siblings of the Otis family.

_____ : The housekeeper of Canterville Castle.

_____ : The Canterville ghost.


E  Read the text again and find words that describe some of the characters above.

--	--	--

E  Read the extracts from the story and write details that expand them.

At the beginning of the story when Mr. Otis closed the deal and bought Canterville Castle to Lord Canterville, a British nobleman, not one member of the Otis family believed there was a ghost in the castle when Lord Canterville told them about him. But shortly after they moved in, none of them could deny the presence of Sir Simon (The Ghost).

Moreover, the twins who were over mischievous succeeded in fooling him on several occasions.

E  Share your text with a partner and provide each other with feedback to improve your work.

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6. Share your text with a partner and provide each other with feedback to improve your work.

Remember that peer feedback provides students with opportunities to learn from each other. It is a way to reflect and identify changes that can help them improve. You might want to remind them that feedback should be provided in a respectful way.



10. Read and follow the suggestions below.

It is time for students to continue working on their product for this unit. You can direct their attention to page 126 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You might need to remind them they have to work with the same group until they are done with this unit's product.

You can now ask students to follow the instructions so that they can continue working on their experiment. You can ask them to visit the web page in the box to find words they could use to describe the characteristics and skills of their characters. You could also brainstorm other places where they could find useful words. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

You may want to refer students to the list of verbs on pages 189-192 if they need to find a different verb to express their ideas.

Product

Check your Progress

Go to page 133. Read the achievements for Step 2. Mark your progress according to your performance.

Read and follow the suggestions below.

Work with your Create section teammates in Step 1 and ...

- > Write a summary of the story you selected in Step 1. Use the summary of the story on page 123 as an example.
- > Decide what the key actions or scenes in the story are and make a list.
- > Individually make a list with the names of the characters and their main characteristics or skills.
- > Compare your information and make a final chart.
- > Write important words the characters may have used in the story and write them down.

Remember, when we talk about key actions we are referring to verbs (action words). Use the list of verbs on pages 189-192 to find or check on the one or ones you may need and the tense to communicate your ideas correctly.

You can find words you can use to describe characteristics or skills at <https://writerswrite.co.za/a-fabulous-resource-for-writers-350-character-traits/> and at <https://www.teachervision.com/writing/character-traits>

Save your work. You will use it later on in the next Create section of Step 3.

Reading Time!

Read pages 107 to 109 from the Reader's Book and discuss the following questions in groups. How are all the characters described in the story different? Who is your favorite character so far? What do you think happened at the party?

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Reading Time!

Reader's Story – The Legend of the Sleepy Hollow Track 48

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 107 to 109, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Step 3

Discover What are the differences between a story and a comic strip?

1 Read the last paragraph of the story (colored in blue), below, look at the picture and predict how the story finishes.

2 Read the last part of the story, check your predictions and discuss how the ending made you feel.

[The ghost enters and sits on a chair. He is crying. Virginia walks in.]

Virginia: Why are you crying Sir Simon?
 Sir Simon: I'm so unhappy and tired. I haven't slept for a long time, three hundred years to be precise. Please help me.
 Virginia: But you have been wicked. You killed your wife!
 Sir Simon: I had my reasons but I know that it was wrong. Her brothers captured me and starved me to death and that is why I became a ghost.
 Virginia: That was really bad of them. How can I help you?
 Sir Simon: There is an ancient prophecy that says that the ghost will be free and in peace only when a golden-haired child just like you will pray and cry for him. And that when he is free the old almond tree on the property will bloom.
 Virginia: I'll help you.
 Sir Simon: Okay but I must tell you that you must come with me to the chamber where I died and no person who has entered the chamber has ever come out alive.
 Virginia: I'm not scared. Let's go.

[Virginia and Sir Simon exit together just as Mr. Otis, Mrs. Otis and the other children enter looking for Virginia.]

Mrs. Otis: Oh no! Where can that girl be!
 Mr. Otis: She must be looking for the ghost.
[They hear a crash and Virginia enters.]

Mrs. Otis: Virginia, dear, where have you been?
 Virginia: I've been with the ghost. He's alright now. He is very sorry for all he's done.


[Meanwhile, Lewis, one of the twins, was looking out of the window]

Lewis: Look the old almond tree is blooming!
 Virginia: Yes Lewis. Sir Simon rests in peace at last
 Mrs. Otis: And what is that in your hands?
 Virginia: It's a box of jewels. Sir Simon gave them to me. He was grateful because I helped him.


Glossary
 prophecy: (n) a statement that tells what will happen in the future.
 bloom: (v) of a plant or tree to produce flowers.

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Discover

-  Read the last paragraph of the story (colored in blue), below, look at the picture and predict how the story finishes.

You can call students' attention to the picture. Encourage them to describe it. Then, you can tell them to find the blue paragraph and have a volunteer read it aloud. You can then form groups, pairs or even as a class have students work to make predictions about how the story finishes. You can write their ideas on the board so you can use them as reference.

-  Read the last part of the story, check your predictions and discuss how the ending made you feel.

You can ask volunteers to read the instructions aloud. Make sure everyone understands what needs to be done. You may want to review the words in the glossary box before they begin reading. You can now ask students to read the last part of the story. Then, you can form groups and encourage students to share and discuss their predictions and also how the ending made them feel. Monitor and provide help as needed. You can invite volunteers to share their feelings with the rest of the class. You can compare the predictions on the board (if you wrote them) with the actual ending and discuss them as a 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. *He is the man from the prophecy. I can't wait for the roses to bloom.*

Step 3

Warm up

You can bring some comic strips to the class. Form groups and give a comic strip to each team. Ask them to discuss it and think about what it is about and how it tells a story. Then, have a volunteer from each team share their ideas with the rest of the class.

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Warm up

You can give students cut outs from magazines or other images and encourage them to come up with a very short story surrounding that image. Ask them to share it with the rest of the class.



3. Discuss with a classmate.

You can go over the instructions along with students and make sure everyone understands what needs to be done. You can form pairs and ask students to complete the activity. You can go over the questions and clarify any doubts. Monitor and provide any needed assistance. You can encourage volunteers to share their answers with the rest of the class.


4. Write notes to answer the questions.

Then share your notes in small groups.

Now, you can ask students to make notes to answer the questions. Monitor and provide help as needed. You may want to set a time limit. Then, you can form groups and have students compare their work with others. You can invite volunteers to share their answers with the rest of the class.

5. Listen to two students discussing their opinions about one of the characters in the last scene of story and discuss how much you agree or disagree with their ideas. © 34

You can now tell students they will now listen to two opinions. You can ask them to pay attention so that they can also share if they agree or disagree with those opinions. Play Track 34 as many times as you consider necessary. You could tell students to make notes if they want to. Then, you can elicit ideas from volunteers.



3. Discuss with a classmate.

- > How is the format of this text different from the one in lesson 2?
- > What do the words within brackets [] refer to?
- > Which text type do you think includes more detailed information?
- > Which do you prefer to read? Why?

4. Write notes to answer the questions. Then share your notes in small groups.

1. Why do you think Virginia decided to help Sir Simon, knowing that she had killed his wife?

2. Do you think Virginia was the girl the prophecy talked about? Why?

3. What symbol indicates that the ghost rests in peace at last?

4. What will the Otis family life will be like in the future?

5. Listen to two students discussing their opinions about one of the characters in the last scene of story and discuss how much you agree or disagree with their ideas.

6. Look at the example and write short paragraphs for each of the other characters.


Virginia: She was a kind beautiful girl with golden hair. She felt sorry for the ghost. She was also brave because she was not afraid of entering the chamber to help Sir Simon.

The ghost: _____

The twins: _____


6. Look at the example and write short paragraphs for each of the other characters.


You can call students' attention to the example. Then, you can ask them to complete the activity. If you think this activity is too challenging, you can form pairs and ask students to complete it with a partner. You can then invite volunteers to share their paragraphs with the rest of the class.

 **7. Work in pairs or groups of three students. Choose the last part of the story to create a comic strip.**

- > Decide on the number of panels you need.
- > Write the character's words for each panel.
- > Use the information of the physical aspects of the characters to draw and color the scenes
- > Add the speech bubbles.

Characters in comics perform lots of actions. Remember to consult the list of verbs on pages 189-192 if you need help when writing a comic. Enjoy!


 **8. Exchange your comic strip with those of other pairs or groups. Mark any grammar, spelling or punctuation mistakes you find.**

 **9. Discuss with the comic strip authors your notes and exchange respectful and constructive comments on your classmates' work suggesting ways of improving it if necessary.**

TIPS

For tips about how to create a comic strip you can read the information for this unit on page 176.

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-  **8. Exchange your comic strip with those of other pairs or groups. Mark any grammar, spelling or punctuation mistakes you find.**

Now, you can have each pair or group get together with another one. You might want to encourage them to exchange their comic strips so that they can check each other's work. Monitor and provide any needed assistance.

- 9. Discuss with the comic strip authors your notes and exchange respectful and constructive comments on your classmates' work suggesting ways of improving it if necessary.**

You can go over the instructions along with students and make sure everyone understands them. You might need to remind students to share constructive criticism. You can ask students to follow their classmates' comments to improve their work. You can invite volunteers to share their comic strip with the rest of the class.

You may want to refer students to the list of verbs on pages 189-192 to see if they find any of the verbs on the list useful to create their comic strip.

7. Work in pairs or groups of three students. Choose the last part of the story to create a comic strip.

You can read the instructions along with students, make sure everyone understands what needs to be done. You can ask students to go to page 176 first and read some tips about how to create a comic strip. You could also invite students to share everything they know about comic strip structure. Monitor while students work and provide any needed assistance. Students can work in pairs or groups depending on what best works for you and your class.

Create

10. Read and follow the suggestions below.

It is time for students to continue working on their product for this unit. You can direct their attention to page 130 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You can ask students to follow the instructions so that they can continue working on their comic strip. You can assist when necessary. You can remind them that they can look back at the activities in this step to create their comic strip. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can ask students to visit the web page in the box and ask them to create an on-line comic strip using the available tools. It could help them get some more ideas for their product.

Students can review this unit's grammar on page 178.

Create

Check your Progress

Go to page 133. Read the achievements for Step 3. Mark your progress according to your performance.

Product

Read and follow the suggestions below.

Work with your Create section teammates and ...

- > Review the material in session II and use same steps you followed to create the comic strip about the Canterville Ghost to create a comic strip about your story. Make sure that ...
- > you agree on what task(s) each member of the group is going to be in charge of before starting.
- > your drawings represent the physical and personality characteristics of the characters as well as the actions in the story.
- > that the speech bubbles are placed correctly to help the reader to follow the sequence of the story easily.
- > your grammar, spelling and punctuation are correct.

Save your work to use during the Show Time session.

There are many on-line tools you can use. For example, you can visit <http://www.makebeliefscomic.com/Condo/> to create an on-line comic strip that might help you create your comic for your presentation.

Reading Time!

Read pages 110 to 113 from the Reader's Book and discuss the following questions in groups. What do you think the people thought of the story Brom's told at the party? What is the Headless Horseman's purpose? What is Ichabod going to do?

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Reading Time!

Reader's Story – The Legend of the Sleepy Hollow Track 48

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 110 to 113, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.



It is time to present your Final Product to the class: A comic strip about a fantastic or suspense story you read.

Before the presentation...

- › Review the material from the Create session in Step 3 and improve its design or correct the language in the speech bubbles, if necessary.
- › Think of questions your classmates might ask about the comic strip and what you would answer.
- › During the presentation...
- › Display your comic strips in the classroom and take turns moving around to look at the other groups' comics and ask questions about them as well as answering questions about your own.
- › After the presentation...
- › Reflect on your presentation and write a few sentences describing your performance or another students' performance during the presentation. Then discuss your anecdote with your team members.

Check your Progress

Go to page 133. Evaluate your performance during the presentation of the final product in the Show Time session. Then, complete the chart on page 134 individually and see how much you've progressed. Share your results with your teacher.

Congratulations! This is great evidence of how well you are doing at learning and communicating in English. Save all your written work in your Portfolio.



Read pages 114 to 116 from the Reader's Book and discuss in groups: What do you think happened to Ichabod? Did Brom have anything to do with the incident? Why did the people in the town stop worrying about Ichabod? How do you think of the story? What emotions and feelings do you have while reading it? Before you continue with the next unit, visit the Grammar Reference section on page 178 to clarify, review, and reinforce the grammar learned in this unit.

Reading Time!

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 and help students by clarifying doubts and checking on their answers.

Reading Time!
Reader's Story – The Legend of the Sleepy Hollow
Track 48

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 114 to 116, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.



Make a Comic Book

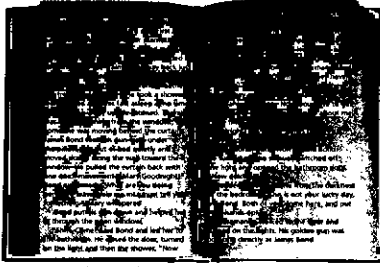
It is time for students to present their product that they have worked on during this unit. You can direct their attention to page 131 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Ask students to follow the instructions so that they can present their product to their classmates. Remind everyone to be respectful. Before you end today's session you could invite students to share why they think comics are so famous. You could also encourage them to think if pictures can tell stories and have them share their comic with someone who doesn't speak English and see if he or she understands their comic strip.

Review

1. Work in pairs. Complete the list of strategies to create a comic book based on a fantasy story.

- Identify the main characters and their characteristics.
- Write important words the characters may have used.
- Divide the summary into the number of panels you need for your comic book.

2. Read an extract from a James Bond story *The Man with the Golden Gun* and follow the strategies above to create a comic strip.



Reflection

Let's reflect upon a short (-) trip to the achievements you accomplished at the end of each lesson. Consider 2/3 the ones you didn't accomplish and discuss them with your classmates at our next meeting to help.

Step 1

- Identify different formats of responses and format stories.
- Identify problem-solving.

Step 2

- Identify characteristics of the characters in a story.
- Recognize direct and indirect speech.
- Identify cultural differences expressed in a story.

Step 3

- Write sentences to describe characters.
- Create scenes for a comic strip based on a text.

Share now

During the Share Time presentation, I

- found an interesting story to talk about.
- participated actively in the selection of the comic strip.
- was able to share answers during the exhibit of the comic strip.
- performed request and collaboration during the preparation and presentation of the Final Product.
- received necessary feedback information to share with my classmates.

Rate the materials in the box. Rate the ones which describe how you feel with the result you obtained in your classroom. Then, complete the table.

Happy	Content	Proud	Determined	Sad	Worried	Confused

Share with your classmates the results of your evaluation during the Share Time presentation. Discuss and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Review

1. Work in pairs. Complete the list of strategies to create a comic book based on a fantasy story. Once all students are with their partner, you may want to remind them that they can look at previous lessons if they need to. If necessary, you could go over the strategies that are already on the list and clarify any doubts. You can have volunteers write the strategies on the board and encourage students to complement or correct their work if needed.

2. Read an extract from a James Bond story *The Man with the Golden Gun* and follow the strategies above to create a comic strip.

You can read the instructions along with students. Make sure everyone understands what needs to be done. You can ask volunteers to read the extract aloud once so that you may clarify any doubts. You may want to remind students to use the strategies from Activity 1 to create their comic strips. Monitor and help as needed. You could invite volunteers to share their comic strips with the rest of the class or you could form groups and have them share their comic strips with their classmates. You may also want to encourage them to explain how they used the strategies and how they helped them create their comic strips.

Reflection

You can encourage students to share what they think they can learn or have learned about their performance or learning through this type of reflection. You can direct them to read the emotions in the box and encourage them to describe how they feel with their results. 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. Finally, encourage students to work with their product teammates to share their results and discuss ways to work more effectively as a team. You can also ask them to share their ideas with the rest of the class.

Name: _____ LN _____

Date: _____ Grade _____

1 Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

Now I am able to	Always	Usually	Sometimes	Never
➤ identify publication data (title, author, published) when reading fantastic or suspense stories.				
➤ understand general sense, main ideas and details of fantastic or suspense stories.				
➤ identify the verbs that indicate the actions and events in the story				
➤ identify characters' features and write sentences to describe them.				
➤ Express personal reactions from texts.				
➤ Answer questions to describe characters.				

Evaluation

You can direct students' attention to the Evaluation Instrument on page 134 and explain that this evaluation is something they have to answer 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 this 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 _____ LN _____

Dates: L1 _____ L2 _____ L3 _____ Grade _____

Evaluation Instrument - Anecdotal Notes

1 Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

Now I am able to ...	Always	Usually	Sometimes	Never
1. identify publication data (title, author, published) when reading fantastic or suspense stories.				
2. understand general sense, main ideas and details of fantastic or suspense stories.				
3. identify the verbs that indicate the actions and events in the story				
4. Identify characters' features and write sentences to describe them.				
5. Express personal reactions from texts.				
6. Answer questions to describe characters.				

Unit 9

Step 1

Unit 9 - What do you think?

Discover

What is your favorite type of art?



1. Work in pairs. Discuss the questions.

Do you like any of these graffiti?
Are there any graffiti in your town or neighborhood?
What kind are they, drawings, paintings, or words and symbols?



2. Look at these sources of information and underline the titles that relate to the topic in activity 1.

THEARTSBLOG
The Magic of Poetry by Louise Fox, July 17, 2019
Arts Education: Potential for Change by Ted Baker, June 20, 2019
Street Art or Vandalism? by Jon Donovan
The Imposing Sculptures that attract tourism by Anne Jones, Apr 3, 2019

Arts & People	June-July	N 32
9		
Drums in Body and Soul		
12		
Banksy, or when graffiti becomes art		
16		
Social effects of Rap Music		
22		
Street Art for Sale		
26		
House, techno, garage, trance, and more		

Unit 9 - What do you think?

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UNIT 9

What do you think?

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

over the questions along with students and make sure everyone understand them. You can form pairs and ask them to discuss the questions. You may want to. You may want to set a time limit. Monitor and help as needed. Elicit answers from volunteers.

2. Look at these sources of information and underline the titles that relate to the topic in activity 1.

You can read the instructions along with students. Make sure everyone understands what needs to be done. If necessary, go over the sources of information along with students. To check, you can invite volunteers to share their answers aloud, see if everyone agrees.

Achievements

- Revise a topic of interest in different sources
- Read texts to understand the general meaning, main ideas and details.
- Value agreements and disagreements with others on a topic of interest to write arguments
- Participate in a debate

Step 1

Warm up

You can discuss as a class your students' opinion about graffiti.



1. Work in pairs. Discuss the questions.

You can call students' attention to the pictures and elicit from students what they see. Then, you can read the instructions along with students. You may want to go

Warm up

You can discuss as a class why graffiti can be considered art. What is their opinion about it?



3. Read this post and write the correct title of the article from the ones in activity 2.

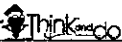
You can invite a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Before they begin, you may want to go over the words in the glossary box and elicit examples using those words to clarify meaning. You can have students read the post aloud or ask them to do so individually. Then, they can choose a title and write it down. You can invite volunteers to share their titles with the rest of the class. You could call their attention to how similar or different the titles they came up with are. You could even work as a class to choose a title you all agree on.

4. Answer the questions in pairs.

You can read the instructions along with students. Make sure everyone understands what needs to be done. Before they begin working on this task, you could direct students attention to page 179 and read the information there so that they can expand on the vocabulary and expressions they can use when giving opinions on a topic. You can form pairs. You may need to make sure you don't need to clarify the questions. Monitor and provide any needed assistance. To check, you can invite volunteers to share their answers aloud, see if everyone agrees.

Teaching SOS

Not all your students will get along. If there is drama between your students separate them and don't make them work together. It won't be productive and your students will not be benefited from this type of dynamic.



Read this post and write the correct title of the article from the ones in activity 2.

14:30 PM

Graffiti can be anything from elaborate drawings to simple words or phrases. It started in the 60's with Darryl McCray, the first person in modern history to tag his nickname "Combread" all over the city of Philadelphia. By the 1980-90's graffiti had spread across the US and Europe.

But is graffiti a way a form of art or is it vandalism? I would like to make a distinction between two types of graffiti: street art and vandalism.

Writing names or offensive words in public places is an act of ownership, like marking someone's territory; it is gang language, or secret language meant to be understood by just a certain group of people. That is vandalism, while artists like Banksy, Fairey and others whose graffiti is street art do not want to own a space but to express a concept or make a comment as a way of interacting with the people. Public response to graffiti is related to how pleasing, innovative, surprising or relevant graffiti is, especially when it is located in exposed public places. Not all graffiti is illegal, in many cities artists have been given a space to create their art, and in some cases, artists have been asked to do particular pieces of graffiti art. Street art is powerful and unique because it is public, and it is not confined to a privileged private space like a museum.

Glossary

nickname: (n) an informal name for someone

gang: (n) group of criminals

Answer the questions in pairs.

1. What difference does the blogger make between different kinds of graffiti?
2. What's the author's opinion on the subject?

Language Reference

Expressing opinions, agreeing or disagreeing is a very common situation we face when talking to others. Go to pages 179-180 and increase your vocabulary learning expressions to use when giving opinions on a topic.

In groups, reflect on the following.

What do you understand by a *controversial topic*?

- > A topic of conflicting opinion.
- > A popular topic.
- > A topic that everybody agrees about.
- > A topic which includes polarized points of view.

Discuss in small groups.

Do you think graffiti is a controversial topic? Why?

5. In groups, reflect on the following.

You can form groups and encourage students to discuss and reflect on the question. You could ask them to first share everything that comes to mind after reading the question, without looking at the "options" to define it. Then, they can determine what they understand by choosing one or more of the options. You can invite all groups to share their opinions with the rest of the class.

6. Discuss in small groups.

While students discuss, you can monitor and make notes on language use. You might be able to use those notes for feedback at a later time or even to plan ahead so that you may help struggling students as you advance through this unit.

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7. Read these bloggers' opinions and write F (in favor of) or A (against) graffiti next to each post. Then underline the arguments you agree with. Compare your answers in pairs.

Tom S. Mar 10, 2019

Jenny K. Mar 13, 2019

Vera H. Apr 21, 2019

Simon P.

Mark F.

8. Complete the organizer summarizing the main arguments in favor and against graffiti in your notebooks. Include the information in the original post in activity 3.

Graffiti	
When graffiti expresses a concept or idea it is street art	

Glossary

tag: (v) to mark with a tag (or a graffiti artist's name used as their signature)

untidy: (adj) not arranged or organized properly

awful: (adj) bad or unpleasant

Unit 9 - What do you think?

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8. Complete the organizer summarizing the main arguments in favor and against graffiti, include the information in the original post in activity 3.

You can now read the instructions along with students. Clarify any doubts. You might want to set time limit for students to complete the table. Monitor and provide any needed assistance. If you consider this activity to be too challenging for individual students, you can form pairs and ask them to work together to complete the activity. You can draw a similar chart on the board and have volunteers complete it to check the answers. 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. *Don't forget to tag your graffiti. / My room is so untidy. / That smells awful.*



Use flashcards to play "Guess the word", divide students into teams. One student of each team sees the card and explains it to his/her team.

7. Read these bloggers' opinions and write F (in favor of) or A (against) graffiti next to each post.

You may want to go over the words in the glossary box before you begin this activity. You can tell students that they will now read opinions about graffiti and they have to determine if the blogger is in favor or or against and write that down. If necessary, read the blog posts as a class, if not, then ask students to do so individually. Monitor and help as needed. Then, you can invite volunteers to share their answers and explain what let them understand if the blogger was in favor or against graffiti.



9. Read and follow the suggestions below. It is time for students to begin working on their product for this unit, a debate. You can direct their attention to page 138 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You can form teams and ask them to follow the suggestions to begin working on their product. You can also have a short class discussion where you talk about fine arts if you consider it appropriate for your class. Encourage students to share opinions and write down everything they come up with so that they can begin organizing their information. Assist them when necessary. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can ask students to visit the web pages in the box to read some art blogs. You could ask them to share something interesting that their read on the blogs.

Check your Progress

Go to page 149. Read the achievements for Step 1. Evaluate your performance according to the scale provided.

Reading Time!

Do you like to read blogs? Have you read any art blogs? Try some of the following suggestions, they are great, interesting and fun!
<https://juxtapoz.com/>
<https://www.artistsnetwork.com/watch-learn/>

Reader Story - Debating.com
Track 49

Read pages 117 to 122 from the Reader's Book and discuss in groups: What is your opinion? Is art just for a few, or is it for everyone? Why? Do you like abstract paintings? Do you think the study carried out among art students and psychology students proves a point or not?

Product

Read and follow the suggestions below.

- Get together in teams of six. Choose one of the fine arts (music, visual arts, theater, dance, literature, films) and brainstorm topics related to that art that may give rise to strong opinions. For example: *Is electronic music, "real" music? Which is better, cinema or theater? Is art popular or is it just for a few people?* You can research online and browse books, encyclopedias and magazines for additional ideas on possible topics. Make a list in your notebook and have a vote on one of them.
- Think of the question to trigger the debate.
- Choose different sources of information that provide a wide range of opinions and points of view on the topic. Classify them in an organizer similar to the one in activity 8. You will use it in Step 2.

Reading Time!

Remember that 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 Story - Debating.com
Track 49

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 117 to 122, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Step 2

Discover What do you think makes something controversial?

1. Discuss the questions.
 Look at the picture. What kind of music do you think it is? How do you know? Do you like it? Do you think this kind of music can have a negative effect on young people?

2. Read this article, and underline the ideas that support your point of view on the subject.

Glossary

struggles: (n) a set of mental fights. The plural of struggle.
 issue: (n) a problem
 convey: (v) to communicate ideas or feelings indirectly.
 claim: (v) to say that something is true or is a fact even if there is no proof.

A Controversial Music Genre
 by Jennifer Ryley

Hip hop and rap started in the 1980s. Teens are specially attracted to this music style. The lyrics talk about emotional **struggles** during adolescence and about financial struggles from the lower socioeconomic sectors of society. In Latin-American countries, reggaeton, which combines reggae and rap, has become very popular too. Due to their popularity they surely influence youth culture, but do they influence teens in a positive or negative way? Many people believe that rap music is only about crime, drugs, and sex, but it is not always like that. Even though these are common topics, there are some rappers like Macklemore whose lyrics are about family values. Some of the good aspects about rap music are that it entertains and talks about social **issues**. It brings people together from all races and backgrounds. I have seen many people become friends just because they share their love for rap. In the US, it makes people aware of discrimination issues as many rappers are African American. But, rap music usually degrades women. They are treated disrespectfully and reduced to objects. Unfortunately, there are very few women artists in this genre. Another bad influence is that it often glorifies criminal behavior and uses bad language. Because of this, some parents who are worried about the messages **conveyed** by rap music have asked the music industry to label CDs with a warning. Many rap fans claim this is a form of artistic censorship. An American hip hop culture historian states that rap music can't be blamed for all the problems society has nowadays, but he also says that the impact of the most popular rappers nowadays cannot be denied and has contributed to add to the already existing problems. I think rap music affects adolescents for better or worse. The bad influence it may have can be minimized if teens also have other influences. Rap can reverse its negative image. Record companies should support and promote rappers with more positive messages and create a new reputation for this kind of music.

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Discover

1. Discuss the questions.

You can begin by calling students' attention to the picture and encourage them to describe what they see. You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You may want to go over the questions just to make sure everyone understands them. You could have students discuss them in pairs, small groups or you could even moderate a whole class discussion.

2. Read this article, and underline the ideas that support your point of view on the subject.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You might want to go over the glossary box before they begin reading. You can have volunteers read the words and the definitions. You can also ask them to come up with sentences where they use these words or share your own examples, e.g. *I struggle with concentration. / The biggest issue at the library is that people don't return the books. / I smile to convey that I am happy. / That man claimed he saw a dragon.* Then, you can have students read individually or have volunteers take turns to do so aloud. Students underline the ideas that support their point of view on the subject. If necessary, you can ask them to explain what "point of view" means (the particular way one considers a matter)

Step 2 Warm up

You can form groups and ask students to think about the uses and benefits of debates. Then, encourage them to share their ideas with the rest of the class.

At 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 form of 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Warm up

You can brainstorm controversial topics and write them on the board. Encourage students to say why those topics are controversial.



3. Reflect and answer in small groups.


You can form groups and encourage students to discuss and reflect on the question. You could ask them to first share everything that comes to mind after reading the question, without looking at the "options" to define it. Then, they can determine what they understand by choosing one or more of the options. You can invite all groups to share their opinions with the rest of the class.

4. Match some of the ideas in the article in activity 2 with their corresponding examples or explanations.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You might need to go over the sentences and clarify meaning and any doubts they might have. Monitor and provide any needed assistance. To check, you can invite volunteers to share their answers aloud, see if everyone agrees.

5. Look at how we can express the same idea in different ways. What changes? Share your ideas with a partner.

You might want to go over the instructions along with students first, then you could review the information in the Tips box and encourage volunteers to share an example using linking words, e.g. *I was happy they were here, however I couldn't wait for them to leave. / Although I am healthy, I enjoy eating ice cream every now and then. / She trained very hard, but she*



Reflect and answer in small groups.

How do you support your point of view on something?

- Rephrasing your point of view.
- Stating reasons.
- Giving examples and explanations.
- Because many people have the same opinion.
- Offering factual evidence.

Tips

Remember you can use linking words like *although*, *but*, *however* and others to connect ideas and synonyms when expressing someone else's ideas in your own words.

Match some of the ideas in the article in activity 2 with their corresponding examples or explanations.

1. Rap music brings people together.	They are treated disrespectfully and objectified. _____
2. Not all rap music is about crime, drugs and sex.	Record companies should promote rappers with positive messages. _____
3. It usually degrades women.	Parents have asked CDs to be labelled with a warning. _____
4. It glorifies crime and uses bad language.	Many people become friends because they share the love for rap. _____
5. Rap can reverse its negative image.	Macklemore lyrics are about family values. _____

Look at how we can express the same idea in different ways. What changes? Share your ideas with a partner.

An American hip hop culture historian states that rap music *can't be blamed for all the problems society has nowadays*, but he also says that *the impact of the most popular rappers nowadays cannot be denied and has contributed to add to the already existing problems*.

According to an American hip hop culture historian, rap music is *not responsible for all the present problems in society*, however he thinks that the most famous rappers have a *strong effect on youth that has made things worse*.

Language Reference

When we express the same idea in different ways, we call it **Paraphrasing**. To reinforce and review how to do this, go to page 180 in the Language Reference section.

Work in pairs. Discuss and rewrite the following sentences using the words in parentheses.

- Many people believe that rap music is only about crime, drugs, and sex, but it is not always like that. (Although / think / exceptions)
- I think rap music affects adolescents for better or worse. (believe / impacts / teens / good or bad way)

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couldn't win. Then, you can ask students to go over the paragraphs and ask them to discuss their ideas of what changes with a partner. Monitor and assist as needed. You might want to invite volunteers to share their ideas with the rest of the class.

6. Work in pairs. Discuss and rewrite the following sentences using the words in parentheses.

You can read the instructions along with students. Make sure everyone understands what needs to be done. Before they begin, you could ask them to read the information on page 180 to reinforce and review how to paraphrase. Perhaps you can first ask some questions to see what they remember and then direct them to the Language Reference section. Then, you can ask students to work in pairs to rewrite the sentences. Monitor and help as needed. You can invite volunteers to share their sentences on the board to check and correct as needed.

3. Record companies should support and promote rappers with more positive messages and create a new reputation for this kind of music. (record company's duties / back up / encourage / artists / good / give prestige)

7 Read these other opinions and check (✓) the ones you agree with. Underline the examples, explanations or information that broadens the ideas.



Many lines in rap songs express dissatisfaction about the world in general. Suffering and pain are the common themes of rap artists. In my opinion, it isn't good for teens to listen to this kind of messages.

I don't believe any form of entertainment is harming our youth. It is up to parents to raise their own children and teach them. Blaming entertainment makes no sense.

Rap music is being played over and over again. I consider this is the most dangerous and critical part of listening to this kind of music. The minds of the young are vulnerable, they become hypnotized.

If teens are listening to rap and hip hop and feel the need to join a gang, it is not because of the music they listen to, but because of the troubled environment they live in, the lack of parental guidance, a failing school system, and no involvement at all!

I listened to rap music, the same as my brother, and some of my cousins, and we are all soon to be college graduates. We are not violent or addicted to anything.

This proves that rap music does not always have negative effects on people.

It seems to me rap artists have a social responsibility. Innocent minds can be easily corrupted. The exclusion of violence and the incorporation of meaningful words will make it more beneficial for society.

Do you like music? Is Hip hop the same kind of music as Rap? Visit <https://www.urbandictionary.com/define.php?term=Rap%2FHip-Hop> where you'll read about possible differences. Then, share and express your opinion. What do others think?

Remember, when expressing ideas, opinions or discussing topics, use actions words to make your communication more interesting for others to engage and participate. Revise the verbs you are using and the correct tenses using the list on pages 189-192.

8 Complete the table with the expressions used to introduce an opinion or point of view.

Introducing opinions and points of view	In my opinion

TIPS

Remember to introduce your opinions with some of the expressions in activity 7. When paraphrasing, you can use synonyms, add connectors, and change the sentence structure.



9 Look at the opinions you agree with in this lesson and organize the information to write your argument about the effects of rap music on youth in your notebook. Rewrite the sentences and add ideas or examples of your own. Then share your text with a classmate.

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9. Look at the opinions you agree with in this lesson and organize the information to write your argument about the effects of rap music on youth in your notebook. Rewrite the sentences and add ideas or examples of your own. Then share your text with a classmate.

You can ask a volunteer to read the instructions aloud. You can set a time limit for students to identify the opinions they agree with and then ask them to write their argument. You can remind them that they can look back to previous activities to be able to rewrite the sentences and add their own ideas or examples. Finally, you can ask students to share their work with a partner. You could also invite volunteers to share their work with the rest of the class. If necessary, you can provide help for students that need it in order to write their own ideas or examples.

Link

You can encourage students to visit the web page in the box to read about the differences between hip hop and rap music. You can then invite volunteers to explain what those differences are.

TIPS

You can read the Tips box along with students or ask a volunteer to read it aloud. Invite them to share opinions. You can also give your own opinion about one of the speech bubbles in activity 6 to exemplify.

You may want to ask students to revise the list of verbs on pages 189-192 to expand their options when sharing opinions.

7. Read these other opinions and check (✓) the ones you agree with. Underline the examples, explanations or information that broadens the ideas.

You can read the instructions along with students. Make sure everyone understands what needs to be done. You might need to go over the information in the speech bubbles before we leave. Monitor and provide any needed assistance. To check, you can invite volunteers to share their answers aloud, see if everyone agrees.

8. Complete the table with the expressions used to introduce an opinion or point of view.

You can ask a volunteer to read the instructions aloud. Then, you can direct them to the tips box and ask them to read it too. You can ask them to identify the expressions in activity 6 that they can use to introduce their opinions. You can also ask them for examples of synonyms and connectors. Monitor as they work and help as needed. You can then allow students to share their opinions with the rest of the class.



10. Work with your teammates from the Create session in Step 1 and...

It is time for students to continue working on their product for this unit. You can direct their attention to page 142 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You can then ask students to follow the suggestions so that they can continue working on their debate. You might need to remind them to be respectful when sharing opinions and also when listening to others' opinions. Students can look back on what they learned on this step to rewrite their ideas. Monitor and help as needed. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can ask students to visit the web page in the box to learn more about the differences and similarities between artists and graphic designers. You can then invite volunteers to explain these differences with the rest of the class. You could also have a short class debate where students share what they understood.

Product


Work with your teammates from the Create session in Step 1 and...

- > Take out the information you gathered and the graphic organizer you made about the topic of debate.
- > Identify the points of view you agree with. Rewrite the ideas using your own words. Introduce your opinions with suitable expressions like the ones you identified. Add explanations or examples to broaden the concepts.
- > Organize your ideas and write a final edition of your personal point of view on the topic. Make sure it includes all your personal thoughts on the subject.

Save your work. You will use it in Step 3.

Check your Progress.

Go to page 149. Read the achievements for Step 2. Evaluate your performance according to the scale provided.



Reading Time!

Read pages 123 to 125 from the Reader's Book and discuss in groups: Is a graphic designer an artist? Why? Why not?

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Reading Time!


Reader Story - Debating.com Track 49


You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 123 to 125, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Step 3

Discover Why is it important to know how to give your opinion?

1. Discuss in groups.
 Do you read comics?
 If so, what do you enjoy most about them?
 What are your favorite ones?
 Do you think they should be taught in school?
 If so, which ones would you recommend and why? If not, why not?



2. Listen to some students and answer the questions in pairs.  35

1. What are they debating about?
2. Why does one of the students prefer reading books?
3. What do most of the students agree on?

3. Work in pairs. Listen again and complete the chart with the students' main ideas. Follow the examples.

You can learn many things from comics.	Superheroes are like modern gods				
--	----------------------------------	--	--	--	--

There are art blogs and comic blogs, but do you know how art has influenced comics? Read about this fascinating topic at: <https://en.99designs.com/mx/blog/design-history-movements/history-of-comic-book-styles/>

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Discover

1. Discuss in groups.

You may want to go over the questions along with students. Then, you can ask them to form groups and discuss them. You may need to remind them to speak in English. Monitor and help as needed. Next, you can invite a volunteer from each group to share what they discussed with the rest of the class.

2. Listen to some students and answer the questions in pairs.  35

You can first go over the questions so that students know what to look for while they listen. Then, you can ask students to work with a partner. You can play Track 35 as many times as you consider appropriate. You can also play and pause as required to give students time to answer the questions. Finally, you can invite volunteers to share their answers.

3. Work in pairs. Listen again and complete the chart with the students' main ideas. Follow the examples.  35

Students can work with their partner from the previous activity. You can then ask them to make notes to complete the chart. You may want to go over the examples with the class. Play Track 35 and decide on the best way for your students to complete the activity. You can play and pause or play the track several times. You can draw a similar chart on the board and invite volunteers to complete it to check.

Step 3

Warm up

Before the lesson prepare some strips of paper with some controversial ideas or topics. Present them to students and encourage them to share their opinions. You can do this as a class or by having them discuss in groups. You can also do this activity at some other point in the unit as an extra activity.

Link

You can ask students to visit the web page in the box to read some very interesting information about the history of comics. Then, you can invite volunteers to share something they learned that they didn't know before.

Warm up

Form groups and encourage students to share their opinion about different art expressions they enjoy. You could write some ideas on the board for them to discuss. You can also do this activity at some other point in the unit as an extra activity.




4. Complete some extracts from the dialog with the phrases in the box. Check your answers in pairs.

You may want to go over the extracts in the box and the sentences before you ask students to begin completing the activity. If you consider this activity to be too challenging, you can also form pairs or groups. You may want to set a time limit. To check, you can invite volunteers to read their answers aloud.

5. Work in pairs. Match the phrases in the box in activity 4 to their purpose.

Before you begin working on this activity, you could have students read the information on pages 179 and 180 to learn more expressions to use in a debate. Then, you can ask students to work in pairs to complete the activity. You might want to review the purposes before they begin. Monitor and assist as needed. To check, you can read purposes aloud and have volunteers share the corresponding phrase.



4 Complete some extracts from the dialog with the phrases in the box. Check your answers in pairs.

What do you think Some neurological experiments have shown
 Exactly to summarize In addition to that Some people think
 Ah, do you mean that such as

Language Reference
 You may learn more expressions to use in a debate on pages 179 and 180 of the Language Reference section.

... (1) _____ they have no educational value, but I think they do. Besides science you can learn lots of moral values too.

(2) _____ for example, superheroes can be the gods of a new mythology teaching us right from wrong? ...


...In comics you have pictures, there's no place for imagination.
 (3) _____ Kate?

...I think comics cannot replace real books, but there are some facts that cannot be denied. (4) _____ that comics can motivate teens or children who do not like reading to start doing it.

(5) _____! Also, I think they are useful when learning a second language. (6) _____ matching a picture with a text improves your memory.

(7) _____, we can learn writing, punctuation and grammar in our own language and in a second one. Also, they have characters, a plot, different settings, and a theme, so they can teach us literary concepts the same novels and short stories do.

...(8) _____ most of us seem to agree that comic books have a place in school, but could they be a substitute for books?

 **5** Work in pairs. Match the phrases in the box in activity 4 to their purpose.

To back up an opinion: _____

To sum up opinions: _____

To clarify: _____

To emphasize: _____

To exemplify: _____

To involve others in the conversation: _____

To introduce a generalized opinion: _____

To add information: _____

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Teaching SOS

Sometimes students might not understand the instructions. An easy solution is to use gestures, mime and repeat explanations using short and concise sentences.



Write your opinion on whether comics should be taught in school or not in your notebook. Give your reasons. You can rewrite some of the ideas in this lesson and add some of your own. Include some of the phrases in activity 4.



Work in groups of five. Have a debate on the topic. Use the information in your notebook and some of the expressions you learned in activity 5. You can record or video the discussion if you wish. Then write a summary of the main ideas.

Debate topic: Should comics be taught in school? Why / Why not?

To summarize, most / some / of us think that _____

because _____

Complete the table to assess each student's performance. Grade each aspect from 3 to 1.

Organization and clarity					
Use of arguments (giving reasons to support ideas)					
Presentation style (tone of voice, clarity of expression)					
Total score					

3= very good
2= good
1= fairly good

Tips
You can say: *Could you repeat that, please? Could you say that again, please? Do you mean that...? to ask for repetition or clarification.*

Unit 9 • What do you think?

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Write your opinion on whether comics should be taught in school or not in your notebook. Give your reasons. You can rewrite some of the ideas in this lesson and add some of your own. Include some of the phrases in activity 4.

You can read the instructions aloud along with students. Make sure everyone understands what needs to be done. You can remind them to work in their notebooks and that they can look back to previous activities for help when writing their opinions and giving their reasons. Monitor and help as needed.



Work in groups of five. Have a debate on the topic. Use the information in your notebook and some of the expressions you learned in activity 5. You can record or video the discussion if you wish. Then write a summary of the main ideas.

You can now form groups of five for students to have a debate on the topic. Students can use what they wrote during the previous activity for the debate. If the resources are available, ask students to record their debate. You might need to act as a moderator and have groups take turns to debate in front of the rest of the classroom. You can complete this activity in a manner that best suits your class and students. Students can then write the summary of their debate and share that aloud with the rest of the class.

Complete the table to assess each student's performance. Grade each aspect from 3 to 1.

You can direct students' attention to the table. You can read it along with students to make sure everyone understands it. Ask them to work with their groups from the previous activity and complete the table. Monitor and provide any needed assistance. You can invite volunteers to share their table and reasons for their grades with the rest of the class.

Link

You can ask students to access the web page in the box to read about what comics can teach us about life. You can tell them that they can use what they learn as part of their opinion for the debate or you can have a small class debate where they share their opinion about what they read.

TIPS

You can read the Tips box along with students or ask a volunteer to read it aloud. You could ask them some questions and then, after they answer, use the questions in the box to exemplify.

Create

9. Work with your teammates from the Create session in Step 2 and...

It is time for students to continue working on their product for this unit. You can direct their attention to page 146 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done.

Ask students to follow the suggestions so that they can continue working on their debate. You can tell them that they can use the table in activity 8 on page 145 as an example for the aspects they'll assess or they can come up with their own, even if it is different, as long as it is clear and they can use it for their debates. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can ask students to visit the web page in the box to learn more about DJs. Then, you can invite volunteers to share their opinion on how to become a DJ and if they'd like to be one.

Create
Product

Check your Progress


Go to page 149. Read the achievements for Step 3. Evaluate your performance according to the scale provided.

Work with your teammates from the Create session in Step 2 and...

- > Decide how you are going to evaluate each member's performance in the debate. Agree on the aspects to be assessed. You can use the table in activity 8 on page 145 as a guide and include some additional aspects to be evaluated, for example: if the person was persuasive, able to defend himself/herself, expressed weak/strong arguments, etc.
- > Draw the table to show the level of performance and define the grade scale as you did in activity 8 on page 145.

Save your work. You will use it in the Show Time session.

You have read about blogs, different kinds of art, graphic designers, comics but, what about music? DJs are very creative people and an example of art in music. Look at what one needs to become a DJ, visit: <https://passionatedj.com/how-to-become-a-dj-ultimate-guide/>



Reading Time!

Read pages 126 and 127 from the Reader's Book and discuss in groups. Do you think a DJ is a real musician? Why? Why not?

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Reading Time!

Reader Story - Debating.com

Track 49

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 126 to 127, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Product

SHOW TIME 9

As you learned throughout this unit, some aspects of the fine arts may be controversial. During this unit you worked with your classmates to choose a topic to discuss in a debate and collected information to be able to write your own point of view. Now it's time to have your debate. This activity will help you to gain confidence when speaking in English. Pay attention and monitor the way you express your ideas and the way you use your body language. It will also help your fluency in the language.

- Get together with your teammates and take out the text with your own opinions about the topic.
- Take some minutes before the debate begins to check that the ideas in your text are clear. Remember to broaden the information with examples and explanations so that your arguments are persuasive and clear. Before you start, designate a coordinator, and decide the order in which you will speak and the minutes you will be allowed to speak.
I think we should have two minutes to express our ideas and then the person on our right gives her or his opinion.
- Sit together with your teammates to debate. Listen to them respectfully and use your text to express your opinions and exchange points of view. You can make a video recording of the debate and then play it for the rest of the class.
- After or during the debate, take out your evaluation instrument to grade your teammates' performance. Then share your results with your team to provide your classmates with feedback.

Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.

Read pages 128 to 130 from the Reader's Book and discuss in groups. Have you read a story and then watched its film, or vice versa? If so, which one was better? If you haven't, would you like to do it? Why? Why not. Before you continue with the next unit, visit the Language Reference section on pages 179 and 180 to clarify and reinforce the language learned in this unit.

Check your Progress

Go to page 149. Evaluate your performance during the presentation of the final product in the Show Time section. Then, solve the evaluation on page 150 individually. When finished, share your grade with your teacher.

Reading Time!

What makes a book become a film? Visit: <https://www.oprahmag.com/entertainment/books/g25451497/books-made-into-movies-2019/> and find out about books, films, authors and movie makers. Enjoy as you learn!

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teammates' with feedback. At the very end, you can invite students to share their opinion about the experience of having a debate.

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 and help students by clarifying doubts and checking on their answers.

Reading Time!

Reader Story - Debating.com Track 49

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 128 to 130, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Link

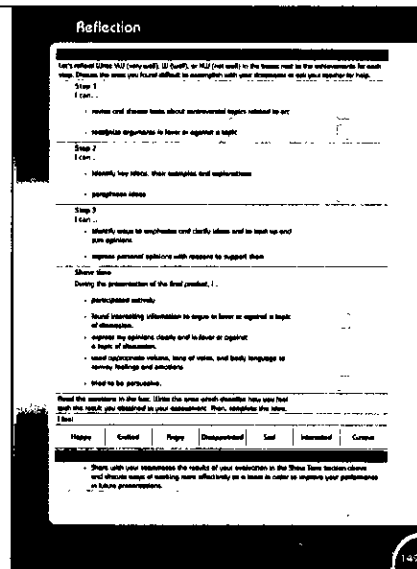
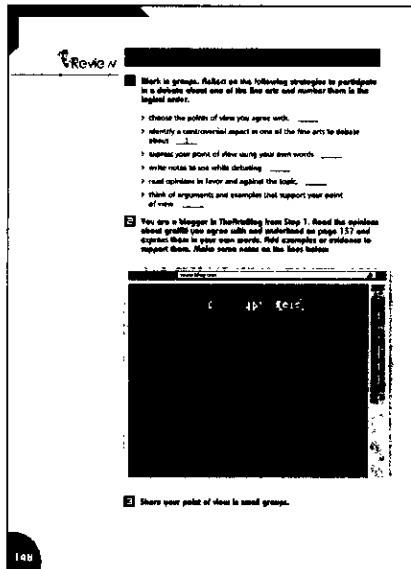
You can ask students to visit the web page in the box and make notes so that you can have a short class debate about books that are made into movies.

You may want to remind students that they can review this unit's grammar on pages 179-180.

Product

A Debate

It is time for students to present their product that they have worked on during this unit. You can encourage them to first think and share their ideas about why debates can be useful and what they think is the hardest or easiest part of having a debate. You can direct their attention to page 147 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Ask students to follow the instructions so that they can have their debate. You might need to remind everyone to be respectful. You may want to have the teams take turns to debate or have them all debate at the same time and monitor. You can remind students to evaluate their teammates' performances as they debate. You can set aside some time to have students share their results and provide their



Review

1. Work in groups. Reflect on the following strategies to participate in a debate about one of the fine arts and number them in the logical order.

You may want to go over the strategies once students are with their groups and clarify any doubts. You might want to remind them that they can look at previous lessons if they need to. Monitor and help as needed. You could invite a volunteer from each group to share how they ordered the strategies and why so that you can work together to correct any mistakes, if necessary.

2. You are a blogger in TheArtsBlog from Step 1. Read the opinions about graffiti you agree with and underlined on page 137 and express them in your own words. Add examples or evidence to support them. Make some notes on the lines below.

You may want to go over the instructions along with students and clarify any doubts. You can then ask students to go to page 137 and identify the opinions they underlined so that they can express them in their own words. You could share some questions that could help them better express the opinions in their own words: *Can I identify key elements from the opinion when I put it in my own words? Can I remember elements of the opinion from memory in order to prepare to put it into my own words? How can I write a new sentence that keeps*

the original meaning of the opinion? You may want to remind them to include examples or evidence and to make their notes. You could monitor and provide any needed help.

3. Share your point of view in small groups.

You can now ask students to get together into small groups and share their points of view using their ideas from Activity 2. Encourage them to share the evidence or examples they used to support their opinions. You could use this moment to walk around the classroom and make notes so that you may share some feedback with your students once the activity is over.

Reflection

You can encourage students to share what they think they can learn or have learned about their performance or learning through this type of reflection. You can direct them to read the emotions in the box and encourage them to describe how they feel with their results. 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 are not a laughing matter and anyone who is disrespectful will face consequences. Finally, encourage students to work with their product teammates to share their results and discuss ways to work more effectively as a team. You can also ask them to share their ideas with the rest of the class.

Name _____ UN _____
 Date: _____ Grade _____

- 1 Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

How I am able to...	Always	Usually	Sometimes	Never
1. research a debate topic using different sources of information.				
2. understand the main ideas and details in a text.				
3. classify arguments in favor and against a certain topic or idea.				
4. paraphrase information that broadens and exemplifies my point of view on a topic.				
5. use expressions to express my opinions, clarify or emphasize my points of view and to involve others in a conversation.				
6. give feedback to assess my classmates' participation in a debate.				

- 2 Use the results to decide which aspects you still need to work more on or ask for help.

Evaluation

You can direct students' attention to the Evaluation Instrument on page 150 and explain that this evaluation is something they have to answer 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 this 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 _____ LN _____

Dates: L1 _____ L2 _____ L3 _____ Grade _____

Evaluation Instrument - Value Scale

Assessment

Let's reflect! Write a check (✓) next to the achievements you accomplished at the end of each lesson. Cross out (X) the ones you didn't accomplish and discuss them with your classmates or ask your teacher for help.

Lesson 1

- ▶ Understand the general sense of a poem.
- ▶ Identify rhyme patterns in poems.
- ▶ Reflect on emotions generated by poems.

Lesson 2

- ▶ Identify and express feelings generated by a poem.
- ▶ Create mental images based on the reading of a poem.
- ▶ Reflect on emotions generated by poems.

Lesson 3

- ▶ Identify and express feelings generated by a poem.
- ▶ Identify and express feelings generated by a poem.

Lesson 4 Show time

During the presentation of the final product, I...

- ▶ Participated actively.
- ▶ Expressed my opinions and feelings when exploring and selecting poems
- ▶ Performed my part successfully when presenting the Final Product.
- ▶ Used appropriate volume, tone of voice, and body language to convey feelings and emotions
- ▶ Promoted respect and collaboration among the members of my team

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

- ▶ Share with your teammates the results of your evaluation in Lesson 4 above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Unit 10

Stand up for your rights!

Step 1

Discover



What are human rights?



1 Work in pairs. Read these rights of children and adolescents and discuss: What other rights do you know? Check answers with another pair.

- > Right to adequate food and healthcare.
- > Right to quality education at no cost.
- > Right to protection.
- > Right to enjoy free time, rest, play and enjoy cultural, artistic and sports activities.



2 Read the information below and discuss: Which of the rights above do you think child labor affects? How can it affect them? Write down your ideas in your notebook.

There are about 168 million children aged 5 to 17 in child labor around the world. According to a report issued by the INEGI in 2016, 8 out of 100 children and adolescents under 18 work in Mexico. That amounts to almost 2.5 million. Many teens under 16 work more hours than allowed by law.

Unit 10 · Stand up for your rights!

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Achievements

- Present initial approaches
- Assume an own posture and participates in others
- Gives counterarguments and stands up during a discussion

Step 1

Warm Up

You can begin by discussing as a class why it is essential for people to have human rights.

Unit 10

Stand up for your rights!



Discover



1. Work in pairs. Read these rights of children and adolescents and discuss: What other rights do you know? Check answers with another pair.

You can read the instructions along with students. Make sure everyone understands what needs to be done. You can then form pairs and ask them to read and discuss the rights. You might need to remind them to also share the rights they know. You may want to set a time limit before you ask them to get together with another pair and share their answers and ideas. You can also have volunteers share what they know with the rest of the class.



2. Read the information below and discuss: Which of the rights above do you think child labor affects? How can it affect them? Write down your ideas in your notebook.

You may want to go over the instructions along with students before you ask them to read and write the answers to the questions in their notebooks. You can invite volunteers to share their answers aloud, see if everyone agrees. You may want to encourage students to explain their ideas.



Use flashcards to play "Guess the word" question edition, divide students into teams. One student of each team sees the card and the rest of the team ask questions to guess it.

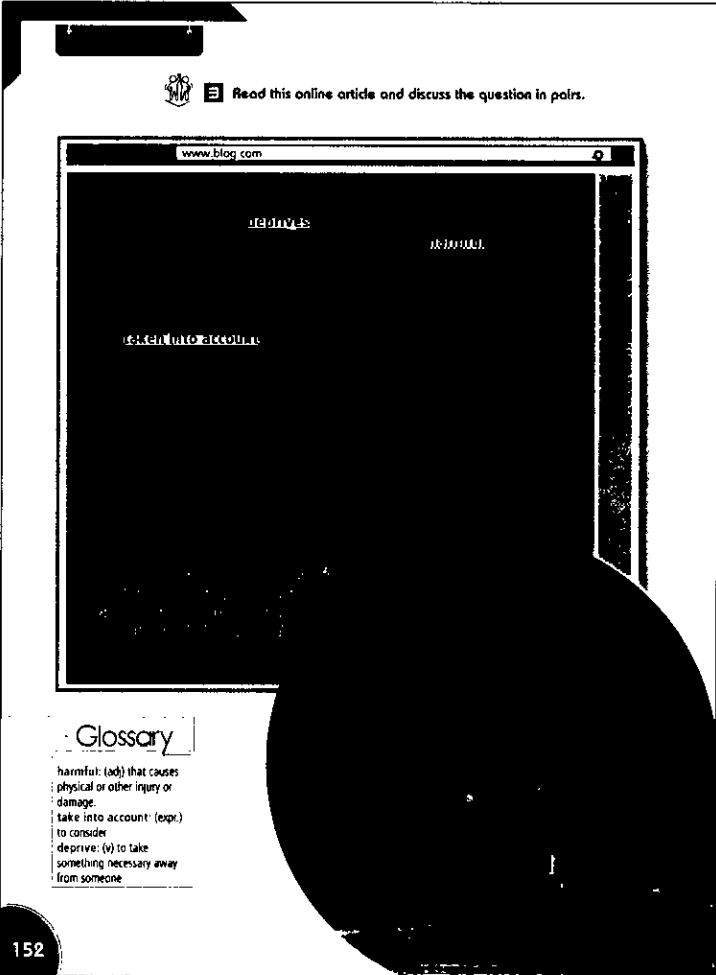
Unit 10

Stand up for your rights!

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3.  Read this online article and discuss the question in pairs.

You may want to review the glossary words in the box before you ask students to read the article. You can have volunteers take turns to read the article aloud or ask them to read it silently. Then, you can form pairs and ask them to discuss the question. You might want to remind them to speak in English. You can also invite volunteers to share their ideas with the rest of the class.



The image shows a screenshot of a blog post on a computer screen. The browser address bar shows 'www.blog.com'. The main content of the blog is mostly obscured by a large black circle. Below the main content, there is a 'Glossary' section with the following text:

Glossary

- harmful: (adj) that causes physical or other injury or damage.
- take into account: (exp) to consider
- deprive: (v) to take something necessary away from someone

The page number '152' is visible in the bottom left corner of the screenshot.

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. Smoking is harmful. Before you adopt a dog, you have to take into account the expenses it will generate. He was deprived of his civil rights.

6. Read this other article on the web and underline three ways to stop child labor you think would be the most effective.

You can first go over the words in the glossary box. Then, you can ask students to read the article and underline three ways to stop child labor according to their own opinion. If you consider this activity to be too challenging for individual students, you can form pairs and ask them to work together to complete the activity.

Glossary

ban: (v) to forbid, prohibit.

wages: (n) the money earned by an employee, when paid for the hours worked.

scholarship: (n) an amount of money given by a school to pay for the studies of a person.

awareness: (v) knowledge or understanding of a situation.

E Read this other article on the web and underline three ways to stop child labor you think would be the most effective.

Child labor is still a problem in the 21st century. Companies employ children and teens and make them work long hours, sometimes in dangerous conditions, for a very low payment and without the Government, NGOs, and people's actions can help solve the problem.


Laws should ban child labor and also state clearly the number of hours teenagers are allowed to work and the wages they should be paid.

We should all be mindful consumers by researching the companies we buy products from to check they do not use child labor to produce their products.

Improving education is a must. Schools should provide free meals and type scholarships to students who need money. Donating to charities that support children and teens with low income families, and for volunteering at non-profit organizations to defend human rights can also be helpful.

Organizing events and campaigns at our school and in our community to raise awareness of the problem is important too. Media is a powerful way to communicate ideas to a large number of people. Expressing our thoughts on social media and writing columns in local newspapers and magazines are useful ways to express our thoughts and make people aware of the problem.

We can all be the change.



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. *Smoking is banned at school. // People earn low wages there. // I applied for a scholarship. // Let's raise awareness on the topic.*



8. Read and follow the suggestions below. It is time for students to begin working on their product for this unit. You can direct their attention to page 156 and ask them to read the information.

They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. You can then form groups and ask students to read the suggestions so that they can begin to work on their product for this unit, a discussion. You can tell them to access the suggested web page to learn more about Children's Rights. Assist them when necessary. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can encourage students to visit the web page in the box to learn more about the right to protest. Then, you can invite volunteers to share their opinion about this right with the rest of the class.

Product

Check your Progress

Go to page 167. Answer the questions to assess your learning achievements.

Read and follow the suggestions below.

- > Get together in teams of six. Do some research on adolescents' rights. You can surf the web and browse books and encyclopedias to find information. You can also visit this page <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx> to know about the Convention on the Right of the Child.
- > Choose some rights you want to discuss about and make a list on a sheet of paper. You can choose any of the rights listed in activity 1 on page 151 or others.
- > Point out controversial aspects that may arise from the rights you chose, as in activity 2 on page 151. In order to spot the controversy, ask questions like: *Does this mean that adolescents can...? or What is meant by...? What actions could...?* etc. Make a chart that includes the rights you chose in 2, and their corresponding aspects that can generate disagreement or discussion.

Save your work. You will use it in the next step.

Why is Human Rights so important? Is there a right for teenagers to protest about something? Is it good to protest? Read more about Human Rights and find out about the right to protest at: <https://www.tmworld.com/perspectives/right-to-protest-at-forefront-of-human-rights-day-32059>

Reading Time!

Read pages 131 to 134 from the Reader's Book and discuss in groups: What suggestion does Paul make for teens to be heard? Do you have student meetings at school? If not, would you like to have them? What topics do you think need to be discussed at school?

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Reading Time!

Remember that 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 Discuss Our Rights

Track 50

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 117 to 122, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Step 2

Discover

Why do you think children have rights different to the rights of adults?



1 Read about one of the children's rights and discuss the questions in groups.

According to Article 12 of the Convention on the Rights of the Child, children and teens are entitled to the freedom to express their opinions and to have a say in issues affecting their lives. They have the right to influence decisions on matters that may be relevant to them. This right recognizes the potential of children to share perspectives and to participate as citizens of change and prepares them for an active role in society.

1. What decisions have been made lately at home, school and within your neighborhood or community?
2. Did you have the chance to participate?
3. If so, were your opinions considered?
4. Could you influence the decision-making process?

2 Listen to three friends discussing and circle the correct options. Check your answers in pairs.  37

1. Ted, Max and Cindy want ...
 - a) a news sports club.
 - b) a place to play sports without having to pay.
 - c) a new mall.
2. Ted proposes to ...
 - a) express their point of view to the City Hall.
 - b) send a letter to the neighborhood council.
 - c) reach an agreement with Max and Cindy.
3. Cindy disagrees with him because...
 - a) the neighborhood council is a better option.
 - b) the City Hall didn't listen to them on a previous occasion.
 - c) they solved the garbage problem, but they had to put a lot of pressure.
4. Max suggests going to the neighborhood council because ...
 - a) the local police will support them.
 - b) the neighborhood watch program was effective.
 - c) it showed a positive reaction to solve a safety issue.

Glossary

entitle (v) to have the right
issue (n) a subject or
problem

Language Reference

To express opinions on a topic, we connect ideas and use different expressions to convey meaning. Go to pages 181-182 in the Language Reference section and learn about these expressions and connectors.

Unit 10 - Stand up for your rights!


157

Step 2

Warm Up

You can form small groups and ask them to take turns to discuss how human rights help keep them safe. You can also do this activity at some other point in the unit as an extra activity.

Discover

1.  Read about one of the children's rights and discuss the questions in groups.

You can go over the instructions and questions along with students. Then, you can have them read the text. You can let them get into groups and discuss the questions. Monitor while they discuss. You might need to remind them to speak in English. You can invite volunteers to share their ideas with the rest of the class.

2. Listen to three friends discussing and circle the correct options. Check your answers in pairs.  37

You can read the instructions along with students. Make sure everyone understands what needs to be done. You can then go over the sentences and options before you play the track. Play Track 37 so that students can complete the activity. You may choose to play and pause or to play it several times. To check, you can elicit the answers from volunteers.


You may want to ask students to read the information on pages 181 and 182 to review the different expressions and how we can connect ideas to convey meaning when we express opinions.

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Warm Up

You can play hangman or another similar game to review vocabulary from this lesson. You can also do this activity at some other point in the unit as an extra activity.



3.  Read this part of the conversation and underline the sentences expressing opinions in one color and the facts that support them in another one. Check your answers in pairs.


You can read the instructions along with students. Make sure everyone understands what needs to be done. You might want to elicit an example of a sentence that expresses opinion and another one with facts that support it. You can also go over the glossary box before they start reading. Monitor and provide any needed assistance. To check, you can invite volunteers to share their answers aloud, see if everyone agrees.

4. Match the words with their function. Then circle another example of each one in the conversation above.

You may want to go over the words and functions before they begin this activity. Monitor and provide any needed assistance. To check, you can invite volunteers to share their answers aloud, see if everyone agrees.

Link

You can ask students to visit the web page to learn more expressions to use when expressing their opinions. You can ask them to write the ones they like the most and then have a short class discussion about a human rights topic where they use what they learned.



3 Read this part of the conversation and underline the sentences expressing opinions in one color and the facts that support them in another one. Check your answers in pairs.

Cindy: It's not a good idea Ted. When we had that garbage problem some time ago, even though we sent them a letter and an e-mail asking them for more trash cans they didn't answer, so the problem continued.

Max: What about talking to the people in the neighborhood council, first? I'm sure they are going to support us. Do you remember last year our families complained because although there were some police cars patrolling the neighborhood, there were still many burglaries? Well, the council took action by starting a neighborhood watch program that worked together with the police and as a result there was less crime.

Glossary

burglaries: (n) a set of crimes of illegally entering a building and stealing things

4 Match the words with their function. Then circle another example of each one in the conversation above.

What if ...?	to express consequence
Even though	to make a suggestion or proposal
As a result	to express a contrast

5 Read and complete the next part of the discussion with the words in the box. Then listen and check. 38

so that What about however You're right Let's

Cindy: Wait, wait...we can't send an e-mail just the three of us. It's not representative of all the kids and teens in the neighborhood. _____ do a survey; _____ all of us have a say in this matter.

Max: I don't think that's the best way. It will take us a long time. _____ social media? It's faster to get in touch, at least with all the people in the neighborhood we know.

Ted: _____ Let's make this proposal at school too! Most of the kids in this neighborhood go to our school.

Cindy: Great. That would cover great part of the area. _____ there are still some kids who live here, but don't go to our school.

Max: Well, those we will have to go door to door...we can start tomorrow by...

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 was a burglary at the Smith's house.*

5. Read and complete the next part of the discussion with the words in the box. Then listen and check. 38

You can read the instructions along with students. Make sure everyone understands what needs to be done. You can go over the words in the box and the sentences and clarify any doubts. You may want to play Track 38 as many times as necessary for students to complete the activity. Monitor and provide any needed assistance. To check, you can invite volunteers to share their answers aloud, see if everyone agrees.

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 was a burglary at the Smith's house.*

- E** Work in pairs. Complete this chart with all the proposals Ted, Max, and Cindy discussed and the arguments in favor or against them.

Topic: building a public sports facility instead of a mall

Proposal	Reasons (if why, why not)
City Hall	wasn't helpful in the past

- Z** You have the same situation in your neighborhood. Think of possible actions you could take to be heard. Write your ideas on the lines below. If possible, give evidence to support them.

Tips

You can make a proposal by saying *Let's imagine that... What would happen if...? Why don't we...?*


To contrast ideas, you can use words such as *although, but, while, whereas, among others*.

To express the consequences or result of something you can use: *consequently, therefore, then, so, etc.*

- E** Work in pairs and compare your ideas.

Unit 10 - Stand up for your rights!

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- 6.**  **Work in pairs. Complete this chart with all the proposals Ted, Max, and Cindy discussed and the arguments in favor or against them.**

Now, you can form pairs and ask students to complete the chart with the proposals students heard during the conversation and all the comments for and against it. You may want to elicit some examples to clarify before they begin. Monitor and provide any needed assistance. To check, you can invite volunteers to share their answers aloud, see if everyone agrees.

- 7. You have the same situation in your neighborhood. Think of possible actions you could take to be heard. Write your ideas on the lines below. If possible, give evidence to support them**

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You can first ask them to brainstorm ideas that can help them choose what to do. Then, they can write down their ideas on the lines below. You may want to go over the Tips box before they begin. Monitor and provide any needed assistance. To check, you can ask volunteers to share their answers aloud, see if everyone agrees.

- 8.**  **Work in pairs and compare your ideas.**

You can now form pairs and ask students to exchange and compare their ideas from activity 7. Monitor and remind students to speak in English. You can invite volunteers to share their ideas with the rest of the class.

TIPS

You can read the Tips box along with students or ask a volunteer to read it aloud. Encourage them to share examples even if they are from activities in the book. You can share your own examples if you want to.

Teaching SOS

A good way to deal with your students' varying levels of English proficiency is to ask them to work in pairs. Remember that sometimes students are more receptive when a peer explains something.



9. Work with your teammates from the Create session in Step 1 and...

It is time for students to continue working on their product for this unit. You can direct their attention to page 160 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product. You can ask students to follow the instructions so that they can continue working on their discussion. You may want to brainstorm ideas about where they can research their topics and how to do it. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Link

You can ask students to visit the web page in the box to read about associations that help children and teens in Mexico. You might want to encourage them to write down what they consider interesting so that they can share it with the rest of the class.

Check your Progress
Go to page 167. Answer the questions in Step 2 to assess your learning achievements.

Work with your teammates from the Create session in Step 1 and...

- Look at the rights and controversial aspects you listed in the previous session and think of possible situations where you would like your rights to be taken into account, as in the situation in activity 2 on page 157. Decide in groups, what situation or what controversial aspect you are going to discuss.

I think we should discuss our right to participate in...

Or we could discuss...

- Do some research on the topic and then write your personal point of view stating the actions you think are the best to attend your right. Make sure you add evidence to support your ideas as in activities 6 and 7 on page 159.

Save your work. You will use it in the next Step.

Do you know how many associations that help children and teens you can find in Mexico? Surf the net and read about them. Visit <https://www.centroalmexicoyouthfund.org/home.html> and read about an association that helps children and teenagers in many ways.

Reading Time!
Read pages 135 to 137 from the Reader's Book and discuss in groups. What was the purpose of the UN project carried out in Brazil? What were some of the activities? What were some of the results achieved? Do you know of any similar project in your country?

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Reading Time!

Reader's Story - Let's Discuss Our Rights Track 50

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 135 to 137, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.


Step 3

Discover WHILE IT'S GOOD TO KNOW YOUR COUNTRY, IT'S BETTER TO DISCUSS IT.

1 Discuss in pairs.
What do you think are the negative impacts of violence and aggressive behavior; for the person who experiences it, and for the one who exercises it?

2 Check (✓) the consequences you think both, violent people and people who suffer violence may experience. Compare your answers in pairs.


physical injuries _____	problems at home and at school _____
loneliness _____	lose love and respect of friends and family _____
isolation _____	depression, and/or anxiety _____

3 Listen to some students discussing and answer the questions.  **39**

1. What problem are they talking about? _____
2. What example does Joanna mention? _____
3. Why do teachers find it difficult to stop the problem according to Kevin? _____
4. What right does Brenda mention? _____
5. What does Joanna propose? _____

4 Listen, read and underline the argument Mike gives and two counter-arguments. Discuss in pairs:

1. Are the counter-arguments supported by evidence?
2. Do they make Mike change his mind?

Mike: I think the school must show zero tolerance to violence.  **40**

Brenda: When you say zero tolerance do you mean for example, suspending or expelling students?

Mike: Yes, exactly.

Joanna: I don't think that's the best way to solve the problem. Studies show that "the three strikes and you're out" policy has done more harm than good. Sometimes it may even make matters worse.

Kevin: At my cousin's school they carried out a program called Safe Schools and as a result, bullying and violence decreased. It was a whole school approach; all the students took part, not only the violent ones.

Mike: Well, maybe you're right, perhaps punishing single students isn't the best way, a long-term program involving the whole school could be the solution.

Joanna: I think that we can participate in any program we propose. For example, one to promote respect, and help teachers and staff to develop school policies.

Unit 10 - Stand up for your rights! **161**




1. Discuss in pairs.

You might want to go over what students need to discuss to make sure everyone understands it. You may need to remind students to speak in English. You can set a time limit and then you can invite volunteers to share their ideas with the rest of the class.

2. Check (✓) the consequences you think both, violent people and people who suffer violence may experience. Compare your answers in pairs.


You can go over the instructions and the consequences along with students and clarify any doubts. You can also read the information in the glossary box to clarify the meaning of those words. You can then ask them to complete the activity individually. Encourage students to compare their answers in pairs. Finally, you can invite volunteers to share their answers with the rest of the class.

3. Listen to some students discussing and answer the questions.  **39**

You can go over the questions along with students and clarify any doubts. Then, you can play Track 39 as many times as you consider necessary for students to be able to answer the questions. Monitor and provide any needed assistance. To check, you can ask volunteers to share their answers aloud, see if everyone agrees.

4. Listen, read and underline the argument Mike gives and two counter-arguments. Discuss in pairs.

1. Are the counter-arguments supported by evidence?
2. Do they make Mike change his mind?

 **40**

You can go over the instructions along with students. You might want to tell them to keep the questions in mind as they listen to the discussion so that they can underline the necessary information. Play Track 40. You can then form pairs and ask students to discuss the questions. You can invite volunteers to share their opinions with the rest of the class.

Step 3

Warm Up

Form groups and ask students to discuss the purpose of a survey. Then, have them think of a topic they could make a survey about for their school and who they'd ask to complete it.

At 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. You can choose to discuss the question as a class or you can form groups or pairs and set a time limit for students to share their ideas. Finally, you can invite volunteers to share their ideas with the rest of the class.

Warm Up

You can have a short class discussion where students share reliable sources of information and explain why they are reliable and the type of information you can find in it.



5. Work in pairs. Complete this summary of the discussion with sentences from the conversation in Activity 4.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You can form pairs and ask students to discuss the sentences from the conversation in Activity 4. You might want to ask students to review the information on page 179 about giving an opinion and also go over the incomplete summary before you ask students to complete it. Monitor and remind students to speak in English. You can have different volunteers read their summaries aloud to the rest of the class so that you can see how much they've understood.

6. Read and complete the last part of the conversation in pairs. Use some of the expressions in Activity 5. Then compare your answers with another pair.

You can have students read and complete the last part of the conversation in pairs. You might need to remind them to use expression in Activity 5. Then, you can form groups and encourage them to exchange their answers. You can also have a volunteer from each group read their conversation aloud or you can even have volunteers act out the conversation for the rest of the class.

Language Reference

Remember that using the correct expressions and terms when giving an opinion makes a great difference in communicating with others. Go to pages 181-182 and review or choose expressions you may need to give your opinion on different topics.

5 Work in pairs. Complete this summary of the discussion with sentences from the conversation in Activity 4.

Mike makes a proposal and Brenda asks for clarification by asking _____?

Joanna disagrees with Mike by saying _____ and gives evidence to support her answer.

Kevin makes another proposal and Mike changes his initial point of view by saying _____.

Joanna expresses her wish to be part of the solution when she says _____ and then gives an example.

6 Read and complete the last part of the conversation in pairs. Use some of the expressions in Activity 5. Then compare your answers with another pair.

Kevin: Why don't we have classroom meetings to discuss this problem for a start?

Brenda: (*disagrees*) _____

Joanna: I read an online article that mentioned school ambassadors. Students are trained to notice cases of bullying and are taught friendly actions to respond.

Kevin: (*asks for clarification*) _____?

Joanna: Yes, that's the interesting part. The program gives students skills to speak up and take effective actions when they notice bullying.

Kevin: (*changes his initial point of view*) _____

Brenda: What about teachers and the rest of the school staff?

Joanna: They are part of the program too and support us.

Mike: (*agrees*) _____

Brenda: (*suggests talking to the principal*) _____

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7 Read this leaflet with some ideas on how to prevent and stop bullying and check (✓) the ones you think are the best.

Stop Bullying! Take action now by...

- > creating a school safety committee formed by parents, students and teachers.
- > improving school facilities to avoid risk areas where there is no adult supervision.
- > training school staff to enforce school rules and policies and giving them a set of action to implement the moment they detect a bullying or violent situation.
- > including rules and policies in everyday interactions. Teachers and students discuss rules in class.
- > designing a reporting system to report rule violations so that students face consequences when rules are broken.
- > carrying out anonymous surveys to assess bullying and violence and detect its frequency and types, the places where violent situations usually take place, and attitudes adopted.
- > implementing group treatment for students who bully.
- > involving the students who bully in making amends or repairing the situation.

Glossary

facilities: (n) buildings, equipment and services provided for people to use
policies: (n) a set of ideas or a plan of what to do in particular situations agreed on by an organization, a group of people, a government, or a political party

Is there someone you know being bullied? Would you like to help that person? Find out how you can do it visiting: <https://kidshealth.org/en/teens/expert-bullying.html> and always turn to your family, teacher and school authorities for help.

E Write some arguments to support the ideas you checked above.

TIPS

You can use expressions such as: Are you sure that...? Do you really think...? to question others' arguments or ideas. You can say: I think I don't get it... What do you mean when you say...? to clarify ideas and concepts.



E Work in groups. Discuss about the best approach to stop violence and bullying at school. Use suitable expressions to clarify doubts, express your agreement or disagreement and change your point of view if appropriate.

7. Read this leaflet with some ideas on how to prevent and stop bullying and check (✓) the ones you think are the best.

You can begin by inviting students to share their opinion on bullying. You could also encourage students to visit the link on the box and read about how they could help someone who is being bullied. This could also be a good moment to remind students that regardless of our differences, we should always treat others with respect. Then, you can read the instructions along with students. Make sure everyone understands what needs to be done. You can ask students to read silently or do it as a class. Then, you can invite volunteers to share the ideas they checked with the rest of the class.

8. Write some reasons to support the ideas you checked above.

Now you can ask students to individually write some reasons to support the ideas he checked in activity 1. You can remind them that they can look back on previous activities for help. Monitor and help as needed. You can form groups and ask students to take turns to share her ideas and opinions. You can also invite volunteers to share their arguments with the rest of the class. You could even have a short class discussion about the topic.

9. Work in groups. Discuss about the best approach to stop violence and bullying at school. Use suitable expressions to clarify doubts, express your agreement or disagreement and change your point of view if appropriate.

You can now go over the instructions along with students so that they understand what they'll be discussing, you can give them some minutes to come up with their ideas. Then, you can act as a moderator and encourage everyone to participate by expressing their ideas or by either agreeing or disagreeing with their classmates' ideas.

TIPS

You can read the Tips box along with students or ask a volunteer to read it aloud. Encourage them to share examples even if they are from activities in the book. You can share your own examples if you want to.

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 facilities are new. / We are sorry, but those are the bank policies.*

Create

10. Work with your teammates from the Create session in Step 2 and...

It is time for students to continue working on their product for this unit. You can direct their attention to page 164 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Remind them they have to work with the same group until they are done with this unit's product. You can now ask students to follow the instructions so that they can continue working on their discussion. You can tell them that they can now apply what they learned in this step to complement their work. They should keep their information for future use.

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 and help students by clarifying doubts and checking on their answers.

Create
Product


Work with your teammates from the Create session in Step 2 and ...

- › Take out the sheet of paper where you wrote your opinion on the right to be discussed.
- › Exchange papers with your teammates to read their opinions. Then draw an organizer that includes the opinions in favor and against your own.
- › Make some notes on the reasons why you don't agree with other teammates' opinions and points of view to present your counter-arguments, as in activity 4 on page 161. Include evidence that supports your ideas.

Check your Progress.

Go to page 167. Answer the questions in Step 3 to assess your learning achievements.

How can you stay healthy and fit as a teenager? Find out interesting and useful information at: <https://www.nhs.uk/live-well/eat-well/healthy-eating-for-teens/>



Reading Time!

Read pages 138 to 141 from the Reader's Book and discuss in groups. Which of the ways the teens mention you think would be the most effective to address health issues? Are there any health topics related to teens you think should be addressed in your country? Which ones? What steps would you take to promote changes?

Save your work. You will use it in the Show Time session.

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Reading Time!

Reader's Story - Let's Discuss Our Rights Track 50

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 138 to 141, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Link

You can ask students to visit the web page in the box and encourage them to write their opinions about what they read. Then, you can have a short class discussion where students express their opinion about how to stay healthy and fit as a teenager. You can also encourage them to share their own ideas about the topic.



During this unit you worked with your classmates discussing several actions and points of view to respect children and teens' rights. Now it's time to have your discussion. This activity will help you to gain confidence when speaking in English and will also help your fluency in the language.

- > Get together with your teammates and take out the sheets of paper with your points of view on the topic you chose, and the organizer with notes on your teammates ideas and the reasons why you agree or not with them.
- > Take some minutes before the discussion begins and go over your notes to make sure they include all the information you want to point out. Before you start, agree on the order in which you will speak.
- > Sit together with your teammates to discuss. Listen to them respectfully and use your text to express your opinions and exchange points of view. State whether you agree or disagree with them and remember to give evidence to support your opinions. You can make a video recording of the discussion and then play it for the rest of the class.

Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.



Read pages 142 to 144 from the Reader's Book and discuss in groups: What was the UN project Zor mentioned about? What was its purpose and its achievements? What organizations are there in your country that deal with teen related topics? Do adolescents have the chance to participate in decision making processes? If not, what do you think you could do to promote participation? Before you continue with the next unit, visit the Grammar Reference section on pages 181 and 182 to clarify, review, and reinforce the grammar learned in this unit.

Check your Progress

Go to page 167. Evaluate your performance during the presentation of the final product in the Show Time session. Then, solve the evaluation on page 168 individually. When finished, share your grade with your teacher. Exchange ideas and opinions on what you've learned in this unit and course.

Reading Time!

Unit 10 - Stand up for your rights!

Reading Time!

Reader's Story - Let's Discuss Our Rights Track 50

You can choose to use whichever strategy you think will benefit your students the most. You can ask them to read for homework and then have a discussion about the reading in the next session or you can set apart some time so that you can read during class. Ask students to read pages 142 to 144, encourage them to share any information they found interesting or that they didn't know. You can also go over the questions in the Activity Book and discuss them as a class.

Product



A Discussion

It is time for students to present their product that they have worked on during this unit. You can encourage them to first think and share their ideas about how useful it is to be able to share one's opinion and also if it is important to be aware of their rights and why. You can direct their attention to page 165 and ask them to read the information. They can do it silently and individually or you can have volunteers take turns and read it aloud. Make sure everyone understands what needs to be done. Ask students to follow the instructions so that they can present their product to their classmates. Remind everyone to be respectful. You can also suggest that if possible, students record their discussion and then have it played for the rest of the class. You might want to decide how you want your class to present this product, perhaps you want them to discuss at the same time or ask them to take turns. Choose whatever works best for you and your class. Before you end today's session you could invite students to share why everyone should be aware of their rights.

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 and help students by clarifying doubts and checking on their answers.

You could remind students that they can review the grammar from this unit on pages 181 and 182.

Review

1 Work in small groups. Read these statements related to actions that protect some of the children and teens' rights and choose one to discuss. Then, underline the correct options to identify the strategies you need to prepare for and have a discussion.

After school programs with technology, science, arts and talent activities reduce the risk of young people to get involved in drugs and substance or gang activities.

The only way to stop child labor is to provide children to poor families so that children and teens do not need to help their families.

There should be associations in every community to provide learn, work opportunities and support to talk about problems that affect them.

Getting ready for the discussion:

- How can you learn about the topic you chose?
 - to do some research
 - by asking people's opinions
- How can you form your opinion?
 - by researching somebody's opinion
 - by analyzing opinions in favor and against
- How can you support your opinion?
 - to be being strategic
 - by giving reasons and examples
- Why is it important to make some notes before the discussion?
 - to be ready to express your ideas when needed
 - to show them to the other members when discussing

While discussing:

- Why is it important to agree on the order you will speak and take turns?
 - to give some participants more time to speak
 - to give everyone the chance to speak in an orderly manner
- Why is it important to offer counter-arguments?
 - to show agreement
 - to increase disagreement

2 Do some research about the topic you chose in Activity 1 and use the strategies you underlined to get ready to discuss.

3 Work in your groups and have a short discussion.

Reflection

Let's reflect! Review the questions to assess your learning achievements.

Step 1

- Which is an example of a controversial issue related to youth rights?
 - What are some words you can use to defend your position and something that is your reason?

Step 2

- Why do you think opinions should be supported by facts or evidence?
 - What evidence do you use to make suggestions and proposals?

Step 3

- What are some useful expressions to ask for clarification and to question others' ideas?
 - Why is it important to present your ideas supported by strong evidence?

Show what
During the presentation of the final product:


- did you participate actively?
- were your arguments supported by evidence?
- did you reflect on other people's points of view?
- did you present counter-arguments to support your initial ideas?
- did you present respect and collaboration?

Read the answers in the box. Underline the areas where you feel with the result you obtained in your statement. Then, explain the idea.

Happy	Tired	Happy	Disappointed	Sad	Stressed	Curious

1. Think with your classmates the results of your evaluation on the Show Time section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.


Review

1.  **Work in small groups. Read these statements related to actions that protect some of the children and teens' rights and choose one to discuss. Then, underline the correct options to identify the strategies you need to prepare for and have a discussion.**

You could read the statements along with students and clarify any doubts. If necessary, you could also go over the strategies, but if possible, encourage students to help each other within their groups. You may want to remind them that they can look at previous lessons if they need to. Monitor and help as needed. You could also invite volunteers from each group to share the strategies they identified and why they chose them and see if everyone agrees.

2. Do some research about the topic you chose in Activity 1 and use the strategies you underlined to get ready to discuss.

You may want to elicit from students how and where they can research the topic they chose in Activity 1 and ask them to do so. You might want to remind them to make some notes so that they can use their notes for Activity 3.

3.  **Work in your groups and have a short discussion.**

You could ask students to get together with the same group as when they worked on Activity 1 or form new groups. You can now ask them to use their research to have a short discussion about their chosen topic. You may want to use this opportunity to walk around the classroom so that you can make notes on language use or other elements you consider important so you might share feedback at the end of their discussions.

Reflection

You can encourage students to share what they think they can learn or have learned about their performance or learning through this type of reflection. You can direct them to read the emotions in the box and encourage them to describe how they feel with their results. 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 are not a laughing matter and anyone who is disrespectful will face consequences.

Finally, encourage students to work with their product teammates to share their results and discuss ways to work more effectively as a team. You can also ask them to share their ideas with the rest of the class.

Name _____ UN _____
 Date _____ Grade _____

Unit 10 • Listening • Descriptive Narration Skills

1 Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

Now, I am able to...	Always	Usually	Sometimes	Never
1. identify controversial aspects about teens' rights				
2. present my position on a topic				
3. support my points of view with reasons and defend my ideas in a debate				
4. differentiate opinions from facts.				
5. use expressions to make proposals, contrast ideas and express the consequences of something.				
6. use expressions to clarify information, agree and disagree with someone and change my point of view.				

Evaluation

You can direct students' attention to the Evaluation Instrument on page 168 and explain that this evaluation is something they have to answer 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 this 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 _____

Assessment

Let's reflect! Write a check (✓) next to the achievements you accomplished at the end of each lesson. Cross out (X) the ones you didn't accomplish and discuss them with your classmates or ask your teacher for help.

Lesson 1

- ▶ Identify the purpose of textual and graphic components in a set of instructions to perform a scientific experiment.
- ▶ Understand the objective of experiments.

Lesson 2

- ▶ Understand the meaning of new words and abbreviations.
- ▶ Follow instructions to check understanding.
- ▶ Write instructions to perform an experiment.

Lesson 3

- ▶ Ask questions about the steps and materials needed to perform an experiment.
- ▶ Write instructions adding, changing or substituting information and edit them to produce a final version.

Lesson 4 Show time

During the presentation of the final product, I...

- ▶ participated actively.
- ▶ researched to find interesting science experiments.
- ▶ collaborated in making a list of the materials needed.
- ▶ contributed to the writing of a draft and a final version of the procedure.
- ▶ promoted respect and collaboration.

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

- ▶ Share with your teammates the results of your evaluation in lesson 4 above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Unit 1

Order of adjectives

Adjective order is the order in which two or more adjectives appear in front of a noun phrase.

They must appear in the following particular order:

determiner - a, an, her, five, many, much, several, etc.

opinion - pretty, ugly, smart, cheap, etc.

size - big, fat, thin, tall, large, small, etc.

shape - circle, square, tall, short, etc.

age - old, young 10 years, a year, a week, new, etc.

color - yellow, green, pink, etc.

origin - American, English, Asian, Middle Eastern, African, European, Chinese, etc.

material - cotton, wood, plastic, cloth, glass, gold, etc.

purpose/qualifier - hat box, sleeping bag, computer table, safe island, football field, etc.

The Simple Present Tense

We can use the simple present tense to describe, state facts and express opinions about something (e.g. a cultural habit).

Calligraphy **is** an art practiced in China which **consists** of producing beautiful handwriting.

Many people **view** it as a form of art as valuable as painting, sculpture or even poetry.

We form the present tense using the base form of the infinitive (without TO).

In general, we add 'S' in the third person.

The spelling for the verb in the third person differs depending on the ending of that verb:

FOR VERBS THAT END IN -O, -CH, -SH, -SS, -X, OR -Z WE

ADD -ES IN THE THIRD PERSON.

go – goes catch – catches wash – washes kiss – kisses fix – fixes buzz – buzzes

FOR VERBS THAT END IN A CONSONANT + Y, WE REMOVE THE Y AND ADD -IES.

marry – marries study – studies carry – carries worry – worries

FOR VERBS THAT END IN A VOWEL + Y, WE JUST ADD -S.

play – plays enjoy – enjoys say – says

Forming Questions

You can form most of the Wh-questions in different tenses in English using the following word order:

Question word + Auxiliary verb + Subject + Main verb

Examples:

What do you know about this cultural habit?

When did they practice of calligraphy?

Yes/No questions follow the same word order without the question word.

Simple Past

It is used to talk about or describe things that happened or existed before now. We also use to state facts and express opinions about past events.

The Haka tradition **originated** in 1888 in New Zealand.

The Maoris **performed** the Haka in the battlefield. It **was** mainly a war dance.

I think Maoris **had** a very original war tradition.

To construct sentences using these tenses, do the following:

For regular verbs, add ed or d to the base form: You played soccer yesterday.

For the negative form, add did not/didn't after the subject and before the main verb: You didn't play yesterday.

Unit 2

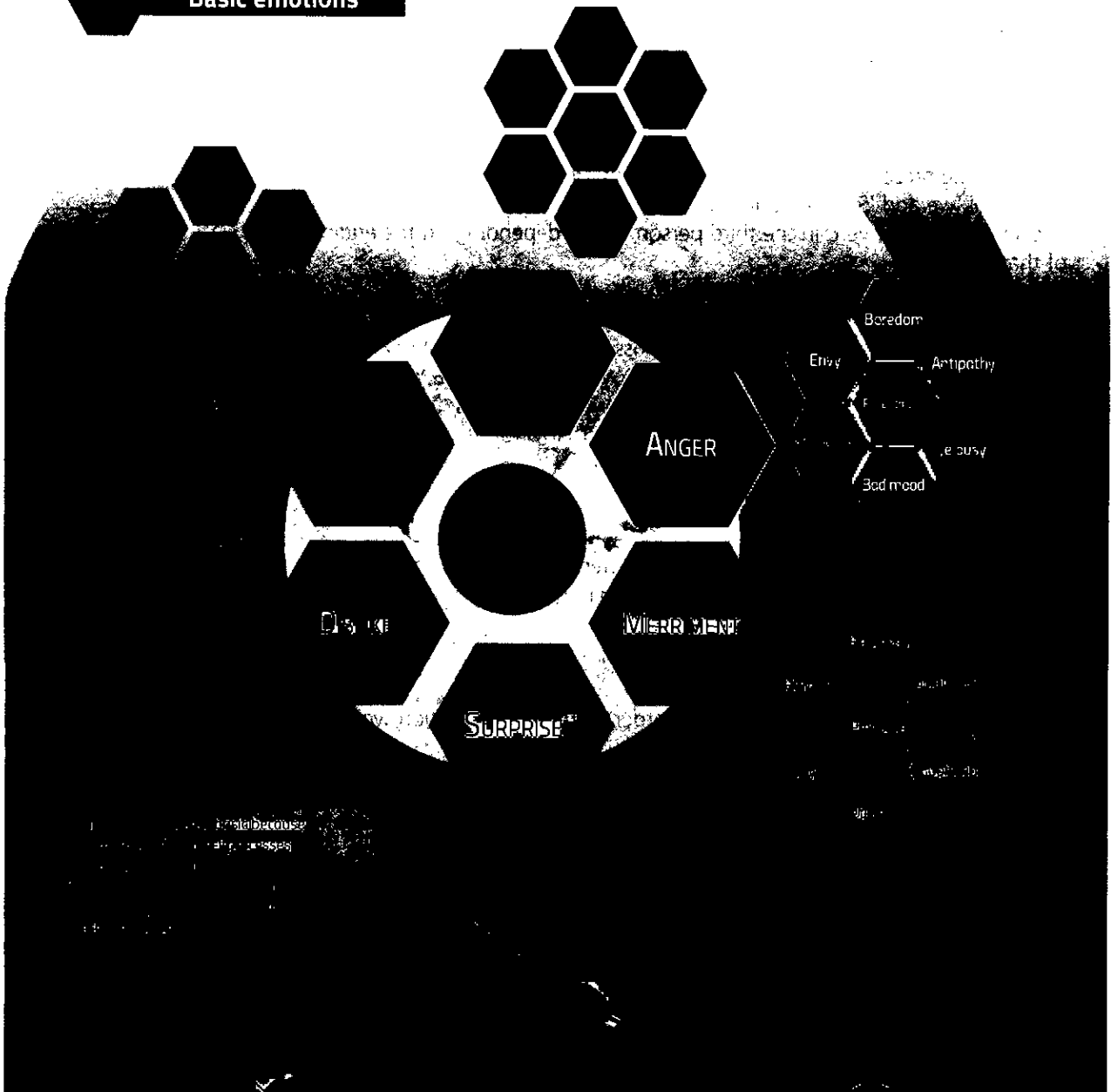
Remember that English also has irregular verbs and you can find a list of these verbs at the end of your book.

Emotions are identified as positive, negative or neutral. "Positive" emotions, lead to more creative thinking and are beneficial at solving problems that require restructuring, inductive reasoning, breaking conventional thinking, and making connections between seemingly unrelated concepts (Palfai and Salovey, 1993).

Nonetheless, the emotions identified as "negative", especially those associated to sadness, are very helpful at detecting errors, at working on systematic attention of information, deductive reasoning and problem solving all of which require to process information in a logical way (Salovey and Mayer, 1990, Salovey et al., 1993, and Extremera and Fernández-Berrocal).

It should be made clear that the emotions identified as "negative" are not "bad" emotions and, as pointed out in the Universe of Emotions, regardless, their location—either at the top as positive or at the bottom as negative (anger, fear, sadness)—, positive and negative are considered concepts of polarity or opposition and not "good" or "bad".

Basic emotions*



Unit 3

Imperative form when giving or writing instructions

- We use the imperative form to give or write orders, instructions or directions in English.
Put the water in the bottle.
Turn left and go straight on.
- We also use the imperative form to give a warning or advice.
Watch out! The water is hot!
Be careful!
- To build the imperative form, we use the infinitive of the verb without "to":
Put the plant on top.
Sit down!
- To use the imperative in a negative form, put do not or don't before the verb.
Don't eat that!
Do not walk on the grass.

Giving instructions using imperatives

You often see the imperative form in instruction manuals or when someone tells you how to do something.

We also include sequencing words to show the steps in the process. For example, *first*, *second*, and *finally*.

Simple instructions to plant a seed

First, put the piece of cotton inside the jar and wet it. Be careful not to soak the cotton.

Second, put the bean on the wet cotton inside the jar.

Then, sit the jar next to a window to receive sunlight and air.

Finally, check on how the bean grows every three days and register the information in your notebook.

You can also use words such as: *then*, *after that*, *after*, *last*, *at the end*, instead of first, second, etc.

When one gives instructions, we can use different expressions such as:

Remember to check on the bean every three days.

Be careful not to soak the cotton with water.

Try to sit the jar next to a window.

It's important to register your findings in your notebook.

Useful verbs for instructions

Turn on / switch on = activate power or electricity: *First, turn on the light.*

Turn off / switch off = deactivate power or electricity: *Turn off the laptop when you leave.*

Take off / remove = detach something from another thing: *Remove the lid from the jar before putting in the cotton.*

Check / make sure = be sure about something: *Check how the plant is growing.*

Plug in = connect to the electricity: *Plug the cel phone in.*

Put back / replace: *Replace the jar after having a plant that doesn't fit anymore"*

Unit 4

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.

Intonation Rules for Questions

Questions that begin with a question word (what, where, when, how much, which etc.) have a final falling intonation. The voice goes down.

Questions that begin with an auxiliary verb (would, can, may, do, does, etc.) have a final rising intonation. The voice goes up.

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 5

Questions in simple past

Did you have fun with your friends?

Where did you go for your last holiday?

What did you watch on TV last night?

Use 'did' and the verb, but don't change the verb to the past form!

Did you have a nice weekend?

What did you learn at school yesterday?

When did you see the film?

Be careful!

We usually add time words at the end.

Did you play a game yesterday?

What did you have for dinner last night?

Did you visit Learn English Kids last week?

Modals – Deduction in the past

We can use modals to express how certain we are about events in the past, and to speculate about the past.

Modals to make deductions in the past, are formed by a modal verb (could / couldn't, may / may not, might, must, can / can't + the perfect infinitive (have + past participle of the verb).

We use must + perfect infinitive to express we feel sure about something in the past, for example:

He must have taken the car to work, the keys are not here.

We use might, may or could with the perfect infinitive to express we think something was possible, but we are not sure, for example:

She should be here now. She may have been delayed by a traffic jam.

You could have left your books at school.

He might have misunderstood me; my French is not very good.

We use can't + perfect infinitive to say we feel sure that something did not happen in the past.

He can't have attended the meeting, he was away on vacation.

Unit 6

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. Use synonyms to express the same concept with another word. Sometimes you can also change one complex sentence into two simple sentences or combine two simple ones in a complex one. Compare your paraphrase with the original source to make sure you say the same things but with your own words. Don't forget to include a citation for the source of the information. You must give credit to the original author.

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.

Unit 7

Expressing surprise

There are several expressions in English we can use to express surprise or to thank someone who surprises you. Some of them are the following:

Wow, I can't believe it. This is great!

I had no idea. I am so excited!

This is such a nice surprise, thanks so much for this.

Unbelievable, I never expected it.

Wow, this is great, I appreciate this.

Oh my gosh, this is wild, I didn't have a clue about this.

Wow, how awesome is this?! I was completely surprised.

You guys are great, thanks for all of this.

How to narrate an unexpected event

There are three main elements:

- The situation: Give a brief background of the the situation you were in.
- The actions: Explain what steps you and the other participants in the situation took.
- The results: Highlight the outcome of the event and what emotions it generated in the participants.

Asking for clarification

Sometimes it happens that we don't understand a conversation clearly enough and we need to ask for clarification. However, using the question word What, could sound kind of rude and we should know other ways to ask for clarification.

The following, are some expressions you can use:

- ♦ Sorry?
- ♦ What was that?
- ♦ What did you say?
- ♦ Can you repeat, please?
- ♦ Come again?
- ♦ Pardon?
- ♦ I didn't get it / catch it. Can you repeat, please?

Unit 8

Direct vs. Indirect or Reported Speech

	DIRECT SPEECH	INDIRECT SPEECH
Meaning	Direct speech means a direct discourse, that uses the actual words of the speaker.	Indirect speech refers to indirect discourse that reports what a person said, in a person's own words.
Usage	When we repeat the original words of a person.	When we use our own words for reporting what other person says.
Quotation Marks	It usually uses quotation marks. But we don't use them when they are within a speech bubble.	It does not use quotation marks and the reported words are usually preceded by the words <i>said</i> , <i>told</i> .

General rules for changing Direct Speech to Indirect Speech

DIRECT SPEECH	INDIRECT SPEECH
Simple Present Tense: He said, "I feel great."	Simple Past Tense: He said that he felt great.
Present Perfect Tense: The teacher said, "I have written the example on the board."	Past Perfect Tense: The teacher said that she had written the example on the board."
Present Continuous Tense: Rahul said, "I am going to the gym."	Past Continuous Tense: Rahul said that he was going to the gym.
Simple Past Tense: My mother said to me, "You watched YouTube all night."	Past Perfect Tense: My mom said to me that you had watched YouTube all night.

Create a comic

The first step is to have something to tell. Come up with characters and a series of events.

Think about the things that can happen to your character or characters.

Then, arrange the events and write a simple script. Write a sentence to describe each event.

Next, turn your sentences into pictures. You can use a ruler to make panels. You can use squares and rectangles. Use speech bubbles to include your characters' dialogs.

Unit 9

Expressing opinions

Whenever we have to say our opinion, and to express our agreement or disagreement with someone, either when negotiating or simple chatting with friends, it is important to show we have listened, understood and appreciated other people's points of view, and it is always a good idea to justify your opinions, giving reasons.

Here are some useful expressions.

In my opinion...

Speaking for myself...

I (strongly) believe that...

I really feel that...

If you ask me...

Some people say that...

Many/Most people think/believe that...

Everybody knows that...

According to...

Checking understanding

Do you know what I mean?

Does it make sense?

I don't know if I'm explaining it correctly.

Explaining things better

What I mean is...

What I'm trying to say is that...

Asking for an opinion

What's your idea (on...)?

What do you think about it?

Do you agree with that?

Is that what you think?

Have you got an opinion about it?

How do you feel about it

Agreeing

Of course.

You're absolutely right

I think so too.

That's a (very) good point.

That's exactly what I think.

That's true.

I couldn't agree more.

Disagreeing politely

Sorry, I don't agree with you.

I don't see it that way.

That's partly true but...

I see your point but...

I'm sorry to disagree with you but...

Yes, but don't you think...?

On the contrary...

Well, I'm not so sure about that.

Sorry, I think that's wrong.

Yeah, but the problem is that...

Well, I think it's not as simple as that.

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.

Unit 10

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...

Connectors

Connectors are useful words or expressions to organize our ideas and thoughts in a more logical and understandable way.

To express cause and give reasons

because of

I cancelled the trip *because of* the bad weather.

thanks to

Thanks to a promotion, my salary has doubled.

in view of

In view of this, we have to change our strategies.

To express contrast

but

I like the idea, *but* it seems impractical.

although

Although she was tired, she continued working.

despite / in spite of

Despite the storm, they decided to leave the house.

on the other hand

On the other hand, the people were very concerned

on the contrary

On the contrary, I would think they are not responsible for that.

instead of

People send emails *instead of* letters.

However

However, a lot of money has been invested in new programs.

To express addition

as well as

I will invite my friends *as well as* my family.

also

The printer can *also* scan documents.

besides

It is too late to go now, *besides*, I feel tired.

what is more

Remember this, and *what's more*, get it right.

on top of that

I got up late, and *on top of that*, I arrived late for work.

To exemplify

such as

He has many good qualities, *such as* kindness and wit.

for example

Baking a cake, *for example*, is easy.

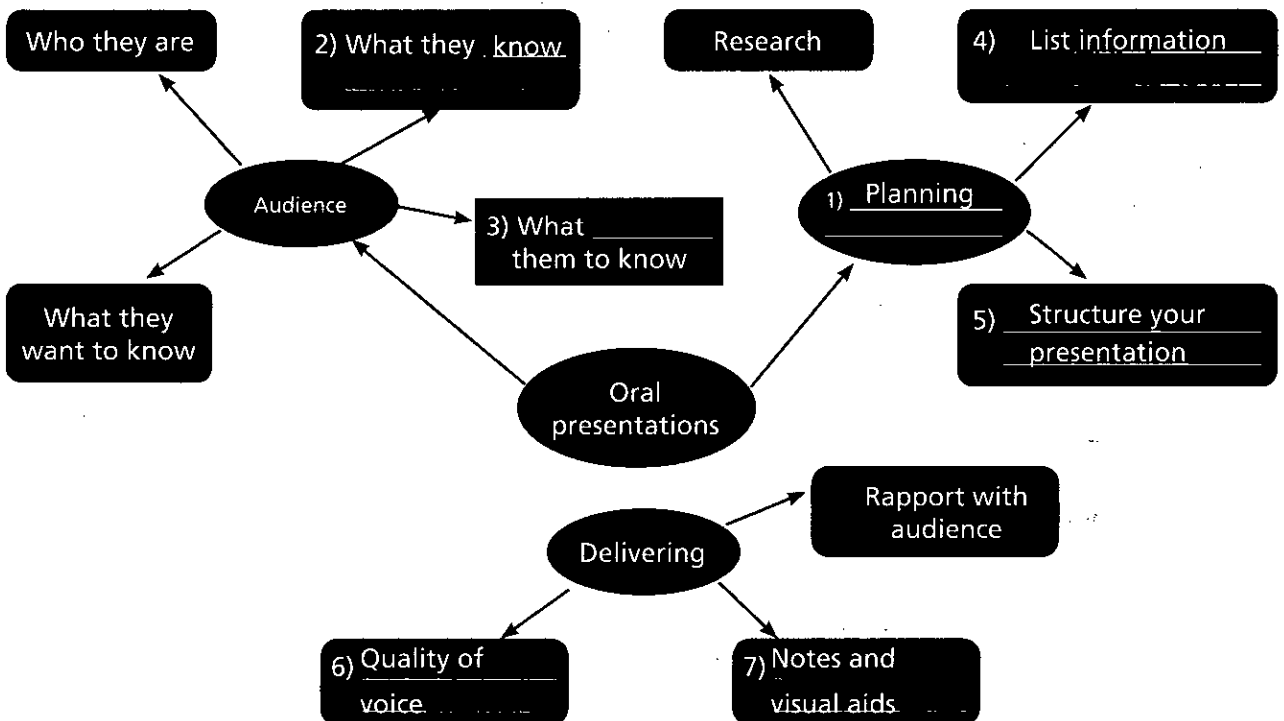
Graphic Organizers

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 1

Page 9

1. Suggested answers: Something that has to do with your culture. / Something that people from your country do the same way. / etc.
2. Suggested answers: Eating chile, eating tacos, siesta, fiestas, traditional dances, etc.
3. 1-Japan/tea, 2-Scotland-bagpipes, 3. Native American-hummingbird, 4. USA/Easter eggs, 5. India/cows, 6. Mexico-Dia de Muertos, 7. Argentina/Tango.

Page 10

4. Students should share their ideas from activity 2 in English.; 5. 3,4,2, 1 ; 6. 2 and 5, 3, 1, 4; 7. Mark's suggestion: Thanksgiving, reason: one of the most important American celebrations, Julia's objection: most people already know about it, Julia's suggestion:Haka, reason:it's a Maori traditional dance, agreement: haka; 8. 1. Do you have anything in mind? , 2.It's a possibility, but..., 3. What about...?, 4. I see; 9. All of them.

Page 11

10. Possible answer: 1. Do you have any ideas?, 2. Shall we call John?, 3. I see your point, 4. I'm not sure; 12. Students answer according to their opinions, you may want to encourage them to choose topics about customs and traditions, e.g. tea ceremonies, dances, food, etc.

Page 13

1. Possible answer: They are representations of culture, 2. Students can share whatever information they know or things they want to know such as where they are from, how they are performed, etc.

Page 14

3. Possible answers: where is it from? how is it done?; 4. what is it/ when it started/possible other answers: what do you use? where is it from?
5. Possible answers: Calligraphy: started 1600 B.C., perfected when paper was invented, paper, ink, brushes, inkstones. The Haka: traditional Maori war,dance, performed before rugby matches, performed in special celebrations.

Page 15

6. Possible answers: Where did it start? How do people do it? What tools do you use? Where is the Haka from? Who performs it? When did it become famous? 7. Fact: Dancers move their body vigorously. Opinion: It must be really scary (...). 8 Students should ask and answer questions similar to what they have been practicing in this lesson.

Page 17

1. Possible answers: 1. the guy because the girls are laughing, 2. origami/ birds/school, 3. Do you like birds?; 2. Students determine and share if they predicted things correctly or not.

Page 18

3. Possible answers: 1. e 2. a 3. c 4. b 5. d; 4.Students should complete with the expressions in activity 3 in a logical manner.

Page 19

5. Tradition: old, Japanese/ Birds: beautiful, tall; questions: beautiful, Japanese, tall, old. Answers will vary but the adjectives must match the aspects, e.g. maple leaves Canadian symbol. 6. Students describe following the patterns they've learned in this lesson.

Page 22

2. Student's own ideas and conclusions, but encourage them to look at previous lessons in the unit so that they can apply their new knowledge to their discussion.

UNIT 2

Page 25

2. Possible answers: 1. Poem 1, 2, 3 or 4 or even several. 2. Possible reasons: I like the words, the theme, how it rhymes, etc., 3 & 4. Student's own answers, encourage them to say what made it difficult to understand; 4. Students' own comparisons: a Limerick is a nonsense poem, nursery rhymes are ideal for young children, poems 1 and 3 have a message, poems 1 and 3 use nature to express their thoughts, limericks are humorous.

Page 26

5. Possible answers: it is narrated by a man/ Students write the poem in their own words. The main idea of the poem is the inevitability of loss and how everything in life has cycles.; 6. Possible answers: All things come to an end. Words: hold, sank to grief, nothing can stay.; 7. Poison tree: AABCCDD, Limerick: AABA.

Page 27

11. Student's own answers. Example answers: I think he feels happy because the poem is funny. / I think he is depressed because he mentions tears, etc., 12. Possible answers: anger, fear, sadness, etc. You can also ask them to explore the Language Reference section on page 171.; 13. Possible answers: Topic: friendship, Setting: outside/a field, Message: the value of friendship or the importance of trying in order to keep a friendship.; Student's own answers, encourage them to use phrases such as I think..., I agree..., I don't agree... and justify their answers.

Page 29

1. Student's own answers. Possible answers: Yes/No, to describe how they felt they can use any words from the box: I felt...

Page 30

2. Student's own answers. Example answer: The poet feels excited when the poem says If I could find a higher tree, farther and farther I should see.; Example answers: I think the poet felt energetic when he talked about climbing a grassy hill.

Page 31

5. Student's own answers.; 6. Encourage students to use the language shown in the examples, you can direct them to page 171 to read more words to describe emotions.

Page 33

1. Possible answers: the place that you visit when you go to sleep; 2.Possible answer: Worlds described: the real world/ the world of dreams, When each world is visited: from breakfast to all day/ every night till morning, characteristics: surrounded by friends/ strange and frightening.

Page 34

3. Example answer: Clearly stated: at night he goes to the land of Nod, suggested but not directly stated: he has nightmares.; 4. Possible answers: real world: he feels safe and happy, land of nod: he feels frightened and confused.; 5. I was delighted (...), I felt completely identified (...), I think it is very realistic.; 6. 3,1,2,4.

Page 35

7. Student's own answers. Example answers: I felt excited when I read the part where the poet talks about the spirits., I really liked the part where it talks about the little dog that accompanies those who are dead.

1. Student's own answers, example answers: a. I felt (happy/sad/angry/ etc.), b. Through (specific words), c. By using (pictures); 2. Student's own answers, but encourage them to share emotions and feelings and what they used or how they identified them.; 3. Encourage students to use the expressions and vocabulary they learned in this unit.

UNIT 3

1. Student's own answers. Example answer: I think that the new continent under the sea is one of the most interesting discoveries. I love everything about geography.; 2. Student's own answer, students might mention that some elements in each set of instructions make them easier to read, e.g. the amount of materials you need is better, but the bullets are easier to read.

3. 1. two, 2. illustrations, 3. by using sequential words, 4. to illustrate instructions; 4. Student's own answers, example answer: an experiment to see the different densities/ an experiment to see if water behaves like oil /an experiment to make a lava lamp.; 5. 4, 2, 5, 3, 1, 6; 6. empty bottle, water, oil, food coloring, antacid tablet., 7. (palomita) (tache) (palomita) (tache)

1. Student's own answers. Remind them to justify. Example answers: 2 4 1 5 6 3 7. I think the most important thing are the sequential words so that you know what order to follow; 2. 2. Fill 4. Pour 5. Add 6. Leave 7. Keep, Explanation: spread, stretch; 3. spoon

4. Student's own answers. Accept all ideas and encourage them to follow the strategies to come up with their answers., 6. Finally, After that, First, Next; 7. First, fill the bowl with water, Next, add food coloring, After that, put a candle in the bowl with water, Finally, cover the candle with a glass.; 8. Encourage students to explain how the strategies helped them.

1. Student's own answers.; 2. 1. to release the juice inside, 2. two, 3. copper wire and a galvanized nail, 4. to the end of each end of each piece wire, 5. the negative, 6. the positive, 7. to connect the nail in the second lemon to the copper wire in the first lemon.

3. what for, how many, where, which, what, 4. 2. What do you add to the bottle, 3. Where do you put the dry yeast?, 4. How long do you mix it for?, 5. Why did the bottle get warm?; 5. 4,2,3,5,1.

6. Example answers: 1. Use safety goggles when using peroxide because it can irritate the skin and eyes., 2. To create a multicolor effect, you can use several colors, 3. After adding dish soap, swish it around to mix. 4. Place the bottle on a washable surface. 5. Use a funnel to make it easier to pour.; 7. Student's own answers. Answers should include sequence words, bullets, or numbers to order them.

1. Testing static electricity; 2. Some answers may vary, encourage students to justify their answers, example answer: 4,1,3,2.; 3. 1. Punch 100 dots from a sheet of paper., 2. Measure out a 6- inch square on a table and mark its boundaries with masking tape., 3. Spread the dots over the square., 4. Blow up a balloon and rub it against a woolen sock. Rub the balloon not less than 10 seconds., 5. Hold the balloon above the middle of the taped square until the dots stop jumping onto the bottom of the balloon.- Count the number of dots on the balloon and register the data., 6. Place all the dots back in the taped square., 7. Light the candle and hold the balloon above the flame for some seconds. The ions from the flame eliminate any static charge left in the balloon. - Move the balloon back and forth while over the candle.

Unit 4

1. A: news, B: documentary, C: cartoons, D: talk show, E: sitcom, F: sports; 2. Student's own answers. Example answer: I like to watch sitcoms with my sister. They make me laugh.

3. The first extract is a sports program, the second one is a documentary, the third one are news. / a. 2 and 3, b. 1, c. 1, d. 3, e. 1, f. 2.; 4. Example answers: News: a broadcast of news, Documentary: a movie or a television or radio program that provides a factual record or report. / Cartoon: a motion picture showing animation techniques. / Talk show: a show in which various topics are discussed informally and listeners, viewers or the studio are invited to participate. / Sitcom: or situational comedy is a genre of comedy centered on a set of characters who appear over and over on different episodes. / Talent show: a show or competition consisting of performances by a series of amateur entertainers.

5. cartoons/sitcoms/documentaries; 6. from left to right top to bottom: anchorman, subtitles, ticker; 7. Student's own answers. Example answers: Yes, subtitles help me understand what they say in other languages. I don't find tickers useful, I never read them. I mostly watch documentaries.

1. Student's own answers. Example answer: documentary; 2. Student's own answer. Example answer: Tutankhamen was an Egyptian pharaoh and the picture shows the entrance to a pyramid or something similar.; Example answer: Tutankhamen was an Egyptian pharaoh, the pictures show Egyptian figures and pharaohs were buried in pyramids.

4. Student's own answers. Example: Watching documentaries is fun because I can learn new things.; 6. informal, they are probably friends, a TV show, a documentary; 7. An explanation: A person's bloodline is the person's ancestors over many generations, and the characteristics they have inherited from them., technical or specialized: a computerized tomography scan, speaker's emotions: I'm getting excited!, speakers' opinions: it was a bit tedious.; 8. you say bloodline? What's that exactly? 2. And who were his parents? 3. But how did they know it was a member of a royal family? 4. how could they relate Akhenaten to Tutankhamen? 5. You got bored didn't you?

11. Student's own answer. Student's should try to use the language they have been working with on this lesson. ; 12. Student's own answers, ask students to make sure to differentiate emotions and opinions.

1. Example answers: They are both of people talking. There is a microphone in one of the pictures. One looks more casual. etc.; 2. 1. B, 2. B, 3. A, 4. A; 3. Example answers: Documentaries or News use more questions or interviews as their main content, this happens because they share facts rather than fiction, I do/don't watch them, because I enjoy it/different things., 4. 1. B, 2. emotions that different TV programs generate in young people, 3. one is the interviewer and the other one the interviewee; 4. friendly.

- Page 64
5. Example answers: Introduction: This is my first question., Development: Any other programs you like watching?, Closing: I think that's all.; 6. Do you mind if I ask you some questions?
What are your favorite TV programs? Any other programs you like watching? How do they make you feel? What about sitcoms, do you ever watch them?; 7. exciting/thrilled, dramatic, disappointed, frustrated, amused.

- Page 65
8. Example answers: It was exciting and dramatic at the same time./ in the movie The Force Awakens I feel disgusted, disappointed, and frustrated./ I definitely feel amused with R2D2's jokes.; 10. underline: I jumped out of my seat, I feel disgusted, disappointed, and frustrated, circle: when Davies scored the final goal, every time I see the scene where Kylo Ren kills his father.; 11. Student's own answers, they should be similar to the ones they read in previous activities.

- Page 68
1. 1. Interviewee/Interviewer; 2. Answers will vary, but students should use language they learned in the unit.; 3. 5, 6, 4 and 1, 2, 7, 3, 8.

Unit 5

- Page 71
1. Example answers: I have solved a crossword and played Sudoku. My favorite brain game is chess.; 2. 1. Silence. 2. Button. 3. Prisoner 2 was the first one to shout, "white!" Prisoner 1 could see 2 and 3, but as he remained silent, prisoner 2 realized he was seeing one hat of each color and couldn't know the color of his own hat. So as prisoner 2 saw the hat in front of him was black, then he was sure his hat was white.

- Page 72
3. 3, 4, 1, 2.; 5. enchanted, fierce, big, wooden, strong, tall, in blue and the other one in red.

- Page 73
6. Example answers: Because you can't know who is the liar, 2. It has to be a question about the door. 3. Which door would the other guard say is the door to life? Yes because with this question both guards would point a the door that leads to death. 7. 3, 6, 5, 1, 2, 4.; 3. Jim did it.; 4. Example answer: I think the riddle with the guards in the castle was the most difficult because.../I liked the one about the vase the most because...

- Page 75
1. 1. secrets, a mountain. 3. The third picture.; 2. Example answer: You don't need to give the answer to the mystery (at least at first); 3. Example answer: 1, 6, 2, 4, 3, 5; 3. Characters: Jim and a dead man, Setting: desert, Events: Jim was walking and noticed a dead man., Clues: the man was wearing underwear and was holding a straw of hay, Mystery to be solved: How he got there.

- Page 76
5. Example answers: Where was he before he died? What was he doing before he died? Why is he holding a straw of hay? Why is he only wearing underwear? Who killed him? Was he killed or did he die accidentally?; 6. Student's own answers and they depend on their questions from the previous activity; 7. 2, 4, 1, 3; 8. Example answer: The hot air balloon was losing altitude and they were going to crash into a cliff. They threw sandbags and clothes to make the hot air balloon lighter. They drew straws and the one with the shortest straw had to jump out the hot air balloon.

- Page 77
9. Some answers may vary: Why was Emma alone? When did this happen? What was Emma doing at the moment? Why did the man do it? What did he do when he heard the police sirens? Who arrived with the police?; 10. 2, 6, 3, 5, 4, 1.; Student's own answers: Encourage them to look back at pages 75 and 76 for help and ideas to structure the enigma using their own words if they need to.

- Page 79
1. Students can answer Yes or No and share more information to expand on their answer, e.g. I like reading detective stories, my favorite ones are Agatha Christie's novels.; 2. 3, 1, 4, 2.

- Page 80
3. Both; 4. C, CS, C, C; 5. 2. It doesn't convince me (...). 3. Maybe you're right.

- Page 81
7. Answers may vary. Done it, he went away to play at a tennis tournament the day after the crime, done it, Bill finished his portrait some days after the murder, went to Antarctica because he knew the killer since childhood, had done it, be able to model because the killer broke a leg.

- Page 84
1. Some answers may vary. Example answers: Where the situation takes place and who the characters are, what the mystery to solve is, clues, what the events are, details, etc.; 2. Answers may vary, e.g. where the situation takes place, clues, who the characters are, the sequence of events, etc.; 3. Example answer: The thief was in the room and the diamonds were in a glass.

Unit 6

- Page 87
1. Students can mention anything they know about Vikings and where they are from.; 2. expansion of the Vikings; 3. 1. The Vikings were Norsemen who left their homelands, 2. from the 8th to the 11th century CE; 3. Example answers: barbarians, bad people, savages, etc.

- Page 88
4. Society, Technology, Language and Arts, Religion.

- Page 89
5. Answers will vary. Encourage students to choose words that they cannot figure out using the included glossary or by reading them in context.; 6. Example answers: Viking expansion, from between the 8th to the 11th century CE, Society: they enjoyed leisure time, women had greater freedom and power, there were three social classes, Technology: they mastered the construction and sailing of longships; Religion: The most important god is Odin. They believe that people that died went to Valhalla, Language and Arts: They had sagas written in runic alphabet. They had crafts and decorated their weapons and armor.

1. Encourage students to mention what they've learned in their History lessons. 2. The beginning of the revolution.

3. Example answers: You can identify the topic, the events, the dates, the order it happened, etc. 5. 3, 1, 4, 2.; 6. Example answers: June 1789 The king tried to close down the states, July 1789 Parisians stormed the Bastille prison to get weapons, August 1789 the clergy and nobles gave up their privilege.

7. Example answers: 1. the people that wanted a republican form of government were not satisfied. 2. where French aristocrats had emigrated to ask for support. 3. of Monarchy. 4. were condemned to death for high treason and executed by guillotine. 5. thousands of suspected enemies were guillotined. 6. in 1795, 7. appointed himself first consul.; 8. You can have students look at the timeline on page 92 for help.

1. Example answers, they can vary and depends on student's previous knowledge: WWW stands for world wide web; I think it was invented in the 80s, the Internet and the www are not synonyms.; 2. Student's own answers. Example answers: I think the most interesting fact is that...., I was surprised when I read that....

3. 1.b, 2.a,b, c., 3. 1. The web as created in 1989. The Internet is older, 2. Tim Berners-Lee graduated. He worked as an engineer at CERN, a particle physics laboratory. ; 6. 1. The web is a service that operates over the Internet whereas the internet is a global network connecting millions of computers. , 2. Berners-Lee wanted to create a web-like system at CERN to share information because he wanted to exploit a technology called hypertext. 3. As a result, Tim elaborated a document called "Information Management: A Proposal" that would later become the web., 4. When the CERN put the WWW in the public domain, the code was available for everyone royalty free.

8. Example ideas: You can use and to talk about more than two things. You use but to talk about an exception; 9. Before, even though, although, no matter, since.; 10. It is important that students keep in mind that they should use simple language. Encourage them to follow the instructions.

1. 1. Identify the main ideas, 2. Write the facts in chronological order, 3. Write a first draft, 4. Add details to main facts, 5. Edit your draft and write a final version.; 2. Answers could vary; Main ideas: Allies divided Germany into four areas. Germany was divided into West and East. A wall was built. In 1989 the end of the communist system began: Gorbachev carried out reforms in the Soviet Union which had effects on other communist countries. The fall of the Berlin Wall and a symbol of the end of the Cold War., Supporting Details: three zones occupied by the United States, Great Britain, and France formed West Germany. The Soviet Union zone became East Germany. (A wall was built) to stop people from crossing the border. Hungary opened the iron curtain to Austria and thousands of East Germans and Hungarians fled to Austria. Chronological order markers: August 12, 1961, 1989, September 1980, August 1989, October 1989, November 9, 1989.

1. Example answers: Things are happening to people/surprising things that happen/unexpected things are happening.

2. Student's own answers. Example: 1. The woman in picture 1 is happy. The woman in picture 6 is excited.; 3. Answers may vary: Winning the lottery is pleasant. When the car breaks down it is unpleasant. Getting a surprise: pleasant, finding a shark: unpleasant, finding a wallet: pleasant, hugging someone: pleasant. 2. Yes/No. When I saw my grandma that I hadn't seen in a long time. ; 4. Example answers: When they say something like "You are not going to believe this"; 5. 1. Everything was great and went according to plan except for something that happened almost at the end. 2. Hmm... Let me guess.; 6. 3; 7. 1. Everything was great and went according to plan except for something that happened almost at the end. 2. Hmm... Let me guess. It rained. 3. Do you mean he was in the water with a camera? 4. And?, So? 5. Don't keep me in suspense! Tell me what had happened. Come on! He his face says it all!

8. Student's own answers.; 9. Example answers: I think he spoke louder and faster when he felt excited, I think he spoke with a low and soft voice when he was curious, etc.

1. Example answer: I think they are surprised because one of them received a funny picture.; 2. Exact answer may vary: A picture a girl took at a rock concert.; 3. Exact answers may vary: at a concert, the lead singer of The Rebels, the girl and Pete, they went to get tacos and the singer's security guards were buying tacos, when she noticed, she went to the limousine and knocked on the window to greet her idol, he gave her a high five and Pete took the picture.

5. Student's own answer, encourage them to choose according to the tone of voice and volume of voice, you could ask them to justify or act out their answer to demonstrate; 6. Exact answers may vary: 1. to express amazement, 2. to express surprise, 3. To explain something, 4. To corroborate information, 5. To add more information.

7. Let me get that right!, and that's not all!, don't tell me, you know, Oh, my!; 8. Exact answers may vary: to explain a sequence of events, 2. the first one, 3. the second one, 4. quotations in the first one and nothing in the second one, 5. when retelling what someone else said.; 9. Example answer: I went to the store and suddenly I found 20 pesos on the floor. I looked around and they didn't belong to anyone, so I picked them up and bought some chocolate.

1. night, out in the open/the desert, the car has broken down; 2. Thomas and Justin, a telephone, friendly. ; 3. You could encourage students to predict how the conversation could have turned into something unexpected.

- Page 112
4. d, e, c, a, b; 5. blue circle: our car stopped, red line on Sunday, late in the evening, blue line in the middle of the road, green line because it did not have any gas.; 6. Encourage students to use the sentence in Activity 5 as an example if necessary.; 7. Example answers: 1. Yes, it broke down in the middle of the road.; 2. It was a little strange; 3. She had long black hair and a long black dress, she looked like a witch.; 4. Happy Halloween, Welcome to the monster and ghost costume party.

- Page 113
8. Encourage students to look at the questions on page 112 to come up with their own based on his/her partner description.; 9. 'Come with me.', 'Who are you?', 'Follow me'.; 11. reporting verbs/with quotations; ; 13. Encourage students to include the elements and look at the previous pages for examples if necessary.; 14. Example answers: Things I did right: Write a complete and correct introduction. Things I can improve: the description of the events.

- Page 116
1. 1. N, L, N, L, L; 2. Example answers: What did you do over the weekend? / I heard you went to Mexico. / Yes! And I brought you something. / How was your trip? / What happened? / Did the storm happen? / What happened? / Have you been to Palenque and the Mayan Riviera? / I would love that.

Unit 8

- Page 119
1. Fantasy: B, C; Suspense: A, D; 2. Answers left to right: B & C / D / B / D / C / A B & C

- Page 120
3. 1. D, 2. C, 3. A, 4. B; 4. 1 and 3 / 2 and 4 / 1 and 3 / 4;.

- Page 121
5. Exact answers may vary: Sherlock Holmes, inside a house or a living room, mysterious, not effusive, he has gained weight.; 6. Student's own answers.; 7. Supergirl: determined and confident, Dark Crow: arrogant and menacing; 8. You could encourage students to mention how they know that the stories they mention are fantasy or suspense.

- Page 123
1. Main characters: Lord Canterville and Virginia. Secondary characters: The Otis family.

- Page 124
3. Hiram B, Otis, Mr. Otis, Mrs. Otis, Washington, Virginia, the twins, Mrs. Umney, Sir Simon.; 4. Answers will vary, example answers: Name of characters: twin boys Physical characteristics: young other characteristics: mischievous; 5. Example answers: The Ghost would make noise. He would appear and try to scare them./ Even when the Ghost was prepared, the twins would sometimes trick him.

- Page 125
7. 1. c, 2. e, 3. b, 4. 5. a, 6. d.
8. 1. I come from America, a modern country where we have everything money can buy and no one believes in the supernatural. 2. the stain could be removed with Pinkerton's Champion stain remover and Paragon detergent.
9. Students can use structures such as: I think..., I believe...

- Page 127
1. Student's own predictions.; 2. Student's own feelings. If necessary, you can ask students to look at the emotions on page 171 to describe how they felt.

- Page 128
3. Student's own answer; Answers will vary, example answers: Because she felt bad for him. 2. Yes, because she cried for him.; 3. The blooming tree., 4. peaceful.; 5. Student's own answers.; 6. Student's own answers. Student's can use the example as a guide.

- Page 129
7. Student's own answer.

- Page 130
1. Exact answers may vary: identify the setting, sketch your drawings and dialogs, draw your comic and add the dialogs.

Unit 9

- Page 135
1. Student's own answers, encourage them to share their opinions and experiences; 2. Banksy, or when graffiti becomes art, Street Art or Vandalism, Street Art for Sale.

- Page 136
3. Street Art of Vandalism?; 4. 1. street art and vandalism, 2. street art is powerful and unique because it is public, and it is not confined to a privileged private space like a museum.; 5. Student's own answer. Example answers: A topic of conflicting opinion, A topic which includes polarized points of view.; 6. Student's own opinions.

- Page 137
7. Tom -A, Jenny F, Vera A, Simon F, Mark F.; 8. Exact answers may vary: Thumbs up: when it is done on abandoned places, some forms carry a message and are beautiful, it represents a more diverse society./ thumbs down: it is an act of vandalism, it makes the streets look untidy and not well kept

- Page 139
1. Student's own answers and opinions, it is a picture of rap musicians; 2. Student's own answers, depending on if they agree or disagree on whether it can have a negative effect on young people or not. Students should underline accordingly.

- Page 140
3. Student's own answers, all options are correct, encourage them to explain why or how they support their point of view with their choices.; 4. 3, 5, 4, 1, 2.; 5. Student's own answers, encourage them to point out the elements that let them figure out what changes; 6. Example answers: Although any people believe that rap music is only about crime, drugs, and sex, I think there are exceptions./ I believe that rap music can affect adolescents in a good or bad way./ One of record companies' duties is to back up and encourage rap artists by sharing good messages to give them prestige.

- Page 141
7. Student's own answers. Example of what to underline on the upper left bubble: Suffering and pain are the common themes of rap artists.; 8. I don't believe, I consider this, That proves that, It seems to me.; 9. Student's own answers. Encourage students to look back at previous activities to rewrite their sentences.

- Page 143
1. Student's own answers.; 2. Exact answers will vary: 1. comics and books. 2. Because he can imagine things. 3. comic books have a place in school, but they don't know if they could substitute books.; 3. Exact answers may vary Bob: Books have all that comics have and more Kate: comics can motivate teens and kids that don't like to read Jim: comics are useful when learning a second language Holly: we can learn writing, punctuation and grammar in our language and a second language and comics can teach literary concepts.

- Page 144
- (4. 1) Some people think (2) Ah, do you mean that (3) What do you think (4) Such as (5) Exactly! (6) In addition to that (7) Well, to summarize.; 5. 5, 4, 3, 1, 6.

- Page 145
6. Student's own answers. Remind students to give their reasons using what they've learned.

- Page 148
1. 3, 1, 6, 5, 2, 4. Answers will vary, but encourage students to use different strategies to paraphrase such as changing sentence structure, using synonyms, etc.

Unit 10

- Page 151
1. Student's own answers. You could encourage them to think about any Civics and Ethics lessons they might have had in the past.; 2. Exact answers might vary but all rights can be affected. Encourage students to justify their answers, e.g. It affects the right to quality education because if kids are working they can't go to school.

- Page 152
3. Student's own answers. Encourage them to share their opinions in full sentences.

- Page 153
4. 1. I think working in family businesses should be prohibited as well. Even if you work with your family, you may work very long hours. 2. Maybe, but I think working a few hours in jobs that are not dangerous, of course, can make teens responsible and can help the family economy. 3. Because their families do not have enough money. 4. Most of them did not return to school. They involved in criminal activities or took jobs less paid and with more dangerous working conditions. 5. I think child labor should be prohibited, I disagree with you, for me there's not light work and heavy work. Kids and teens should enjoy this stage of life.
 5. Example answers: I think child labor should be forbidden. I don't think children should work. I consider it important for the government to regulate child labor. Children should be protected because they are the most vulnerable. The reason I think child labor is wrong is because children must be able to play.

- Page 154
6. Student's own answers. Example answers: Law should ban child labor and state clearly the hours a teenager is allowed to work and the wages they should be paid. / We should all be mindful consumers. / Improving education is a most. / Organizing events and campaigns.

- Page 155
7. Encourage students to justify their answers using what they learned on page 153.

- Page 157
1. Student's own answers. Encourage them to elaborate and justify their answers.; 2. 1.a, 2.b, 3.b, 4. b

- Page 158
3. Opinions: It is not a good idea. / What about talking to the people in the neighborhood council. / Facts: Even though we sent a letter and an e-mail they didn't reply. / The council took action by starting a neighborhood watch program.; 4. What if...? suggestion, even though... to express contrast, as a result... to express consequence.; 5. Let's, so that, what about, you're right, however.

- Page 159
6. Exact answers might vary: who to address: the neighborhood council reasons why/why not they started the neighborhood watch. / Ways to do it: letter, e-mail, survey, social media, door-to-door. Reasons: e-mail is too little people, survey will take a long time, social media is faster but there are kids that go to a different school, going to every home solves the school problem.; 7. Student's own answers. Encourage them to look back at what they've learned to write their actions and ideas.

- Page 161
1. Student's own opinions.; 2. Student's own answers although all can be checked.; 3. 1. Bullying. 2. Yesterday two kids were fighting during recess and two more this morning. 3. I advised Stuart to tell the teacher, but he doesn't want to tell her. He thinks it won't help. 4. To study in a safe place. 5. Do something about it.; 4. Argument: I think the school must show zero tolerance to violence. Counter-arguments: don't think that's the best way to solve the problem. Studies show that "the three strikes and you're out" policy has done more harm than good. At my cousin's school they carried out a program called Safe Schools and as a result, bullying and violence decreased. It was a whole school approach; all the students took part, not only the violent ones. Questions: Student's own opinions, 1. Yes, 2. Yes.

- Page 162
5. But how?, I don't think that's the best way to solve the problem, Well, maybe you're right, I think that we could participate in whatever program we propose.
 6. Student's own answers. Example answers: I don't think it is a good idea. / What do you mean? / Oh, maybe you are right. / You are right. / Let's talk to the principal.

- Page 163
7. Student's own answers. They could underline whichever.; 8. Student's own answers, encourage them to look back at what they've learned in this unit.

- Page 166
1. Some answers may vary, if they do, encourage students to justify their reasons. 1. a, 2. b, 3.b, 4.a, 5.b, 6. b.; 2 & 3. Students should try to use the expressions and structures they learned and practiced in this unit.

Track 1

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UNIT 1

Track 2

- MARK:** Hey Julia! Should we start working on the homework for the Social Science class?
- JULIA:** Do you mean choosing and discussing a Cultural Habit?
- MARK:** Yes, let's get started.
- JULIA:** But what does the term 'cultural habit' mean exactly?
- MARK:** I was doing some research yesterday and this is what I found. Do you want me to read it to you?
- JULIA:** Yeah!
- MARK:** The term 'cultural habits' refers to the way of life, customs, traditions, and beliefs of a particular group or society.
- JULIA:** Yeah. Like the custom to take off your shoes before entering a house that people in some countries practice.
- MARK:** Exactly, in Canada and in many Asian countries they do that. Now, traditions are usually passed from generation to generation. Like the children's tradition of leaving a tooth under a pillow for the Tooth Fairy in some countries or the Tooth Mouse in others to collect and leave them some money in return.
- JULIA:** You're right. I used to love that. And celebrations like Halloween, Carnival or Christmas are also examples of traditions, aren't they?
- MARK:** Sure. Let's write all this down so we do not forget.
- JULIA:** Yeah! And then we can choose one cultural habit to research and talk about.
- MARK:** Awesome.

Track 3

- JULIA:** Okay Mark. We've written a definition for the term 'cultural habit' and given examples. Now we have to decide what cultural habit we're going to discuss. Do you have anything in mind?
- MARK:** Mm... I'm not sure. I think we should choose something there is a lot to talk about, like Thanksgiving. It's one of the most important American celebrations and there is a lot to say about it: what people celebrate, what they eat, the parades that take place on that day, etc.
- JULIA:** Yeah. It's a possibility, but don't you think that most people already know a lot about Thanksgiving? We should choose something more original.
- MARK:** I see your point. What do you suggest?
- JULIA:** What about discussing the Haka?
- MARK:** The what?
- JULIA:** The Haka. H - A - K - A. It's a traditional dance of the Maori people, in New Zealand.
- MARK:** I see. Then, why doesn't each one think about options separately and does some research? Then we can get together again, discuss the information and choose one option for the project.
- JULIA:** Awesome.

Track 4

- MARK:** Hi Julia. Did you look for options of cultural aspects?
- JULIA:** Not really. I still think that the Haka tradition is a good option for our project. I made some notes. What about you?
- MARK:** I read about Calligraphy, an ancient art widely practiced in China and also made some notes.
- JULIA:** That sounds interesting. Shall we exchange information? We can ask each other questions and make a chart with the answers.
- MARK:** Okay. You go first.
- JULIA:** Alright. You said that you researched about calligraphy. What is calligraphy?
- MARK:** It is an art practiced in China, which consists of producing beautiful handwriting. Many people view it as a form of art as valuable as painting, sculpture or even poetry. The practice of calligraphy is also believed to improve people's temper and promote well-being.
- JULIA:** And how old is this tradition?
- MARK:** It goes back to the year 1600 B.C. where the art was practiced on animal bones and turtle shells. Then with the invention of paper the art was perfected.
- JULIA:** This is all very interesting. What tools do you need to practice calligraphy?
- MARK:** Calligraphers use four basic tools called the 'the four treasures'. They are paper, ink or ink sticks, brushes, and inkstones, which are carved stones like bowls used to mix the ink with water. Look at these pictures, they illustrate the tools.
- JULIA:** Okay. I have one more question. Where can you see calligraphy art in China?
- MARK:** In many places like museums, books, temples and doors, among others.
- JULIA:** So it's very popular.
- MARK:** Yeah! I would like to start practicing calligraphy myself. People say it is very relaxing. Now, it's my turn to ask you questions about the dance from New Zealand you mentioned. Did you say its name is Haka?
- JULIA:** Yes. Haka is a pre-match tradition performed at Rugby games by New Zealand's Rugby team.
- MARK:** When did this tradition originate?
- JULIA:** In 1888 the New Zealand team toured the United Kingdom. The team was formed by Maori and non-Maori players and before the match started the team performed the Haka for the first time. After that it has become a tradition to perform the dance before every match the New Zealand national team plays.
- MARK:** But who used to perform this dance before the rugby players? Last time you told me something about the Maoris.
- JULIA:** Yes. The Maori people are an indigenous community in New Zealand. They used to perform the Haka in the battlefield. It was mainly a war dance.
- MARK:** Is this dance still performed by the Maoris?
- JULIA:** Yes, but not necessarily as a war dance. Some varieties of this dance are performed in special celebrations like birthdays, weddings, funerals and festivals.
- MARK:** And are men the only ones who perform it?
- JULIA:** No. Today, it is performed by both men and women. Look at this. You know Mark, there are some really good videos of Haka dancers in the library, let's go and watch them.

MARK: Sure! But before we go, we can go greet Lisa, there she is. Why don't we ask her what cultural habit she is going to talk about in their project presentation? We have to make sure we do not repeat topics.

JULIA: Okay.

Track 5

MARK: And what is the Haka dance like?

JULIA: Dancers move their bodies vigorously, they stomp their feet while slapping their bodies and chanting. They also make fierce facial expressions and stick out their tongues. The dance is meant to intimidate their enemies. It must be really scary to see the rugby players perform the dance.

Track 6

JULIA: No. Today, it is performed by both men and women. Look at this. You know Mark, there are some really good videos of Haka dancers in the library, let's go and watch them.

MARK: Sure! But before we go, we can go greet Lisa, there she is. Why don't we ask her what cultural habit she is going to talk about in their project presentation? We have to make sure we do not repeat topics.

JULIA: Okay

MARK: Hi Lisa, how are you doing with the Social Science project?

LISA: We have just started.

MARK: Who are you working with this time?

LISA: As usual.

MARK: You mean Jeff Sanders.

LISA: Yeah! I like working with Jeff because he is very organized.

MARK: Cool. And what cultural habit is your project about?

LISA: We're not sure yet. One of the options is to talk about Origami, an old Japanese tradition that did not actually originate in Japan.

JULIA: Origami, yeah. I have heard about it. It is the art of making all kinds of forms just by folding paper, right?

LISA: Exactly! They make mainly flowers and birds. The most famous origami model is the origami crane, you know, the beautiful tall bird with long, thin legs and a long neck?

MARK: Sure. They are beautiful! You mentioned that Origami did not originate in Japan, but did not say where it did originate.

LISA: No, I didn't. It originated in China.

JULIA: Mark! We should stop asking Lisa questions about her project. It should be a surprise for everybody.

MARK: You're right Julia. I'm sorry Lisa. I'll be able to ask you more questions the day we present our projects. Are you going to the library Lisa?

LISA: No. I'm going home. I have to study for tomorrow's math exam.

JULIA: Don't remind me! See you around then.

LISA: Okay guys. See you around.

MARK: See you.

UNIT 2

Track 7

1

Nothing Gold Can Stay
Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf,
So Eden sank to grief,
So dawn goes down to day
Nothing gold can stay.
By Robert Frost

2

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill went tumbling after.

3

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our ventures.
By William Shakespeare

4

There was an Old Man with a beard,
Who said, 'It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!'

Track 8

If I could climb the garden wall
I'd see an elm tree green and tall.
If I could climb the green elm tree,
A grand and grassy hill I'd see.
If I could climb the grassy hill,
I'd see a mountain larger still.
If I could climb the mountain steep,
I'd see the ocean broad and deep
To foreign countries far away.
With great ships sailing from the bay.

Track 9

MARK: Angie let's discuss the two poems we read in the literature class. Remember that tomorrow we have to hand in the paragraphs with our comments.

ANGIE: Yes. Let's start with The Land of Nod. I loved it! I was delighted to read that not only me finds routines boring sometimes, and that the world of dreams can be fascinating. What about you Mark, did you like the poem?

MARK: Yes I did. Some of the poet's descriptions are very accurate. For example, I felt completely identified with the way he describes dreams, as scary at times but exciting and pleasant at others. And although he does not say it explicitly he also suggests that the world of dreams is very personal when he says 'All by myself I have to go.'

ANGIE: Yeah! The same happens when he describes daily routines. He does not say exactly that everyday routines can be boring but uses the words 'from morning all through the day, I stay,' to suggest it.

MARK: Also, I think it is very realistic the way he describes when during the day, you want to go back to a dream you had but you can't.

ANGIE: That's in the last stanza isn't it?

MARK: Yes. And the part when he says 'Nor can remember plain and clear, the curious music that I hear'. is exactly what happens to me. Sometimes during the day I want to recall something cool I dreamt about the previous night but I just can't remember it. I feel very frustrated when that happens.

ANGIE: Yeah! That happens to me very often and I feel frustrated too... Okay, let's write the paragraph for the teacher, and then analyze the second poem.

MARK: Okay.

UNIT 3

Track 10

1. Fill the plastic bottle $\frac{3}{4}$ full with vegetable oil.
2. Add water to the neck of the bottle leaving a little space between the water line and the top of the bottle.
3. Add 10 drops of food coloring to the bottle.
4. Break the antacid tablet into smaller pieces and add one piece at a time.
5. Once the bubbling stops, replace the bottle cap.
6. Tip the bottle back and forth and watch the reaction. Tip, twist and shake the bottle in different directions.

UNIT 4

Track 11

Extract 1

Commentator: Matias gets the ball, he looks around, there's nobody free to pass the ball to, he moves forward, dribbles past one, two, three players! he's alone in front of the goal keeper, he shoots, goooooo!!

Extract 2

Documentary Narrator: The ostrich is the tallest and the heaviest of all birds. While the huge ostrich is a bird, it does not fly. It roams African savanna and desert lands and get most of their water from the plants they eat.

Extract 3

Anchorwoman: Good morning. Welcome to our 45 minute morning news. I'm Britney Sanders. And these are the most important headlines for today. Let's start with South America...

Track 12

JACK: Nora? It's me Jack.

NORA: Oh hi Jack! What's up?

JACK: Nothing much. I was watching a documentary about Tutankhamun's bloodline and how they could identify his parents by using technology. Do you remember we were talking about Tutankhamun the other day in the history class?

NORA: Yeah, but did you say bloodline? What's that exactly?
JACK: A person's bloodline is the person's ancestors over many generations, and the characteristics they have inherited from them.

NORA: I see. And who were his parents?

JACK: From what I understood from the documentary archeologists discovered a sarcophagus that contained the body of a member of a royal family. At first they thought it might be Nefertiti's skeleton, Pharaoh Akhenaten's wife.

NORA: But how did they know it was a member of a royal family?

JACK: Because of the precious objects, jewelry, statues, and a variety of objects that accompanied the skeleton. Later anthropologists were able to read the hieroglyphics on the sarcophagus and discovered it was not Nefertiti but Pharaoh Akhenaten who had been buried there.

NORA: This is fascinating! I'm getting excited! Now tell me how could they relate Akhenaten to Tutankhamen?

JACK: Well scientists put Akhenaten's skeleton into a scanner, performed a computerized tomography scan and produced three-dimensional images of the body. There they could see that the egg-shaped skull of Akhenaten was basically the same shape of Tutankhamun's skull and this is a characteristic that is only passed from father to son.

NORA: Oh boy!

JACK: So because of that and other studies they performed which I did not pay too much attention to they concluded that Akhenaten was Tutankhamun's father.

NORA: You got bored didn't you?

JACK: A bit. The landscapes and photography in general was quite good though.

NORA: I find all the information really interesting. I'm going to look for the documentary on the web to watch it myself. I think the work of archeologists is very exciting and original. Don't you?

JACK: Mm... so, so. A bit tedious, I would say. You spend a lot of time looking for things and you only find something if you're lucky.

NORA: You're not being encouraging, are you?

JACK: You asked me for my opinion, didn't you?

Track 13

TINA: Hi Rob! I'm doing a survey for a school project about the reactions and emotions that different TV programs generate in young people. Do you mind if I ask you some questions?

ROB: No, not at all. I feel flattered that you've chosen me. What do you want to know?

TINA: Okay then. This is my first question. What are your favorite TV programs?

ROB: Er... Let's see. I like sports programs for sure. By the way, did you watch the final championship soccer game yesterday?

TINA: Just the last part.
ROB: It was exciting and dramatic at the same time. Everything was decided in the last two penalties. I was really nervous when Bates from the Sparks missed his penalty and it was Davies' last turn to shoot! Oh my God! When Davies scored the final goal I jumped out of my seat and started shouting We're the champions, we're the champions. I was so thrilled! We had never been champions before. Can you imagine how I felt?
TINA: I can! So many different emotions within just a few minutes!
ROB: Yeah! That's what I like about watching sports games, you know. You go through so many emotions!
TINA: Any other programs you like watching?
ROB: Let's see ... I love to watch movies I've seen and liked several times.
TINA: For example?
ROB: I've seen all the movies in the series more than once!
TINA: Why? How do they make you feel?
ROB: Hmm... It depends. Every time I see the scene where Kylo Ren a member of the Dark Force kills his father, Han Solo, in the movie The Force Awakens I feel disgusted, dissapointed, and frustrated, mm... what else..., I feel excited when I watch the light saber battles, and definitely amused with R2d2's jokes.
TINA: I can see you're a Star Wars fan.
ROB: I am!
TINA: What about sitcoms, do you ever watch them?
ROB: Hmm... I watch them sometimes but I'm not the kind of person who feels frustrated when they miss a chapter, you know... What I like watching sometimes is those cooking reality shows, I don't remember their names right now, where chefs or cooking lovers compete. Apart from being amusing, you learn a lot by watching them. Let me tell you that I like cooking myself.
TINA: One last question. What about news programs?
ROB: Er... I don't trust them very much! Most of them tend to be sensationalist, I mean they use exaggerated information or show shocking scenes just to attract public attention.
TINA: I see your point. Well, Rob I think that's all. I hope I didn't take too much of your time..
ROB: Not at all. I hope the interview is useful for your project. Let me know how everything went afterwards.
TINA: Sure, I will. And thanks again.

Track 14

Do you mind if I ask you some questions?
 What are your favorite TV programs?
 Any other programs you like watching?
 How do they make you feel?
 What about sitcoms, do you ever watch them?

Track 15

ROB: It was exciting and dramatic at the same time. Everything was decided in the last two penalties. I was really nervous when Bates from the Sparks missed his penalty and it was Davies' last turn to shoot! Oh my God! When Davies scored the final goal I jumped out of my seat and started shouting We're the champions, we're the champions. I was so thrilled! We had never been champions before. Can you imagine how I felt?

UNIT 5

Track 16

Riddle 1: silence

Riddle 2: a button

Riddle 3: Prisoner 2 was the first one to shout, "white!" Prisoner 1 could see 2 and 3, but as he remained silent, prisoner 2 realized he was seeing one hat of each color and couldn't know the color of his own hat. So as prisoner 2 saw the hat in front of him was black, then he was sure his hat was white.

Track 17

TIM: What's that?

ANNE: It's a book of riddles.

TIM: I love riddles. Let's try to solve one.

ANNE: Ok. Listen: An old king had two sons and he had to choose one to become the next king, so he gave each of his sons a horse and said they should compete in a horse race to reach a faraway city. He explained that the son whose horse came in second would inherit the kingdom. So, next morning off they went. After one whole day they had only ridden one mile. At night they decided to stop at an inn. They realized it would be an endless and very boring race, since each son wanted to arrive in second place. They told the inn keeper about the strange race and the wise man made a suggestion. The next morning both princes rode as fast as they could to reach the faraway city. What do you think the inn keeper told them to do?

TIM: Mm...let me think...

Track 18

ANNE: Maybe the man told them to forget what their father had told them, hahaha

TIM: Haha... that would be cheating. The solution must be simple and logical...

ANNE: I give up.

TIM: I know! Maybe the innkeeper told them to switch horses!

ANNE: What?

TIM: Their father said that the son whose horse came in second would inherit the reign, so that's why they rode as fast as possible, because they had switched horses and wanted each other's horse to arrive first!

ANNE: That's clever! Let me check the answer...you're right, that's what they did! Good for you.

Track 19

- ANNE:** This one is really difficult. Maybe Mike asked: Which door leads to life? But of course, the guard might have been the liar, and he would have needed another question.
- TIM:** Yes, that's the problem. It seems one question is not enough, doesn't it? What about asking about something obvious, like Is this a castle? Then you would know who is lying,
- ANNE:** Yes, but you would still need another question to know which door is the correct one. No...the question must have been about the door, and that question allowed him to identify the correct one. ... I think I got it!
- TIM:** Really?
- ANNE:** Yes, Mike asked one of the guards: Which door would the other guard say is the door to life?
- TIM:** I don't get it.
- ANNE:** Think, if the guard he asked, for example the blue one, was the one who told the truth, he knew the other guard would lie and he would point at the door which led to death, and if the blue one was the one who lied, he...

Track 20

First: Jim's statement about his homework had nothing to do with the problem.
Jason's first sentence contradicted Jeremy's and vice versa. So, only two of the three boys told the truth, they can't be Jason and Jeremy. Jason and Jim can't be both telling the truth since Jason blamed Jeremy and Jim said Jeremy didn't do it. So, Jeremy and Jim can't be lying. This means that Jason lied, and Jim and Jeremy told the truth, so obviously the boy who broke the vase was Jim!

Track 21

When Emma talked to Claire on the phone, she used the mute button, so that all Claire could hear was: call...help...emergency... please hurry! Claire understood something was wrong, she called the police and gave them Emma's address.

Track 22

- CAROLINE:** I think Patrick could have stolen it because the necklace was extremely valuable and he was broke.
- JOE:** I rather think it was Kate. She wanted to be the first female new member in the club. Besides, Patrick said he had seen a woman with wings running away. He must have seen the feather boa Kate was wearing, it may have looked as if she had wings!
- CAROLINE:** It doesn't convince me, it seems too obvious. What about Sir Thomas?
- MATTHEW:** He couldn't have done it. He didn't have any reason to do it.
- CAROLINE:** Yes, he had. He didn't want new members. If he stole the necklace, Lisa wouldn't be admitted.
- MATTHEW:** It's a possibility. Did you pay attention to his telephone conversation? His wife had lost something and asked Sir Thomas about it. He asked her if she had looked inside the closet...
- JOE:** Yes! Maybe Sir Thomas borrowed his wife's feather boa and wore it to frame Kate, so that everyone would think it was her.
- CAROLINE:** Maybe you're right, but I still think it was Patrick. We've only got some seconds left. Let's decide now!

Track 23

Sir Thomas stole the necklace. Joe's deduction was correct.

Track 24

John was playing tennis the day after the murder, so he couldn't have done it, because the murderer had broken his leg a week before the crime.
Alex can't have been the killer because in his childhood he and the murderer were neighbors. Steve was innocent because he had met Alex a few months before the crime and we know that the killer knew Alex since childhood. So, the murder was committed by either Dan or Bill, but Dan had lived on an island and couldn't have known the culprit since childhood. So, Bill is the killer. But who did he kill?
Alex, John, and Steve couldn't have been murdered because one was in the Antarctica after the murder, the other one playing tennis and Steve was posing for the portrait because it wasn't finished. So, Bill killed Dan.

Track 25

The diamonds were in one of the glasses. There were 4 people: 3 guests and Mr. Andrews, so there is no reason to have 5 glasses of chopped ice. Looking at them, Inspector Williams found the diamonds, which looked like ice, and knew that the waiter planned to take them home.

UNIT 6

Track 26

Most Norsemen were farmers, but there were also blacksmiths, brewers, merchants, weavers, poets, musicians, craftsmen, and many other occupations.
There were three social classes: the nobles, the middle class and the slaves.
They enjoyed leisure time and played sports, board games, such as chess, and held festivals. Women had greater freedom and power than most European women at that time. They could inherit property and own their own businesses. Nevertheless, they could not choose their husband as marriages were arranged.
The Norsemen mastered the construction and sailing of longships. They also excelled at the art of weapon forging, such as swords, spears, javelins, axes, knives, shield, bows and arrows. They were very good at building techniques and skilled craftsmen who created a wide range of high quality goods, like leather boots and shoes, bone needles, and examples of cloth and wool found in Dublin.

Track 27

"This is for Everyone"
Users with computers connected to the Internet can access the WWW which is a global information space. It is a service that operates over the Internet. The Internet is a global network connecting millions of computers. The WWW was created in 1989, whereas the Internet is older.
Tim Berners-Lee is a British computer scientist. While studying at Oxford University, he built a computer with a processor and an old television. After he graduated, he worked as a software engineer at CERN, a particle physics laboratory in Switzerland. By 1988, the first direct IP connection between Europe and North America took place. At that time Berners-Lee discussed the possibility of a web-like system at CERN to share information by exploiting a technology called hypertext.

In 1989, Tim elaborated a document called "Information Management: A Proposal", that would later become the Web. Although it was never an official CERN project, Tim managed to devote time to develop his project working on a NeXT computer, created by Steve Jobs.

By 1990 Tim had created the three main technologies which are the foundation of the web: HTML (Hyper Text Markup Language), URI or URL (Uniform Resource Identifier), which is a kind of address for identifying each resource on the web, and HTTP (Hypertext Transfer Protocol) which allows for the retrieval on linked resources from across the Web. By the end of 1990, the first web page was served on the open internet.

In the 1990s, using a browser to view web pages and to move from one to another using hyperlinks became known as browsing or web surfing or navigating the Web.

When the Web began to grow, Tim's objective was that it could be used by anyone without paying a fee, "This is for everyone," he said. Together with other scientists he worked to make sure that CERN made the code available for everybody on a royalty-free basis. In 1993, the CERN put the WWW in the public domain. Today more than 4 billion people access the Web, about 54.4% of the total population on the planet.

It was an invention that changed the world.

UNIT 7

Track 28

MARTIN: How was your trip to Solana Beach? You went with Sam didn't you?
LAUREN: Yes. Everything was great and went according to plan except for something that happened almost at the end.
MARTIN: Hmm... Let me guess.

Track 29

MARTIN: How was your trip to Solana Beach? You went with Sam didn't you?
LAUREN: Yes. Everything was great and went according to plan except for something that happened almost at the end.
MARTIN: Hmm... Let me guess. It rained.
LAUREN: No, the weather was great all the time! It was Sam.
MARTIN: He got ill!
LAUREN: Uh-uh. On the last day we were at the beach. Sam was snorkeling in the sea, not far away, looking for little fish, and I was standing at the shore.
MARTIN: And?
LAUREN: Suddenly I saw him rush out of the water with the camera in his hand and his diving mask still on and shouting, run, run! I couldn't understand what was going on. I looked at the water and saw nothing.
MARTIN: So?
LAUREN: At first Sam was so shocked he could not explain anything. The only thing he could do was to point at his camera.
MARTIN: His camera? Do you mean he was in the water with a camera?
LAUREN: Yes. He was going to use his new camera to take pictures underwater.
MARTIN: Don't keep me in suspense! Tell me what had happened. Come on!

LAUREN: Look. I have the photo with me.
MARTIN: Oh no! But how did he manage to take the photo?
LAUREN: I think he was so terrified that he pressed the camera shutter by mistake without realizing.
MARTIN: Yeah! He his face says it all!
LAUREN: I wouldn't have believed him if he hadn't showed me the picture.
MARTIN: Did anybody else see anything?
LAUREN: No. Lifeguards used a boat to search the area but there was no sign of danger.
MARTIN: How strange!

Track 30

LINDSAY: How was the rock concert?
NORA: Look at my cellphone!
LINDSAY: I can't believe it! Is that you ... with Kevin Mercury the leading singer of The Rebels?
NORA: Yeah!
NATALIE: Unbelievable! Tell me how it all happened!
NORA: After the concert finished Pete and I decided to go for some tacos.
LINDSAY: Tacos?
NORA: Yeah! There's a very popular taco place around the corner from the theater.
LINDSAY: Don't tell me that Kevin Mercury was having tacos there!
NORA: No. Some men were paying for some tacos they had bought to go. From what I overheard, I realized they were Kevin's security guards. I looked outside and saw a limousine parked across the street. My heart started to beat faster.
LINDSAY: And, what did you do?
NORA: Without thinking twice I rushed to the limousine and knocked on the window. Immediately Kevin rolled down the window, stuck his head out and said hi!
LINDSAY: Oh my! And what did you say?
NORA: I was really nervous and a bit embarrassed at that point and said very formally 'Excuse me, I don't want to be a nuisance, but I was at your concert and it was terrific! I have all your music in my cell phone!'
LINDSAY: And how did he react?
NORA: He smiled and gave me a high five. At that moment I felt I was going to faint!! That's when Pete took the photo. I did not want to wash my hands when I got home but my mom told me I was out of my mind.
LINDSAY: Amazing! But let me get this right. Did Kevin actually stretch out his hand out of the window and touch your hand!
NORA: Of course! And that's not all. When he saw Pete taking the photo he called him and asked him if he wanted a pick. You know, one of those metal things you use to play the guitar. He told him it was a souvenir from him.
LINDSAY: Unbelievable. What a guy!
NORA: Yeah! Not all famous people behave like that.
LINDSAY: That's for sure.

Track 31

THOMAS: Hello!
JUSTIN: Hi Thomas! It's me Justin.
THOMAS: Hi buddy! How was your weekend at the mountains?
JUSTIN: You're not going to believe what happened!
THOMAS: Good or bad?
JUSTIN: Let me tell you the story. Everything was really cool at the camp. We camped by a lake and went canoeing.
JUSTIN: Cool. And?
THOMAS: On Sunday, ...

Track 32

THOMAS: Hello!
JUSTIN: Hi Thomas! It's me Justin.
THOMAS: Oh, hi buddy! How was your weekend at the mountains?
JUSTIN: You're not going to believe what happened!
THOMAS: Good or bad?
JUSTIN: Let me tell you the story. Everything was really cool at the camp. We camped by a lake and went canoeing.
JUSTIN: Cool. So?
THOMAS: On Sunday, late in the evening, on our way home, our car stopped in the middle of the road.
JUSTIN: How come? Did it break down?
THOMAS: That's what my dad thought at first, but then he realized we did not have any gas.
JUSTIN: Where were you exactly?
THOMAS: I'm not sure. It was dark and there were no people around.
JUSTIN: Were you scared?
THOMAS: A little bit. Then my dad saw a hotel in the distance and we decided to walk to it.
JUSTIN: What was the hotel like?
THOMAS: It looked a little strange, but it was better than the road. We got a room and went to sleep. At about two o'clock in the morning, we heard a noise. My sister Jenny opened the door and there was an old woman.
JUSTIN: On my! What did she look like?
She had long, black hair, and a long black dress. She looked like a witch!
THOMAS: Weren't you terrified?
JUSTIN: Imagine! And she said 'Come with me.' Then my mother asked her: 'Who are you?' and the woman answered: 'Follow me.'
THOMAS: She told you to go with her and to follow her? But who was she?
JUSTIN: Wait! We followed her down the hall. There was a big door. We opened the door and saw a big sign?
THOMAS: What did the sign say?
JUSTIN: 'Happy Halloween! Welcome to the monster and ghost costume party.'
THOMAS: You're kidding me!! Everything was a joke, then!
JUSTIN: Yeah! It's an amazing story isn't it?
THOMAS: You bet!

Track 33

The woman told Justin's sister to go with her. Then his mother asked the woman who she was and the woman told her to follow her.

UNIT 8

Track 34

LISA: Let's discuss the characters' feelings in this part of the story, shall we Roy?
ROY: Okay. Will you write the notes Lisa?
LISA: I will as usual. Let's start with Mrs. Otis. How do you think she felt when she couldn't find Virginia?
ROY: I think she felt nervous.
LISA: I would say that more than that. Mrs. Otis knew that Virginia liked the ghost so I imagine she felt really scared with the thought that the ghost had done something bad to her. She must have felt really relieved when she finally saw her again. And she must have felt curious to know what Virginia had been doing.
ROY: Yes. You're right. Let's write all that down.

UNIT 9

Track 35

COLIN: I've learned quite a few things from comics, specially science facts. Some people think they have no educational value, but I think they do. Besides science you can learn lots of moral values too.
ALISON: Ah, do you mean that for example, superheroes can be the gods of anew mythology teaching us right from wrong? They would be like the ancient Greek gods who were not perfect, made mistakes and had problems like humans did. But there are lots of comics now, not only about superheroes. And I agree with you. Comics can teach us many things.
BOB: That might be true, but I think it is not enough to justify they should be taught in school. Books have all that and more. They are longer, so there's more text and what's best for me, is that I can imagine things. In comics you have pictures, there's no place for imagination. What do you think Kate?
KATE: I think comics cannot replace real books, but there are some facts that cannot be denied, such as that comics can motivate teens or children who do not like reading to start doing it. It's easier to read a comic than a book, it's faster and the fact that it has pictures can make it more engaging than a book.
JIM: Exactly! Also, I think they are useful when learning a second language. Some neurological experiments have shown that matching a picture with a text improves your memory.
HOLLY: In addition to that, we can learn writing, punctuation and grammar in our own language and in a second one. Also, they have characters, a plot, different settings, and a theme, so they can teach us literary concepts the same novels and short stories do.
JIM: Well, to summarize, most of us seem to agree that comic books have a place in school, but could they be a substitute for books?

UNIT 10

Track 36

- BILL:** I think working in family businesses should be prohibited as well. Even if you work with your family, you may work very long hours.
- KATE:** Maybe, but I think working a few hours in jobs that are not dangerous, of course, can make teens responsible and can help the family economy. It's not child labor. Not all forms of work are harmful. Besides, most children and teens work because their families do not have enough money.
- BILL:** I see your point. What you mean is teens can work to help their families, if they have enough time to go to school and study. But, even if kids and teens work, poverty continues. I read an article some time ago that in some countries companies prohibited child labor mainly in the textile industry and children lost their jobs, but most of them did not return to school. They involved in criminal activities or took jobs less paid and with more dangerous working conditions. So the problem got worse. Anyway, I think child labor should be prohibited, I disagree with you, for me there's not light work and heavy work. Kids and teens should enjoy this stage of life.
- KATE:** I understand, but those kids and teens you mentioned didn't have time to go to school. They worked long hours, that is really child labor, it's not the kind of work I'm talking about.

Track 37

- TED:** Have you heard? They are going to build another mall in the neighborhood in a few months. It's going to be huge.
- MAX:** Yes, I know, but the problem is we still don't have a place to play sports that's free. We can't play soccer in this neighborhood.
- CINDY:** You're right. The Star Club is near, but you have to pay a membership to have access to the fields.
- TED:** I think we should have a say in this. We have the right to participate in the decisions the authorities make. We all agree it's better to have a place to play sports than another mall, don't we? What if we send a letter to the city hall?
- CINDY:** It's not a good idea Ted. When we had that garbage problem some time ago, even though we sent them a letter and an e-mail asking them for more trash cans they didn't answer, so the problem continued.
- MAX:** What about talking to the people in the neighborhood council, first? I'm sure they are going to support us. Do you remember last year our families complained because although there were some police cars patrolling the neighborhood, there were still many burglaries? Well, the council took action by starting a neighborhood watch program that worked together with the police and as a result there was less crime. We could write the letter now...

Track 38

- CINDY:** Wait, wait... we can't send an e-mail just the three of us. It's not representative of all the kids and teens in the neighborhood. Let's do a survey, so that all of us have a say in this matter.
- MAX:** I don't think that's the best way. It will take us a long time. What about social media? It's faster to get in touch, at least with all the people in the neighborhood we know.
- TED:** You're right. Let's make this proposal at school too! Most of the kids in this neighborhood go to our school.
- CINDY:** Great. That would cover great part of the area, however, there are still some kids who live here, but don't go to our school.
- MAX:** Well, those we will have to go door to door... we can start tomorrow by...

Track 39

- KEVIN:** Stuart has just told me two students in his class are bullying him. He feels really bad.
- JOANNA:** It's a big problem. Bullying and violence too. Yesterday two kids were fighting during recess and two more this morning. What's wrong? School doesn't feel safe anymore.
- KEVIN:** The thing is that most teachers aren't even aware of bullying. I advised Stuart to tell the teacher, but he doesn't want to tell her. He thinks it won't help.
- BRENDA:** Isn't there anything we could do? I mean, I'm sure there must be some way to put an end to this. We have the right to study in a safe place.
- JOANNA:** We should do something about it.
- MIKE:** Hi, guys, what's up?
- JOANNA:** Hi, Mike. We are discussing the problem of violence and bullying at school. Trying to find a way to stop it.

Track 40

- MIKE:** I think the school must show zero tolerance to violence.
- BRENDA:** When you say zero tolerance do you mean for example, suspending or expelling students?
- MIKE:** Yes, exactly.
- JOANNA:** I don't think that's the best way to solve the problem. Studies show that "the three strikes and you're out" policy has done more harm than good. Sometimes it may even make matters worse.
- KEVIN:** At my cousin's school they carried out a program called Safe Schools and as a result, bullying and violence decreased. It was a whole school approach; all the students took part, not only the violent ones.
- MIKE:** Well, maybe you're right, perhaps punishing single students isn't the best way, a long-term program involving the whole school could be the solution.
- JOANNA:** I think that we could participate in whatever program we propose. For example, we could promote respect, and help teachers and staff to develop rules and school policies.
- BRENDA:** But how?

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

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/>

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- <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.

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
arise	arose	arisen
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet/betted	bet/betted
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

Infinitive	Simple Past	Past Participle
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let

Infinitive	Simple Past	Past Participle
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit/quitted	quit/quitted
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank/shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat

Infinitive	Simple Past	Past Participle
sleep	slept	slept
slide	slid	slid
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
spoil	spoil/spoiled	spoil/spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
sting	stung	stung
stink	stank/stunk	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn

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