



Teacher's
Guide

3

Come Together

Adriana
DOPAZO



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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

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

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Come Together

Teacher's
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3

**Adriana
DOPAZO**

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Introduction

Come Together is an intermediate three-level course aimed at secondary school students. The series is designed to help students consolidate and develop language skills through a wide variety of interactions with texts and contextualized communicative situations.

Approach

- The learner is considered to be an active agent in the construction of learning.
- Collaborative learning, group work, learner autonomy, and responsibility are fostered.
- Well-thought-out activities are related to learners' experiences and interests.
- Opportunities for all students to engage in oral exchanges, reading, and writing.
- Language is learned through communicative activities, models, and interaction among peers.
- Students are motivated to learn in the most effective way and to value and respect different cultures, including their own.
- A respectful and confident environment is encouraged. Mistakes are seen as opportunities to practice and improve, and positive feedback is received and offered.
- Opportunities to reflect on and practice values and social skills are provided.
- Several opportunities for self-assessment are included.

How Are Contents Distributed

The ten units are distributed in three suggested blocks (Block 1: Units 1-3; Block 2: Units 4-6; Block 3: Units 7-10). This intended division into blocks is a suggestion on how to balance environments and progressive contents throughout the school year. Nevertheless, it is up to your needs to move the units and social practices around. The units in the Student's Book are organized according to the complexity of skills required from the students. For example, Unit 1 starts with a Family and

Community environment where the social practice (Exchanges of emotions and reactions in an interview) might be a smooth start for students to communicate confidently with their peers. This first unit is followed by an Academic and Educational unit where students have to interpret and write instructions to perform a simple experiment. In this case, the vocabulary and language structures flow more naturally and are close to students too. By the end of the book, in Block 3, students are prompted to more complex skills and language abilities like analyzing and describing characters, agreeing and disagreeing, exchanging proposals and opinions, and assuming personal positions.

Flexibility

As explained before, the order and relation between the blocks and the learning environments (*Family and Community, Recreational and Literary, and Academic and Educational*) was suggested according to the degree of complexity of strategies, language awareness, and analysis skills students need to fulfill the social practices. Nevertheless, this suggested organization of contents, the amount of sessions it will take you to complete the social practices, and the implementation of the approach, depend on your class' needs. Please feel free to modify them accordingly. Regardless of this progression, every unit presents students with a clear process of building activities towards a final product and provides them with the necessary models to do so.

Components

Student's Book

Student's Book Units

The Student's Book contains ten units, all with the same structure: *Opening, Development, Closure, Assessment*, and a *Glossary* page.

Opening

Each unit starts with an Opening, which has two parts:

Let's start together: In this section, students will carry out simple exercises that will activate their previous knowledge and will make them aware of what they need to know for the social practice of the unit.

Initial Assessment: After answering this section, students will have an idea of how ready they are to build the Final Product of the unit and the aspects they need to focus on to be successful.

Development

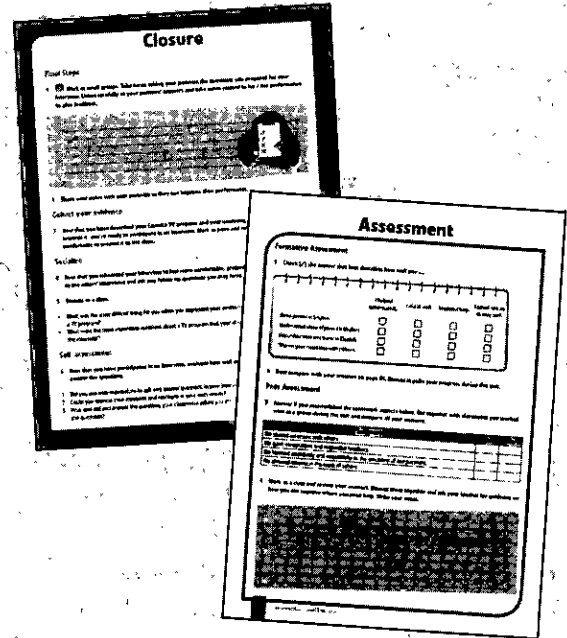
The Development section is divided into stages. These will take students through the social practices of the language and help them progress from a first contact and analysis to different practice exercises that will gradually build up towards a Final Product. The number of stages vary depending on each social practice of the language. *For Your Final Product* activities guide students through the necessary steps to build up a successful product. At the end of each milestone, there is a section called *Intermediate Assessment* with opportunities to reflect on their progress and the aspects they need to improve.

Closure

In this section, students will collect the evidence they have been creating throughout

the unit and will present, socialize, and assess their Final Product.

At the end of every unit, students will find an Assessment page where they will self-evaluate their performance and their team's work.



Other Features



This icon appears in activities where students have to discuss with their classmates.



This icon indicates when there is an audio support to accompany the activity.



This icon refers students to the glossary section at the end of the unit, where they can find the meaning of words highlighted in the texts.



This icon indicates exercises that produce evidence for the students' portfolios.



This icon refers students to the related chapter in the Reader.



This icon indicates suggestions to develop ICT skills.



Skills and Language Boxes appear in several moments for students to reflect and broaden thinking,



learning, intercultural, and social skills or as a wrap-up of what they have practiced.

For your Final Product

These activities build up the Final Product gradually and progressively.

Reader

Each of the three levels of *Come Together* is complemented with a Reader that has corresponding chapters for each Student's Book unit. This component includes two types of texts: literary and informative. Literary texts are fictional stories that promote creativity and imagination. Informative texts provide facts and information to broaden the student's education. All texts begin with a set of activation questions that work as a pre-reading exercise. At the end of the chapter there are exercises that develop vocabulary strategies and bibliography to extend their knowledge. There are footnotes that students can refer to for key vocabulary to understand the text.

How to Use the Reader

The Reader is a valuable aid for students to apply strategies they already have in their mother tongue to reading in English. Since the Reader's texts are consistent with the social practice in the Student's Book unit, you can use them to reinforce the production and exchanges proposed in the lessons.

You can use the Reader at any time you feel necessary according to your planning, but it is recommended to have at least two reading moments during the unit and devote some time to the vocabulary strategies included in each chapter. In the Student's Book you will find suggestions on when to use the Reader to extend or support the learning process.

Teacher's Guide

The Teacher's Guide has ten units that match the Student's Book. Each unit in the Teacher's Guide includes a table of the contents in the Student's Book, teaching notes for all the sections, and a suggested Evaluation Instrument for summative assessment.

Teacher's Guide Organization

- An *Introduction* to the series and its components.
- *Assessment Guidelines* to explain and plan the different types of evaluation throughout the school year.
- A customizable *Portfolio Form* and *Teacher's Journal* to help you organize and assess students' evidence and your observations collected throughout the units.
- An *Initial Diagnostic* page with tips and guidelines to begin the course by understanding where your students are,

where they will get, and areas of opportunity to emphasize in your planning throughout the school year.

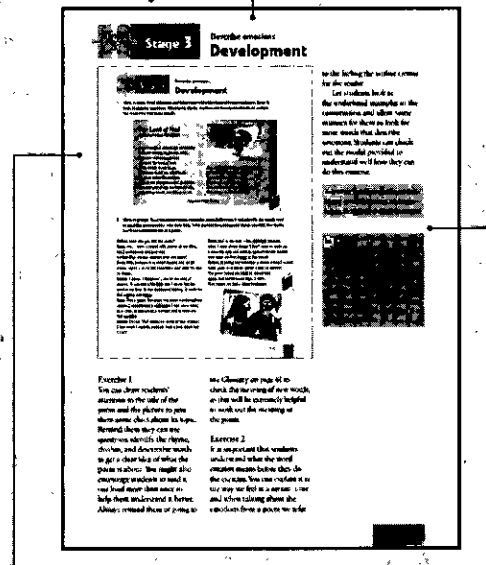
- Teaching notes and answer keys for the exercises in the Student's Book. In every page, you will find a miniature of the Student's Book where the referred exercises are.
- Teaching notes and suggestions for all the Student's Book special features, such as *Skills Boxes* and *Language boxes*.
- Teaching notes to apply information technologies in the exercises where the IT icon appears to encourage and guide students in the use of technology to enhance their learning when it is available.
- A suggested *Evaluation Instrument* per unit that can help you establish the outcome of your students' performance.
- A *Bibliography* for teachers with reference materials.
- An *Audio Script* for all the audio tracks.
- A *Track List* with the complete reference to the audio tracks.
- A *Class CD* with audio and visual media resources.

Teacher's Guide Units

The sections in every unit of the Teacher's Guide are exactly the same as in the Student's Book. Every unit opens with a table that shows the contents covered in the Student's Book, including the page where they are located. For your reference, the notes on every page refer to the exercises shown in a reproduction of the corresponding Student's Book page. *Come Together Teacher's Guide 3* includes teaching notes for all the exercises and the special features like *Skills and Language Boxes*, and *ICT Tips*. All exercises reinforce collaborative learning and scaffolding to support students, as well as some tips to help you have successful activities. You will also find an answer key clearly marked in a box after the notes.

Unit and Stage

Unit Section



Reproduction of Student's Book Page

Answer Key

Features

Media Resources Box


This box includes suggested activities involving the material included in the Class CD for further practice of the target contents, as alternative warmers, and as opportunities to reinforce contents. There is visual material in the Class CD for support in every unit and to work with the Reader.

In Class Box

This box includes class management strategies, intercultural awareness, mixed abilities tips, and all kinds of tools for your class.

Class CD

The *Come Together* Class CD contains all the audio tracks used to develop listening skills in the Student's Book exercises. You will find a variety of age-appropriate conversations, interviews, and presentations provided in real-life contexts that are familiar to students. The audio tracks are used in different social environments to reinforce students' ability to comprehend English in different social situations. In *Come Together*, students are engaged in understanding general meaning, detailed explanations, oral exchanges, words related to specific areas of knowledge, common expressions, and acoustic characteristics.

 This icon shows where and which audio track needs to be used in the exercises.

In the Class CD, you will also find a series of visual support materials to help you with further practice and alternative ways of presenting language content to visual students. You will find two types of visual materials: posters (one for each Student's Book unit) and flashcards for the Reader (three for each informative chapter and four for each literary chapter). These media resources can be projected or printed according to your own needs.

The Class CD also includes a set of documents that will suggest ways to use posters and flashcards to make the most out of these visual aids.

How to Use the Class CD

The teaching notes in the Teacher's Guide suggest how to use the Class CD for supporting activities. *Come Together* provides an *Audio Script* with all the tracks at the end of the Teacher's Guide for your convenience. You will also find a *Track List* for easy reference to the audio tracks.

You will find suggestions on how to use the posters in the notes of the Teacher's Guide, but

the Class CD also includes a document with activities you can use to practice specific language, to review, and to reinforce some language elements.

The Reader includes vocabulary exercises, but the flashcards in the Class CD are also a good way to engage students in the Reader chapter and help you guide and verify the first stage of comprehension. You can also use them to start class discussions and as triggers for controlled and free oral exchanges for you to monitor.

The *Come Together* Class CD can be played in CD players, computers, external CD players, etc.

How to Access Your Class CD

Visual Support Material

To run the CD, follow these steps:

- 1 Insert the CD on the disc tray of your computer or on an external CD reader connected to it.
- 2 Go to My Computer and right-click on the CD / DVD RW drive (any letter from D:).
- 3 Right-click and hold on the *Come Together* Class CD icon.
- 4 Select "Open" on the displayed Menu.
- 5 Right click on the folder you want to see ("Introduction" or "Additional Resources").

Audio Tracks

Computer

- 1 Open your computer's media player.
- 2 Select the *Come Together* Class CD Audio Tracks icon and double click on it to display the list of tracks.
- 3 Click on the track you want to listen.

CD Player

- 1 Insert the CD on the disc tray of your player.
- 2 Click on the track you want to listen.

Assessment

Come Together proposes several ways to gather data about students' learning to determine the global assessment. Daily assessment and identification of previous knowledge can help you make your lesson planning better fit the needs of your group and have a more successful summative assessment. This class monitoring is essential for assessment and improving class planning. Monitoring during the building of the Final Product is particularly important for your observations on overall performance.

Student's Self-assessment

After students complete each milestone of the unit, they will find an assessment section called *Intermediate Assessment*. This section is made up with simple exercises that involve self-assessment, peer assessment in pairs and small groups, and class assessment. These exercises will help students recognize their progress and how to look for remedial work in a collaborative way. It is suggested that you properly monitor this reflection to detect on time if further practice and review is necessary. Your support is essential in recognizing progress and areas that need improvement.

In the *Closure* section, there is a moment where students review the work done during the unit (*Collect Your Evidence*). This is a good way for students to notice what they have accomplished. The concluding activity for the Closure section is a discussion which helps students socialize their experience building their Final Product, but it is also an opportunity for students to assess their progress and recognize their strengths and weaknesses.

Finally, students end the work in each unit with an Assessment page. The first section involves the students' self-assessment on the skills acquired during the performance of the social practice of the language. Next, students will have the opportunity for a self-evaluation

and peer evaluation about some activities that helped them build their Final Product.

Portfolio Assessment

Come Together suggests several activities that can be treated as portfolio evidence for you to keep in an actual file, particularly those meant to build the Final Product. In these cases, it is recommended that you ask students to work or copy their work on a separate piece of paper or any other material of your choice.

The evaluation of a student's portfolio will show you the step-by-step route of a student towards an expected achievement and the final status at the end of a determined period. As work in progress, it can reveal in a timely manner those particular areas that need reinforcement in order to make sure students are acquiring the skills set to develop a Final Product. Exercises that are suggested to collect portfolio evidence have an icon to identify them.

Evaluation Instruments

At the end of each unit you will find a format for a suggested Evaluation Instrument. These instruments will allow several means of assessment: continuous and summative assessment of performance through the registration of observations from different types of monitoring, guided peer assessment, evaluation through rubrics, among others.

Use the *Portfolio Assessment* and *Teacher Journal* forms on pages 11 and 12 to help you keep a record of your students' performance.

Assessment

Portfolio Form

Student's Name: _____ Group: _____

Date: _____ Unit: _____

Skills	Description of the Evidence	Evidence Result	Observations on Performance
Listening			
Speaking			
Reading			
Writing			

Follow-up notes

Assessment

Teacher Journal

Teacher's Name: _____

School: _____

Date: _____ Group: _____

Observations

Solutions

Plan

Initial Diagnostic

The *Come Together* series is designed so that by the end of the course students:

- can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- can understand texts that consist mainly of high frequency, everyday or job-related language.
- can understand the description of events, feelings and wishes in personal letters.
- can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).
- can connect phrases in a simple way in order to describe experiences and events, dreams, hopes, and ambitions.
- can briefly give reasons and explanations for opinions and plans.
- can narrate a story or relate the plot of a book or film and describe their reactions.
- can write simple connected text on topics which are familiar or of personal interest.
- can write personal letters describing experiences and impressions.^[1]

To achieve the goals of this course, it is necessary that you know what areas your students need to work harder on and what language contents require some review so that the planning of your school year addresses the particular issues of your group.

For Your First Week of the Course

In the first class, when you meet your students, it is helpful to devote the complete session to the

diagnostic assessment of your class. Start by welcoming them and introducing yourself. Invite students to answer specific questions about their background (their age, birthdate, family members, hobbies, and so forth) in order to figure out how well they can understand and answer simple questions and connect ideas. This will help you start knowing your students and build an environment where they can feel stimulated and comfortable. An open and warm attitude towards them will help you establish the appropriate atmosphere for future classes.

After this, you can proceed to test vocabulary and handling of verb tenses. You can prepare a formal exam where you provide an input text (a profile or a biography, for example) and ask simple comprehension questions about it. Your text should be about personal information, physical description, and some life events from the past of a person. In this way, you will learn about how they can use and understand present and past, their range of adjectives, and the identification of language to exchange basic information related to contexts that are related to their experience.

Another option is to select and use the activities with posters included in your Class CD. The general activities for each poster will give you a very clear idea of the status of your class in terms of both speaking and writing abilities. An advantage of using the *Come Together* posters for initial assessment is that they can allow you to carry out fun activities that do not feel like an assessment. This game environment^[1] allows for work in small groups, where you will be able to identify the social skills of your students. The range of activities you can do with posters will allow you to assess and question students about their learning preferences and give you important clues about the multiple intelligences in your classroom.

This initial class will provide important information to plan your course according to the strengths and weaknesses you identify so that your class can reach the expected achievements for this English course.

^[1] From www.coe.int/lang-CEFR. Copyright is held by the Council of Europe: © Council of Europe

Pedagogical Principles

The general purpose of the *Foreign Language: English* curriculum is that students develop skills, knowledge, attitudes, and learning strategies to participate and interact with native and non-native English speakers in written and spoken social practices of the language within different communicative, cultural, and familiar contexts.

The purposes of this learning cycle are:

- To analyze certain aspects that will help students improve their intercultural comprehension.
- To apply some strategies to cope with some obstacles that appear while learning a foreign language.
- To use strategies to consolidate their performance in a foreign language.
- To use simple but varied language items to perform in common situations.
- To exchange information of interest.
- To speak using a neutral register in different situations.

To do so, the approach of English is based on the social practices of the language. These are oriented to the process and integration of knowledge, abilities, attitudes, and strategies in communicative exchanges using English. That is the reason why the English language is defined as a communicative, cognitive, and reflexive tool that helps students express and exchange ideas, emotions, and interests. Language is not an abstract subject, nor isolated speech acts, but a tool to socialize by performing different tasks in varied environments.

To help your students, consider that they must learn English by using English. That is the best way to analyze, develop, and improve the communicative competency in English. Provide real or close-to-real communicative situations. Make classes interesting by showing how the social practices of the language respond to students' interests and their need to use English. Remember that students are at the center of the learning process, they should actively use their knowledge and experiences to face communicative situations

Discuss with students what language products have a relevant meaning in their process. Use their previous knowledge and interests on the social practices to let them propose how to plan their language products. Make sure they follow well-articulated steps for them to practice all abilities in English. And finally, promote the self-assessment and process analysis by asking questions, generating discussions, or facilitating peer evaluation.

1

Social Learning Environment:
Family and Community
Communicative Activity:
Exchanges associated
with media.

**Social Practice of the
Language:** Exchange
emotions and reactions caused
by a television program.
Final Product: Interview.

Student's Book	
Activities	Pages
Opening	7-8
<i>Take advantage of your students' strengths in relation to what they are already able to do with the language, so they can:</i>	
<ul style="list-style-type: none"> • Compare topic, purpose, and intended audience. • Analyze language register used by participants. • Share hypotheses about general sense and details. • Recognize their own strengths and those of others. 	9-12
<i>Encourage your students to explore, clarify, or think by means of questions, hypotheses, deductions, speculations and answers to the ideas of others. Create the necessary conditions, so they can:</i>	
<ul style="list-style-type: none"> • Interpret nonverbal language and attitudes of the speakers. • Clarify the meaning of words using key words or contextual clues. • Reflect on the relationship between actions, pictures, dialogues, and sound resources. • Recognize technical or specialized information. • Identify grammatical differences between American and British variants. • Analyze the communication situation. • Evaluate function and purpose of visual (e.g. ticker, subtitles, etc.) and sound (soundtrack, sound effects, etc.) resources. • Adopt body postures and use facial expressions that indicate emotions like surprise, pain, anger, etc. • Consider similarities and differences between their mother tongue and English. 	13-15
<i>Encourage your students so that they achieve their goals and give opportunities for them to apply and practice what they already know, so that they can:</i>	
<ul style="list-style-type: none"> • Write expressions to share emotions. • Take into account grammatical characteristics of the English language (e.g. nouns and adjectives do not have gender in English), when writing expressions. • Include explanations of main ideas in exchanges. • Offer and ask for feedback. 	16-18
<i>Monitor the development of your students' skills to decide whether to provide individual or group support. Help your students, so they can:</i>	
<ul style="list-style-type: none"> • Ask and answer questions about the content of a TV program and emotions caused by it. • Link sentences to express emotions and explain what caused them. • Vary intonation, rhythm, and volume. • Use resources to make time (e.g. <i>umm, er, you know</i>, etc.). • Monitor the use of their voice (e.g. volume, speed, etc.). • Exchange emotions and reactions. 	19-21
Closure and Assessment	22-23

Opening

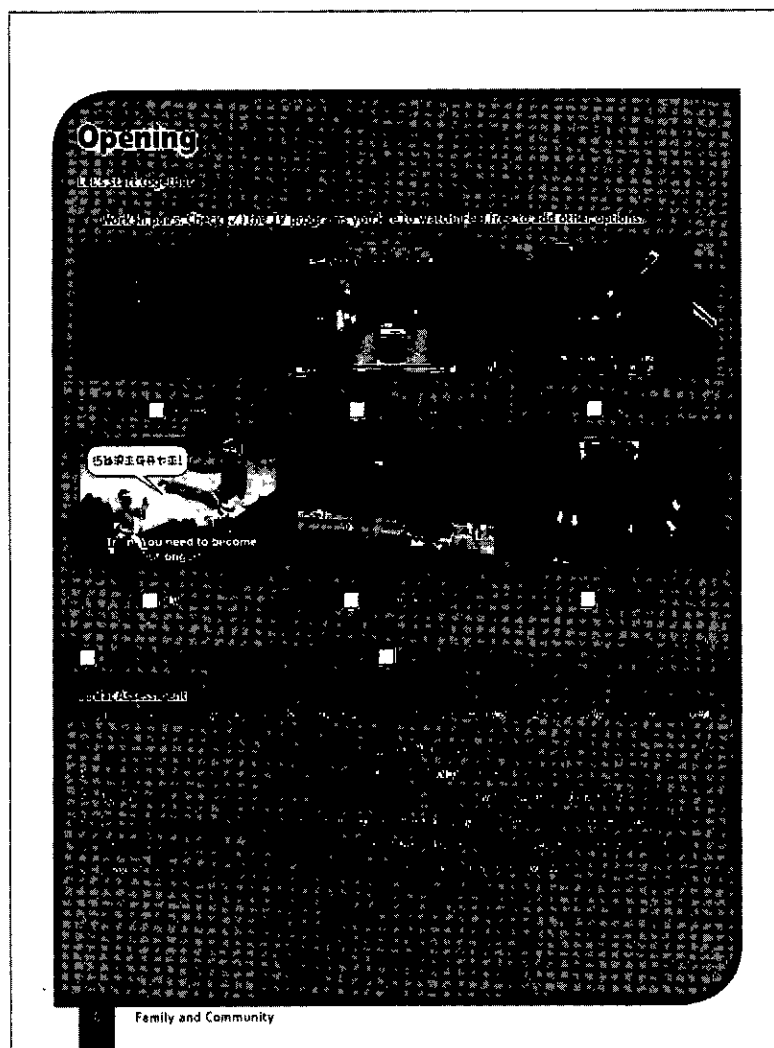
You may find useful to encourage students to review the four learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

Let's start together

You could draw students' attention to the pictures and exercises on page 8 to activate previous knowledge and to discuss about the type of emotions caused by TV programs. You may invite volunteers to share their answers with the class. It would be a great opportunity for them to attempt to describe how certain TV shows make them feel.

Initial Assessment

You can tell students that the Final Product of this unit will be participating in an interview and exchanging emotions and reactions caused by a TV program. Then ask them to read the sentences and reflect on how often they do or feel like what is said. Encourage them to be honest so that they really know what they are able to do in this moment and, therefore, appreciate better their progress in the end.



Stage 1

Examine television programs.
Development

- 1 Work in pairs. Read the conversation and underline the TV genres that are mentioned. Then discuss the questions.

Julio: Hi Mónica! Why do you look so tired?

Mónica: Oh, hi, Julio! I went to bed really late last night because I was watching the *Chef Challenge* finals on TV.

Julio: By yourself?

Mónica: No. It is a family show for all ages. We really enjoy watching it together at home.

Julio: I have never watched that program. What is it about?

Mónica: It is a reality show where several contestants participate in cooking challenges. The winners get money to open their own restaurant. I watch it because it is exciting and I learn about cooking.

Julio: I see. I don't really like reality shows. I prefer to watch sports programs. I like to listen to expert sports anchors give their opinion about soccer and baseball games. I always watch *Sportex* on Channel 19.

Mónica: *Sportex* is good, but I prefer *On Sport* on Channel 42 because there are also anchorwomen, not only men, and as they talk you can read the tickers to learn the results of all the games.

Mónica: That's true. Foreign programs have subtitles. Even soap operas! But I don't like them. Too much drama! They make me feel sad. I prefer comedy programs. And you?

Julio: Me too! Comedy programs are the best! I like *Mr. X*. It makes me laugh a lot.

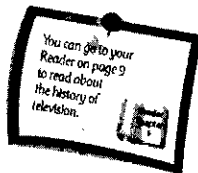
Mónica: Yeah, that show is really amusing. It has young actors because it is for teenagers. They speak just like us! By the way, do you like documentaries? I do.

Julio: Some of them, I guess. It depends on the subject. I like documentaries about traveling and other countries. But I think documentaries about nature are boring! Some are hard to understand because they use formal language. I have to confess that I love watching cartoons even though they are for children.

- Which type of programs does Mónica like? Why?
- Which type of programs does Julio like? Why?
- Do you know other TV genres?

Mónica likes *Chef Challenge* because she likes to learn about cooking.

Julio likes sports programs because he likes the opinions anchors give about soccer and baseball games.



Unit 1

9

Encourage students to answer the questions orally and monitor offering help if they need it. The sample dialogue can provide some guidance so that they know how to answer questions 1 and 2. If you have kinesthetic learners, students could role-play the conversation in pairs to improve understanding.

Answers: Underlined

reality shows, sports programs, series, soap operas, comedy programs, documentaries, and cartoons

- Mónica likes *On Sport* because there are anchorwomen and you can read the tickers. Mónica likes *Mr. X* because it is amusing and has young actors.
- Julio likes sports programs because likes to listen to experts give their opinion. Julio likes *Mr. X* because it makes him laugh a lot.

3 Suggested answer:**Reader Box**

You may invite students to open their Readers to page 9 to learn about the history of television. After reading, you could ask students some questions to check their understanding of the text.

Media Resources

Use Chapter 1 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 1 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

In this exercise, students can use the Glossary section on page 24 as an available tool to clarify the meaning of the highlighted words and expressions. You could also encourage pairs to look up any other words they do not know in a dictionary and to write them in the space provided in the Glossary page.

Exercise 2

This exercise will allow students start identifying vocabulary they will need throughout the unit. Students could work individually and then share their answers as a class to foster learning from others.

Answers: People: contestants, winners, sports anchors, anchorwomen, actors. **Age group:** for all ages, for teenagers, for children. **Elements:** challenges, tickers, subtitles, formal language.

Exercise 3

You may ask students to work in small groups to categorize the expressions according to their use. You could also encourage them to complete the table by memory and only refer back to the text to check.

Answers: Stating characteristics It is a family show for all ages. It is a reality show where several contestants participate in cooking challenges. The winners get money to open their own restaurant. As they talk you can read the tickers to learn the results of all the games. Foreign programs have subtitles. It has young actors because it is for teenagers. Some are hard to understand because they use formal language. **Expressing likes / dislikes** We really enjoy watching it together at home. I don't really like reality shows. I like to listen to expert sports anchors. I love action series. I don't like them. They make me feel sad. I like Mr. X. I like documentaries. I love watching cartoons.

Stage 1

2 Analyze the expressions from the descriptions of TV shows in Exercise 1 to complete the categories below. Add two more words for each category.

Age group

Elements

3 Read the conversation in Exercise 1 again and circle the expressions used to examine TV shows. Then work in small groups to classify them according to their use.

Stating Characteristics	Expressing Likes / Dislikes

4 Read the Skills box and discuss with a partner the purpose of each TV Show. Explain.

TV programs have different purposes. Most of them aim to inform, educate, entertain, surprise, create controversy, criticize, etcetera. This is why they provoke different emotions and reactions in the audience.

Family and Community

Skills

Exercise 4

You could do the first TV program genre as an example. You may ask students to reflect on the purpose of their favorite TV shows. Encourage them to say which kind of shows they watch and to give reasons for their choices.

Suggested answers: The purpose of the news is to inform. The purpose of a TV series is to entertain. The purpose of a documentary is to

educate. The purpose of a drama program is to create controversy. The purpose of a reality show is to criticize.

Skills Box

In order to make this information more meaningful for your students, consider eliciting and giving examples by referring to popular shows and expressing their genre and purpose.

For your Final Product

Write about your favorite program, its identity, its genre, its purpose, and some basic characteristics. You are going to work with this program for the rest of the unit to produce your video. Now write about it.

Name: *The Adventures of Tina*
It is: a situation comedy.
Genre: situation comedy.
Characteristics: It is about the everyday life of a regular teenager and the challenges she has to face. Its purpose is to entertain.

Genre: _____
Name: _____
Purpose: _____
Characteristics: _____

Intermediate Assessment

- 6 Underline the option that best describes what you can do.
 - 1 I can identify different TV genres very well / partially / with difficulty.
 - 2 I can describe basic characteristics of a TV program very well / partially / with difficulty.
 - 3 I can identify the purpose of a TV program very well / partially / with difficulty.
- 7 If you need help, you can improve by reading TV program reviews in English-speaking magazines.
- 8 According to their language register, programs are classified in formal, neutral and informal. Read the definitions and the examples in the following chart and complete the information.

Language Register			
	Formal	Consultative or Neutral	Casual or Informal
Definition	It is used in professional settings, like interviews. This register uses standard English. Slang is never used and contractions are rare.	It uses less formal standard English. The tone is respectful but may be more casual. Slang sometimes is used.	It is used with friends, coworkers, or family. Use of slang, contractions, and informal grammar is common.
Genre	documentaries, _____	local news, _____	reality shows, _____
Examples	_____	_____	_____

For your Final Product

Exercise 5

Use this exercise as a portfolio evidence. Have students write on a separate sheet of paper if necessary. Model the activity with a popular TV show and have students identify all the elements. Now they may identify the same elements in their favorite program. Warn students that they will work for

the rest of the unit with the TV program they choose so they pick one that is rich in elements to examine.

Intermediate Assessment

Exercise 6

This is an exercise for students to reflect on their performance up to this moment. Make sure you build an effective and cooperative environment where they can be honest in their

answers and reflect, analyze, and help each other.

Exercise 7

If students require additional guidance, you can direct them to previous exercises to review the information they missed. Look for magazine reviews from the Internet or from old TV magazines and provide them to the students who need extra help. You could also clarify concepts by modeling with sample TV programs: identify their genre, describe their characteristics, and identify their purpose.

Exercise 8

Elicit examples of particular situations in which students have to change their speech to sound more formal. In this way they can be more aware that TV shows also have register variations. If you want to have more class interaction in this activity, a good way could be talking about popular shows as a class to decide together where to put them as examples in the table.

Suggested answers: **Formal** documentaries, international news, science programs; **Consultative or Neutral** local news, soap operas, sports programs, interviews; **Casual or Informal** reality shows, series, comedy programs, cartoons. Examples may vary.

Exercise 9

This exercise is a guided practice for students to learn how to report what a TV show is about and infer language register from the kind of topics and elements it has. Consider guiding them doing one of the briefs together. For extended practice you could quickly describe a show you like for them to tell you the general sense and infer the language register accordingly.

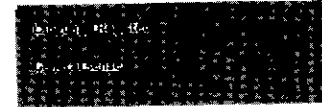
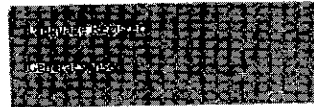
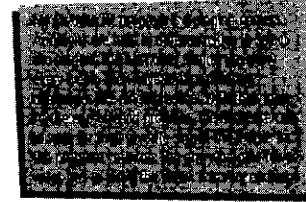
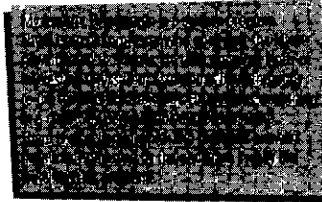
Suggested answers: Science program Language Register: formal. General sense: TV show designed to share new scientific information.
Singing contest Language Register: informal. General sense: A singing contest in which contestants have to face weekly singing challenges.

For your Final Product

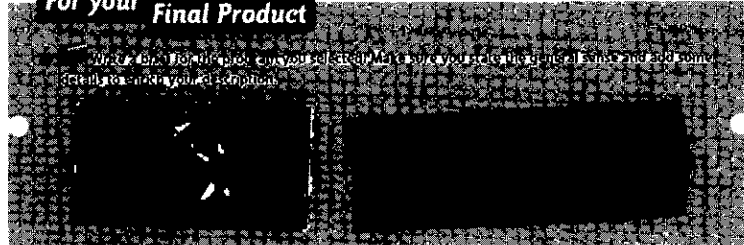
Exercise 10

Based on what they have learned so far, at this point students should be ready to write the brief for the program they selected. Have them work in pairs or in small groups to foster peer collaboration. Ask them questions to promote critical thinking and provide the necessary support, for example, by writing on the board the main points they should include as a guideline or checklist.

9 Work in pairs. Read the following TV programs briefs and discuss with your partner what the general sense of each program is and the language register you think people use in each program. Underline the details that support your decision.



For your Final Product



Intermediate Assessment

11 Write *E* (Excellent), *W* (Well), or *NY* (Not Yet) for each of the statements below according to your performance.

- 1 I can identify language register in a TV program. _____
- 2 I can describe the general sense of a TV program. _____
- 3 I can examine TV programs and identify several details. _____

12 If you answered *NY* get together with a partner who answered *E* and ask him or her for tips to improve.

Intermediate Assessment

Exercise 11

Remind students that these activities help them reflect on their progress. Encourage them to answer honestly so that they can identify the topics they need help with.

Exercise 12


Encourage the creation of a friendly and trustworthy classroom environment where students help each other for the common good.

Development

Stage 2

Interpret general sense and some details.

Development

1  **Work in pairs.** Listen to a fragment of the TV program *The Adventures of Tina* and discuss what is happening, who is participating, and what their relationship is. Use the questions as a guide.

- 1 Who is Tina talking to?
- 2 Are they talking face to face?
- 3 Why is Tina scared?

2 **Work in groups.** Now that you understand the general sense of the TV program, read the conversation and decide which sound effects and nonverbal language elements help transmit Tina's feelings.

Pablo: Hey, Sandy. I liked the program a lot. Did you like it too?

Sandy: Yes, I was very scared at the beginning. The girl looked terrified.

Pablo: I agree, and the sound of the storm and the noises outside her door were scary. I think the girl will find something terrible when she opens the door.

Sandy: True. The girl who plays Tina acts very well. The way she speaks transmits fear. And her expressions were so good! You could see fear all over her face.

Pablo: What do you think will happen to her? Do you have any theories?

Sandy: I don't know. I don't have any theories. I'm anxious to find out.



TV programs use different resources to achieve their purpose. Depending on the kind of program, they can use music, sounds, special effects, sceneries, props, etcetera. Actors' performance is also important to create a successful drama program.

Skills

3 **Work in pairs.** Read the following pairs of sentences? Do they mean the same? How are they different?



Language

Unit 1

15

Answers: 1 The music, the sound of the storm, and the noises outside the door. **2** The way she speaks and her facial expressions transmit fear.

3 Answers may vary.


Skills Box

If you think it is necessary to simplify this information, provide and / or elicit examples from scenes of a program they like so that they can become fully aware of the importance of sound effects and nonverbal language when understanding the content of TV programs.

Exercise 3

Let students discuss the sentences and guide them to conclude that the two options mean exactly the same. Give some examples of regional differences in the way things are said in their native language. If the resource is available, students could look for British and American TV programs on the Internet to identify similarities and differences.

Exercise 1

 For extra practice after the exercise, you may encourage students to use the questions as a guide to analyze other TV programs. Explain that it is important to understand the people, places, and feelings represented in the program they are watching to analyze it better.

Exercise 2

You may explain to students that sound effects and nonverbal language (the actors' performance) creates the mood in a program in order to convey a feeling in the viewer.

If students need help with words from the track, remind them they can go to the Glossary on page 24 to check the meaning of the highlighted words.

Language Box

You could wrap up the previous exercise by reading the contents of the box with your students so that it is clear for them that they might come across different variants of English, and that all are correct.

Exercise 4

It is important to remind students to pay special attention to the nonverbal elements that convey meaning to the story while reading and listening to the next part. If you think it is necessary, you can play the audio more than once to help students identify the sound effects and changes in the tone of voice. You can tell students to go to the Glossary on page 24 to help them clarify the meaning of the highlighted words. You may want students to compare their answers in pairs.

Answers: They show Tina's feelings: scared tone of voice, more calmed tone of voice, relieved and happy tone of voice. They show actions: gulping and heart beating, dog panting and barking. They create an atmosphere of suspense: door banging, sound of wind, storm and door banging, suspense music, squeaky door hinge opening.

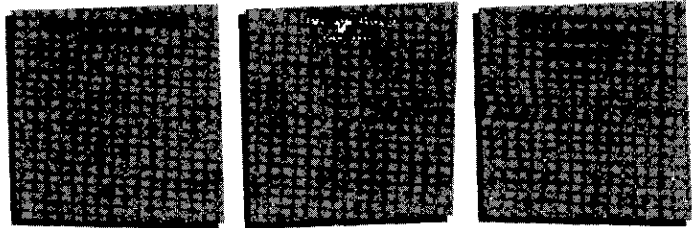
In Class
You could invite students to role-play the script but changing certain aspects in their tone of voice and the body actions. This will allow them to notice how these features can help convey different meanings.

Exercise 5

Before starting the exercise, it might be a good idea to check if they already know or suppose they know what the words provided mean. A fun way to check the answers can be asking

4 Read and listen to the second part of the program *The Adventures of Tina*, and write the underlined sound effects and descriptions of nonverbal language below the function you think they have.

[door banging]
Tina: Oh no! I'm going to hide under my bed! (scared tone of voice).
Laura: Are you sure someone is outside your room? That's crazy. Maybe it is just the wind (more calmed tone of voice).
[sound of wind whistling]
Tina: Yes, yes. It is probably the wind. I will open the door very slowly (more calmed tone of voice).
[suspense music], [squeaky door hinge opening]
Laura: Don't be scared. Go for it!
Tina: Here we go.
[gulping and heart beating]
Tina: Danko! It's you! (relieved and happy tone of voice)
You scared me silly dog! [dog panting and barking]
[Background audience voices Awww!]
Narrator: Thanks for watching another episode of *The Adventures of Tina*.



5 Work in pairs. Listen to the TV program fragment again. Figure out the meaning of the following words. Use the sound effects and the characters' tone of voice as clues to infer the meaning.



6 Work in groups of three. Role-play the TV program scene in Exercise 4. Try to represent the nonverbal language and reproduce the sound effects. Reflect on how acting and sound effects have an impact on your appreciation of the program.

students who are sure of the meaning of the words to act them out for the class.

Exercise 6

This role-play exercise will help students make a connection between tone of voice, sound effects, actions, and meaning. You may want to walk around to monitor the students' performance and encourage them to show emotions with nonverbal language. Finally, you

may encourage the reflection by asking students the following questions: *Do you think a TV program can be successful if it has unexperienced actors? Have you ever watched a TV program on mute? Do you think your appreciation of a program may change if it didn't have sound effects?* Encourage the participation of all students and provide help with any vocabulary doubts.

For your Final Product

Complete a notecard about your favorite TV program. Write the general sense of your program and the purpose of the resources that are used in it.

My favorite TV program is *The Adventures of Tina*.

The general sense of the program is to tell the story of a regular teenage girl and the problems and challenges she has to face.

Resources: They use very realistic scenery, exciting music, and great acting.

Purpose: The scenery represents Tina's house, her school, a big park and some other places. The music usually reflects Tina's mood. The actress who plays Tina expresses all kinds of emotions in a very natural way.

Work in small groups. Use the information you wrote on your notecard to answer questions about your favorite TV program.

Intermediate Assessment

9 Check (✓) the table with the answer that best describes your performance.

	Correct	Very well	OK	Not well
I can identify the general sense in a TV program.				
I can identify the resources that a TV program uses.				
I can identify the purpose of sound effects in a TV program.				
I can interpret general sense and some details of a TV program.				

10 If you checked in the *Not well* column, get together with a partner who checked the *Very well* column and ask him / her to help you improve.

In Class

Shy students may have a hard time exchanging ideas. You can help them by showing a positive body language (like an acknowledging smile) as you monitor conversations so they feel more confident.

Intermediate Assessment

Exercise 9

This is an exercise for students to reflect on their performance. Students can pair up to share their answers. Build an effective and cooperative environment where they can reflect, analyze, and help each other.

Exercise 10

If additional guidance is required, you can direct them to previous exercises to review the type of information they provided and you can also clarify concepts by modeling sample answers to identify general sense (by identifying genre, purpose, and resources), purpose of resources (to add suspense, drama, comedy), and how to interpret them (*What do they reflect or indicate? The recorded laughs indicate they made a joke*).

For your Final Product

Exercise 7

You can use this exercise as portfolio evidence by having students work on a sheet of paper. After drawing students' attention to the example notecard, it could be useful to provide an example of your own on how to complete a notecard before students do the exercise. It is important for students to notice they have to determine

the purpose of the resources and reflect on what the TV producers did to achieve that purpose.

Exercise 8

In this exercise, students will continue building their Final Product. It can be useful for students to analyze the sample comments before they produce their own. You could walk around the classroom offering help if required.

Write notes about emotions and reactions to participate in an exchange of views.

Development

Exercise 1

As an introductory exercise, you may pair up students and ask them to share a TV program they specially like and one they don't, giving reasons for their answers. If necessary, model the activity.

After pairs have read and listened to the conversation, you can remind them that they can always check the meaning of the highlighted words in the Glossary on page 24.

Exercise 2

Ask students what the words in the second column have in common and encourage them to say more adjectives with *-ing* ending.

Exercise 3

Allow students to get into pairs with a partner they haven't worked with. Warn them that they should not be afraid of making mistakes because they help us improve. Ask some volunteers to share with the class the sentences they came up with.

Language Box

Go through the contents of the box with the students. Provide them with more examples of this type of word transformation.



Write notes about emotions and reactions to participate in an exchange of views.

Development

- 1 Work in pairs. Read and listen to the interview about the TV program *The Adventures of Tina*. Then scan the text and circle words that describe feelings or reactions. Discuss which are positive and which are negative.

Paty: Can you answer some questions about a TV program?

Jason: Sure.

Paty: Do you like *The Adventures of Tina*?

Jason: Just a little. I believe some episodes are interesting, but others are boring.

Paty: Which episodes are boring?

Jason: I don't like the episodes with Tina's friend, Harry. I think he's annoying.

Paty: Which episodes do you like best?

Jason: In my opinion, the episodes with Tina's dog, Danko, are the best. They're entertaining.

I feel disappointed when Danko doesn't appear.

Paty: Do you like the episodes where Tina is at school?

Jason: Yes! I believe her adventures at school are exciting! And they make me laugh.



- 2 Classify the words you circled in Exercise 1 in the table.

Describing how people feel	Describing how something is

- 3 Read the Language box. Then work with a partner to make sentences about TV programs and how they make you feel. Use the sentence stems and the verbs from the box.

entertain interest captivate surprise amaze excite disappoint

- 1 This TV program is ...
2 I feel ... when I watch ...



I am interested in documentaries but reality shows are entertaining.

Documentaries are captivating and I feel bored when I watch the news.



6 Family and Community

Suggested answers: This TV program is captivating; I feel captivated when I watch music concerts. That documentary is surprising. My mom feels surprised when I watch soap operas.

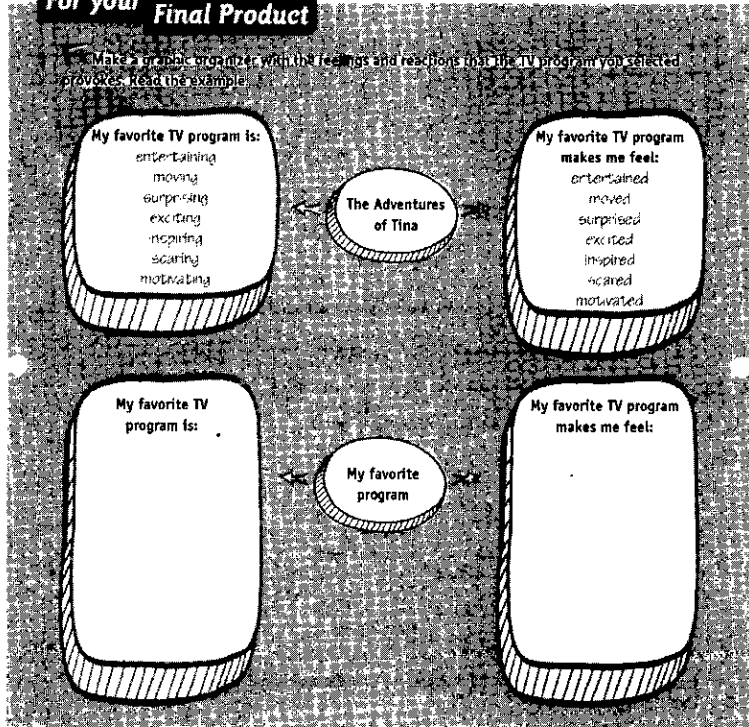
Media Resources
You can use Poster Unit 1 in the Class CD for further practice. Students can look at the emotions and pictures to discuss which are positive and which are negative reactions and feelings.

4 Work in pairs. Go back to the Interview in Exercise 1 and circle the expressions Jason uses to begin his opinions. Then use those expressions to start your sentences from Exercise 3 and share them with another pair.

You can use phrases like *I think*, *in my opinion*, and *I believe* to express your personal opinions and reactions caused by a TV program.

Skills

For your Final Product



Unit 1

For your Final Product

Exercise 5

You can use this activity as portfolio evidence and ask students to do it on a sheet of paper or in their notebook. Explain this is the next step to prepare for the interview in the Final Product. You can start by drawing students' attention to the example and asking some questions, for example: *What is the graphic organizer about? What kind of information does it include?* and others. Then you can invite students to draw a similar one about their favorite TV program for their Final Product. It could be useful to monitor the activity to make sure students understand the type of information they should include in the organizer.

Media Resources

If you want to provide extra help for students to complete their organizers, you might find useful Poster Unit 1 from the Class CD. Students can find more emotions and reactions they can add to their organizers. Tell them they can look at the pictures and find some that match their own reactions to their favorite TV show.

Exercise 4

Read the instruction aloud and make sure students understand it. If you consider it helpful, model the second part of the exercise with examples of your own.

Answers: I believe, I think, In my opinion

Skills Box

Going through this information helps students know they have tools that will be helpful for them when they express their personal opinions about a TV show, as they will be doing in several exercises and their Final Product interview.

For your Final Product

Exercise 6

You can use this exercise as portfolio evidence. Draw students' attention to the example provided before they start working on their own. One way to monitor how the class is working could be asking them to read out loud their notes for the class. Remember it is important to build an appropriate learning environment where students show respect by taking turns participating and sharing their ideas.

Suggested answer: My favorite TV program is *Music Changed My Life*. It's a reality show. I think it is a different type of reality show because it is interesting, surprising, and realistic. When I watch *Music Changed My Life*, I feel inspired and relaxed.

Intermediate Assessment

Exercise 7

Finally, you may draw students' attention to the table to self-assess their performance. Tell them to reflect on the way they communicated their ideas in the previous activities and encourage them to locate their performance and circle the statement that best describes them.

Stage 3

Write some notes about your favorite TV program with the help of your partner and teacher.

My favorite TV program is *The Adventures of Tom Sawyer*. It's a comedy. It's funny, action, exciting, interesting, and realistic. When I watch *The Adventures of Tom Sawyer*, I feel entertained and relaxed.

Intermediate Assessment

7 Circle the option that describes how well you did on each aspect of this stage.

	I did very well	I did well	I need help	Go to
Using adjectives with <i>-ed</i> and <i>-ing</i> endings to describe a TV program.	I used many adjectives with <i>-ed</i> and <i>-ing</i> endings to describe my favorite TV program.	I used some adjectives with <i>-ed</i> and <i>-ing</i> endings to describe my favorite TV program.	I tried to use adjectives with <i>-ed</i> and <i>-ing</i> endings to describe my favorite TV program but I got confused.	Page 16, Exercise 3
Using expressions to give my opinion.	I used expressions to give my opinion.	I used some expressions to give my opinion.	I didn't use expressions to give my opinion.	Page 17, Exercise 4
Describing feelings and reactions that a TV program provokes	I described the feelings and reactions TV programs provoke in me without looking at my notes.	I described the feelings and reactions TV programs provoke in me looking at my notes at times.	I described the feelings and reactions TV programs provoke in me only looking at my notes.	Page 17-18, Exercise 5 and 6

8 If you circled a statement in the third column, go to the Exercises in the fourth column to review that aspect.

Stage 3

Family and Community

Exercise 8

You may refer students to previous exercises in the unit to clarify doubts and encourage them to assist others who found it difficult to express their ideas.

Stage 4 Share emotions and reactions.
Development

1 Work in groups. Find one opinion you mostly agree with in the conversation and one you mostly disagree with. Discuss your reasons.

Claudia: What's your favorite program?
Bruno: Hmm ... I guess *Vampire Teens*.
Claudia: Why is *Vampire Teens* your favorite program?
Bruno: It's really exciting. There's a lot of suspense.
Claudia: What's it about?
Bruno: It's about two groups of teenagers that are vampires, but one group is evil and the other one is good. Every episode is captivating! I never miss an episode.
Claudia: Do you like watching movies?
Bruno: No, I don't ... uh ... at least not on TV because movie channels have too many commercials. The interruptions are annoying. I get really frustrated.
Claudia: Do you like documentaries?
Bruno: Yes, I do ... you see ... for example, documentaries about wild animals are fascinating. You learn so much. I am always amazed by what some of these animals can do!



Claudia: What's your opinion about reality shows?
Bruno: I think some are inspiring like singing competitions. You see people achieve their dreams, but I don't like others.
Claudia: Why don't you like some reality shows?
Bruno: Well ... because they sometimes humiliate people and that's not nice.
Claudia: All that is very interesting. Thanks, Bruno.



1-2 A: I disagree with Bruno. He finds documentaries exciting and I think they are boring.
B: I agree with Bruno. Documentaries about wild animals are exciting and interesting.

2 **1-2** Now, listen to the interview from Exercise 1 and circle the expressions (pause fillers) that Bruno uses when he is thinking about his answers. Discuss with a partner the purpose of those expressions.

3 **1-2** Read the Skills box and listen to the conversation again paying attention to Bruno's tone of voice. Discuss in small groups which are Bruno's strong opinions.

Your tone of voice transmits emotions and you can use volume to help give intensity to those emotions. Raise your volume a little to express a strong opinion or emotion and keep a neutral volume when emotions are not too intense.



4 Work in pairs to role-play the conversation in Exercise 1. Decide who will be Bruno and who will be Claudia. Review the tips below before you start and try to follow them. When you finish, exchange roles.

- Remember to make a note when there is a pause filler.
- Remember to raise your voice volume when opinions and reactions are strong. But don't shout!

1-2 A: Do you like watching movies?
B: No, I don't ... uh ... at least not on TV

Exercise 1

This can be a good time to review by asking students to find expressions they already know to give opinions, before sharing with their partners. Students can go to the Glossary on page 24 to check the meaning of the highlighted words. You can draw their attention to the sample answer provided. Monitor pairs to provide help to those students

having difficulty expressing their ideas.

Exercise 2

1-2 It might be helpful to model sentences using pause fillers in the students' native language. If the purpose of pause fillers is still not clear after the exercise, you could explain they are expressions to allow a speaker thinking time to order their thoughts and words

in a conversation, and give some examples in the student's native language so that they get the idea.

Suggested answer: To gain some time to think or to organize ideas before speaking.

Exercise 3

1-2 Draw students' attention to the text in the Skills Box and consider asking them to underline in the conversation in Exercise 1 Bruno's strong opinions as they listen. This should make things easier for their discussion. Monitor as groups discuss their answers and provide help as needed.

Answers: Every episode is captivating! I never miss an episode. I get really frustrated. You learn so much. I am always amazed by what some of these animals can do!

Skills Box

Read the box out loud. You may want to model some additional examples to the ones in the audio to make sure students understand how to use their voice to convey emotions and then elicit others from them.

Exercise 4

This is an opportunity to practice the correct use of their voice and resources like pause fillers, and to assess their partner's performance.

Exercise 5

This exercise will help students become aware of the way questions are structured in English as a first step to be able to ask questions on their own in the best way possible.

Answers: 1 What's your favorite program? Why is *Vampire Teens* your favorite program? What's it about? What's your opinion about reality shows? Why don't you like some reality shows? 2 Do you like watching movies? Do you like documentaries? 3 The order of the subject and the verbs. They use a question mark.

In Class

Wh- questions are used to ask for information. They always begin with *why, what, who, which,* etc. (What is your favorite TV program about?) *Yes / No* question always give a positive or negative answer and begin with the auxiliary verbs *do* or *be*. (Do you like sitcoms?)

Exercise 6

You can guide students by asking them if the answers are yes / no answers or if they give specific information; this will help them identify the kind of question they need to write.

Answers: 1 What is your favorite TV program? 2 Do you like watching the news? 3 What is the show about? 4 Where does the program take place?



5 Go back to the conversation in Exercise 1 and underline the questions Claudia asked. Then answer the questions below and compare them with a partner.

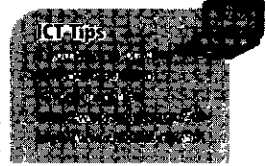
1 Which questions ask for specific information? Write them down.

2 Which questions are used to check information? Write them down.

3 What makes questions different from affirmative and negative sentences?

6 Read the answers and write the questions.

- 1 _____
My favorite TV program is The Book Club.
- 2 _____
No, I don't like watching the news.
- 3 _____
The show is about a group of friends who read adventure books.
- 4 _____
The program takes place in a secondary school in Mexico City.



For your Final Product

Think of a TV show you can't get information about. Write the questions in the form.

Interview Form

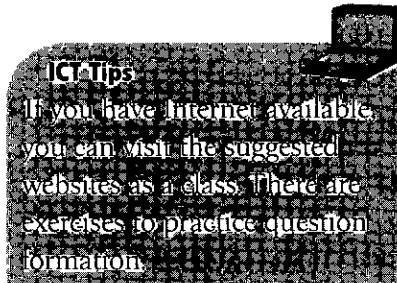
Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Family and Community



For your Final Product

Exercise 7

You may use this exercise as portfolio evidence. This exercise will allow students to connect

what they've been practicing to the experience of their Final Product. Let them know that they will use the questions they create to interview other classmates about their favorite TV program.

Suggested answers: What is your favorite TV program? What is it about? Why do you like it? How do you feel when you watch it? Do you always watch it?

Exchange your questions in groups and help each other correct them using the checklist below.

- they used the correct structure for questions
- they used a variety of *Wh-* and *Yes / No* questions
- their spelling is correct
- they used a question mark
- the questions are clear and concise

Work in pairs. Review your notes from previous steps and make sure you have all the tools to participate in an interview about TV programs.

Intermediate Assessment

10 Read the statements and check (✓) the option that describes your performance in this lesson.

My Achievements	With difficulty	With some help	Without fail
I know when to use a pause filler.			
I raised a little bit my voice to express a strong opinion.			
I formulated questions for an interview.			
I have the tools to participate in an interview about TV programs.			

11 If you did not do well in the achievements above, review Exercises 2, 3, 5, and 6. You can ask your teacher for guidance if you are still having difficulties.

This is a good opportunity to clarify any doubts.

Intermediate Assessment

Exercise 10

This is an excellent opportunity for students to reflect on their progress up to this moment. You may walk around paying attention to students' answers and reminding them it is important to answer honestly.

Exercise 11

Be prepared with extra exercises for students who require further assistance. Remember that it is important that you as a teacher should be open and available to answer all of their doubts.

Exercise 8

This exercise fosters cooperative learning, as students check each other's work. It is advisable to monitor this exercise as students may require your help.

on their observations. You could advise them to focus on the fact they can improve and to receive it with an open mind and gratitude for the opportunity to learn.

In Class

Not all students take feedback well. Let them know constructive criticism is not an insult or a reflection on who you are as a person. It's simply someone else's opinions based


Exercise 9

Encourage students to go over their notes from the previous stages to review everything they have learned to participate in an interview about a TV program.

Closure

Final Steps

Exercise 1

 You may use this exercise as portfolio evidence by having students do it on a sheet of paper. Once students have grouped up to do the exercise, consider monitoring the interaction by walking around the classroom listening to students exchange information and providing help if needed. You could provide sample notes to help them know what they should write about their partners' performance.

Exercise 2

It is important you monitor their exchanges and offer counseling on how to improve as well as validation of the feedback they receive.

Collect your evidence

Exercise 3

This is a good opportunity for students to go over the stages they followed to achieve their Final Product. It is advisable for students to rehearse their interview so that they feel comfortable when presenting it to the class.


Socialize

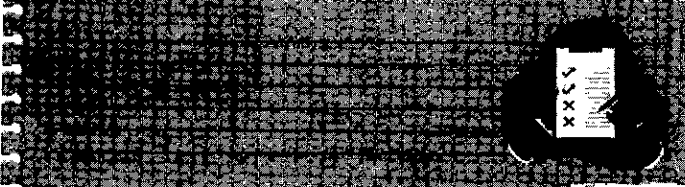
Exercise 4

This stage of the product is meant for students to further practice the skills they acquired by interacting with other classmates. They should now

Closure

Final Steps

-  **Work in small groups.** Take turns asking your partners the questions you prepared for your interview. Listen carefully to your partners' answers and take notes related to his / her performance to give feedback.



- Share your notes with your partners so they can improve their performance.**

Collect your evidence

- Now that you have described your favorite TV program and your emotions, opinions, and reactions towards it, you're ready to participate in an interview. Work in pairs and rehearse it so that you are comfortable to present it to the class.**

Socialize

- Now that you rehearsed your interview to feel more comfortable, present it to the class. Pay attention to the others' interviews and ask any follow up questions you may have.**
- Discuss as a class.**
 - What was the most difficult thing for you when you expressed your emotions and reactions about a TV program?
 - What were the most interesting reactions about a TV program that your classmates shared during the interview?

Self-assessment

- Now that you have participated in an interview, evaluate how well you did on your Final Product, answer the questions.**
 - Did you use new expressions to ask and answer questions in your interview?
 - Could you express your emotions and reactions in your own words?
 - How well did you answer the questions your classmates asked you in the interview? Did you understand the questions?

feel more confident as they notice how their fluency and accuracy have improved. It would be useful to monitor the interaction to identify whether students still have some weak aspects they should be working on later.

Exercise 5

You can have two volunteers read the questions and encourage the class to exchange ideas and comments. You could

walk around the room, listening to students, and making notes on their performance.

Self-assessment

In this stage, students should focus only on the Final Product. Encourage students to give honest answers so that they can detect strengths and opportunity areas.

Assessment

Assessment

Formative Assessment

1 Read the sentences and complete them with the words from the box that best describe you.

always usually sometimes never

- 1 I _____ feel comfortable sharing my opinions and reactions in a conversation.
- 2 I am _____ comfortable asking someone questions about their feelings.
- 3 I have _____ participated in an interview.

2 Now that you have finished this unit, check (✓) the answer that best describes your performance. Acknowledge the aspects that you need to improve.

My Performance	1	2	3	4
Examine television programs.				
Interpret general sense and some details.				
Write notes about emotions and reactions to participate in an exchange of views.				
Exchange emotions and reactions caused by a TV program.				

KEY
 1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

Peer Assessment

3 Get together with classmates you worked with as a group during the unit and tell each other how well you performed as part of a team. Choose the statement that best describes your performance according to your classmates.

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

Unit 1 25

Peer Assessment

Exercise 3

This part is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students assess their performance. The discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on.

Exercise 4

This final assessment is at class level. Bring the whole group together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects students know they have to improve, but do not know exactly what strategies need to implement them.

Formative Assessment

Exercise 1

Encourage students to brainstorm all the things they learned in this unit. Encourage them to complete the sentences honestly so that they really know what they are able to do now and appreciate how they have progressed. To do this, they can go back to the Initial Assessment on page 8 and compare those first answers to these ones.

Exercise 2

This assessment process is divided into stages. First, students should assess their own performance. In order to do that, you can explain students how important it is to reflect and give honest answers, as this will help them identify their strengths and weaknesses. According to their answers, be ready to help students clarify aspects they do not feel confident about.

Student Self-evaluation Chart on Skill / Achievement

A Student Self-evaluation Chart is a tool that helps students evaluate their own work in order to learn which areas they have improved on and which ones still need improvement. It offers students a reflection on their progress on certain skills or achievements.

Instructions:

- 1 Determine the skill or achievement to be evaluated.
- 2 Determine the characteristics or attributes.
- 3 Have students check (✓) each quality column according to their learning experience.

Student Self-evaluation Chart				
Skill / Achievement	Excellent	Good	Fair	Needs Improvement
1				
2				
3				
4				
5				

Comments:

2

Social Learning Environment:
Academic and Educational
Communicative Activity:
Interpretation and follow-up
of instructions.

**Social Practice of the
Language:** Interpret and
write instructions to perform
a simple experiment.
Final Product: Instructions for
an experiment.

Student's Book

Activities

Pages

Opening

25-26

Help students be aware of the importance of the purpose, organization, structure, and features of the language in texts, so they can:

- Select instruction manuals according to topic and purpose.
- Understand how textual organization and graphic components help the comprehension of the content.
- Determine purpose and addressee.
- Establish and share selection criteria.

27-29

Guide students to use their previous knowledge to make sense of the information in a text. Help them while they read, so they can:

- Read instructions and recognize forms of expressing actions, qualify them, and link them.
- Anticipate general sense.
- Take advantage of their repertoire of words and expressions to deduce and clarify the meaning of words and expressions.
- Classify abbreviations according to their meaning.
- Follow instructions to check comprehension.
- Show others how to activate previous knowledge.

30-33

Monitor and help students, so they can:

- Ask questions about procedures to complete sentences.
- Set number of steps.
- Use bullets, ordinal numbers, or words that indicate sequence.
- Write simple and complex sentences.
- Organize statements in sequence according to the procedure.
- Model strategies to write instructions.

34-38

Demonstrate explicitly how you edit your own texts and give them opportunities to practice, so they can:

- Verify the order of sentences in a sequence.
- Remove, add, change and / or substitute information to improve instruction manuals.
- Check spelling and punctuation.
- Write final versions.
- Share proposals to adapt instruction manuals for different intended audiences.

39-40

Closure and Assessment

41-42

Opening

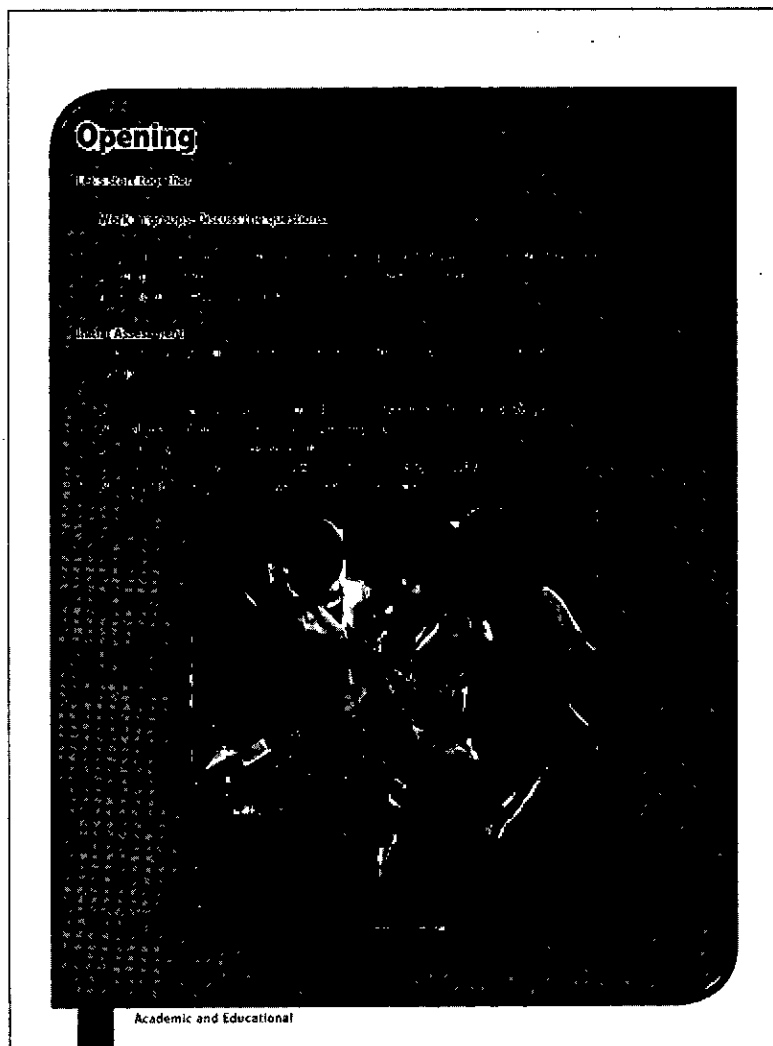
You may find useful to encourage students to review the four learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

Let's start together

You may wish to explain to students the purpose of these questions is for them to recognize their experience with instruction manuals and experiments before they start the unit. You can draw students' attention to the questions and let them discuss for some minutes.

Initial Assessment

You can tell students that the Final Product of this unit will be writing instructions to perform an experiment and then ask them to look at the questions and reflect on the abilities mentioned in them. They should answer the questions, as a form of self - evaluation. You can point out the importance of recognizing their strengths and weaknesses to focus on the aspects they need to improve. It is important to let students know these questions will help them know where they are to see their progress as they go through the unit but that in no way this evaluation means something good or bad about them.



Select instruction manuals and evaluate their content and structure.

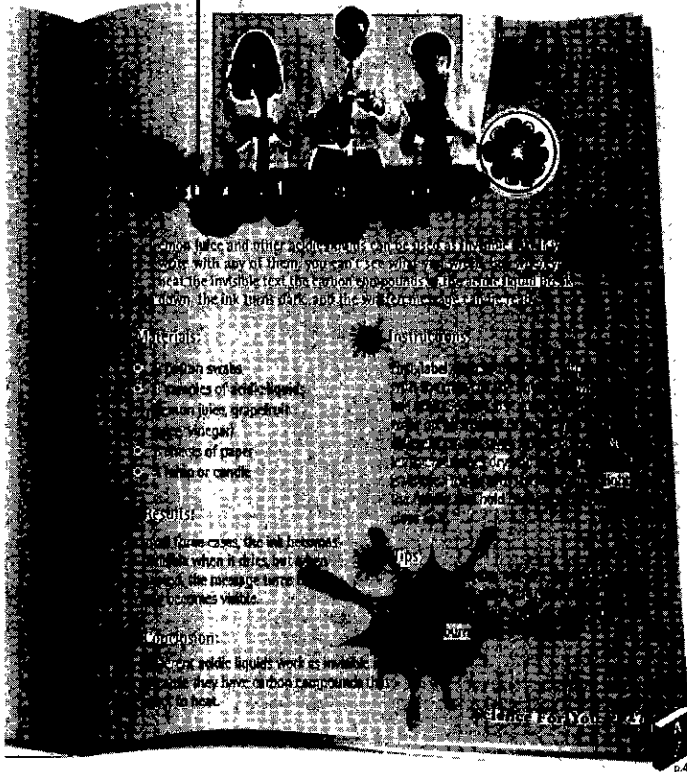
Development

Stage 1

Select instruction manuals and evaluate their content and structure.

Development

- 1 Work in pairs. Read the instructions for an experiment and find each of the elements in the list. What element is missing? Discuss.



- | | |
|---|--|
| <input type="checkbox"/> A list of things you need. | <input type="checkbox"/> Extra information to do the experiment correctly. |
| <input type="checkbox"/> The steps you need to follow in order. | <input type="checkbox"/> Information about what will happen and why. |
| <input type="checkbox"/> Pictures that illustrate each step. | |

Unit 2

You may invite volunteers to share their answers with the class.

As an extra activity to help students engage in the topic of this unit, you can then find out whether students have tried this experiment or not and, in that case, if they would like to try it. If time allows, consider doing the experiment in class with students in order to engage them further in the topic of instructions and experiments.

Answer: Pictures that illustrate each step are missing.

In Class

A useful way to approach a text is by **noticing the elements it has and skimming it**. Skimming is a strategy that is used to get an overall overview of a text by reading quickly. This strategy helps identify the general sense and some main ideas. Remind students that this is useful for a first approach, but it limits the understanding of a text in a deeper way.

Media Resources

Use Chapter 2 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use flashcards (Chapter 2 from the Class CD) for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

You can help students answer the activity by guiding them to notice the graphic and textual elements to see if they can detect they are instructions. You could also invite them to see the title and subtitles. It is important to remind students they can go to the Glossary section on page 43 to clarify the meaning of unfamiliar words.

Exercise 2

If necessary, you may let students read each step of the experiment again but this time with the help of each picture provided. The sample dialog can guide them to have a productive discussion. You may then ask why they think it is important for this kind of text to be organized in sections.

Suggested answers: Pictures are an aid to understand what a text is about. Pictures help understand words we don't know.

Skills Box

It might be useful for students to read the contents of the box before their discussion. You could tell them to find a section in the experiment in Exercise 1 for each of the things mentioned in the box. If students identify them, it will be easier for them to successfully write their own instructions for their Final Product.

Exercise 3

You may ask volunteers to share the words they circled and write them on the board for students to visualize them together as a set. Elicit other words that serve the same purpose (after that, then, etc.) and explain students they work as numbers in the case of steps within instructions.

Answers: First, second, next, finally.

Stage 1

2 Work in pairs. Look at the missing pictures for the experiment in Exercise 1 and discuss how they help to understand and do the experiment.

2-1 A: With the pictures I now understand what a cotton swab is.
B: I think I understand the order better.

Texts with instructions to perform experiments are better when they: explain the purpose of the experiment, tell us the materials we need, give steps to follow, explain the results and include pictures to help us understand the procedure and information.

3 Read the instructions fragment from the invisible ink experiment again. Circle all the words that are used instead of numbers to help you know the order of the steps.

Academic and Educational

Language Box

Reading the box with your students may help you reinforce the importance of using sequencing words to obtain a successful result in an experiment. Students will need this language for their Final Product.

For your Final Product

Work in small groups to gather instruction manuals for experiments to choose one. You can use any of the experiments in this unit if you want.

In your groups, check which instruction manuals have the elements you identified in exercises 1 to 3 so that you can choose one that is helpful and clear. Use the list below as a guide.

- 1. The manual has a clear title.
- 2. The manual has a cover picture that is clear.
- 3. The manual has a list of materials and the steps to do the experiment.
- 4. The manual has a picture to show the experiment.

Write your selected experiment and share with the class.

On page 1 of your Reader you can find another experiment you can use to work for your Final Product.

Intermediate Assessment

- 7 Work in pairs. Can you name elements that can help you select an instruction manual that is clear and helpful? Make a list in your notebook.
- 8 Review Exercises 1 to 3 to check your list. If you are not sure what to put in your list get together with a partner who knows the answer and review the elements together.

experiments they looked for and to compare them. Also, apart from analyzing the elements, encourage them to choose one they find interesting since they will write their own instructions for that experiment.

Exercise 6

You could suggest that students use the name of the experiment as a title when they write their instructions. If time allows, have groups report back to the class the experiment they selected, and encourage them to give a reason for their choices.

Intermediate Assessment

Exercise 7

After the series of exercises in this Stage, students should be able to list most of the elements they have identified in different models. Allow them to do the activity in pairs to foster collaborative learning.

Answers: list of materials, steps with instructions, pictures, explanations, plus any other students consider important.

Exercise 8

Once students have their list, they will self-assess how well they identify the elements, and how well they can write their own. To foster collaborative learning and provide help to students who struggle to assess their lists, have them work through it in pairs.

For your Final Product


Exercise 4

Students can use multiple resources to look for experiments. Have them brainstorm experiments they already know, besides the ones in the Student's Book. Remind students to be respectful towards their classmates' suggestions.

Reader Box

Draw students' attention to the Reader Box so that they know the experiment in their Reader can be an option to work with if they have no other information sources available.

Exercise 5

 In this exercise, students will need to use the elements of instructions for experiments they identified previously. Invite students to look at the different

Exercise 1

You can explain to students that in order to know what a text is about, the title, subtitles and graphic elements like pictures, graphs, diagrams and others can give us a general idea of the topic without reading it in depth. It is useful for students to learn various reading techniques that will help them either to predict the content of a text, look for specific information, or understand its general idea before reading it fully. You may elicit different reasons why predicting the content of a text before reading it might be useful. Once students have identified the topic, they can read the whole text carefully. Make sure they remember they can go to the Glossary on page 43 to clarify the meaning of unfamiliar words.

Skills Box

To wrap up the previous exercise, you might want to read the contents of the Skills Box so that students can summarize the usefulness of scanning when trying to find out what a text is about.

In Class
Just like skimming, scanning is a reading strategy to identify what a text is about. Scanning focuses on looking for key words and elements to identify what the text is about and how it is organized.

Stage 2 Interpret instructions.
Development

1 Work in small groups. Look at the pictures and the names of sections in the text and discuss what you think the experiment is about.

Experiment with Density

Materials:

- A clean 1 l plastic bottle
- 250 ml water (1 g approximately)
- 750 ml cooking oil (3 g approximately)
- 10 drops of food coloring
- An effervescent antacid tablet
- A flashlight

Instructions:

Step 1: First, pour the water into the bottle.

Step 2: Second, pour the oil into the bottle until it is almost full.

Step 3: Next, add ten drops of red food coloring slowly.

Step 4: Then, take half of the effervescent antacid tablet and drop it into the bottle.

Step 5: Finally, turn on the flashlight and place it under the bottle. Watch the red bubbles float.

Results:

- When you add the oil, it stays above the water because the water is denser and they don't mix.
- When you add the food coloring, it sinks to the bottom and it mixes with the water.
- When you add the effervescent antacid tablet, it drops to the bottom and dissolves in the water.
- When the tablet dissolves, it creates colored gas bubbles. These bubbles float to the top of the bottle.
- Now you have a lava lamp!

Conclusion:

The salt dissolves, and the oil returns to the top because of the different densities of the liquid, making a colorful show for your eyes.

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Reading quickly and noticing graphic elements can help you anticipate the general idea of a text.

Academic and Educational

Media Resources
For further practice in scanning skills, you may want to use Poster Unit 2 from the Class CD. Students can look at the textual and graphic elements and try to identify what experiment it is and how it is done.



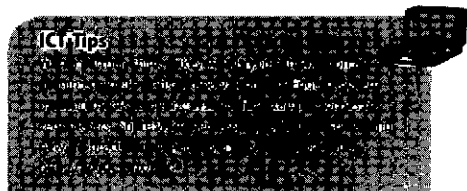
2 Read the text again and circle all the words that you understand because they are similar to words in your mother tongue. Compare your words with a partner. Do you understand the text better now?

Another strategy to deduce the meaning of the text is finding words that are similar in your mother tongue. **Skills**

3 Look at the list of materials from the instructions in Exercise 1 and discuss with a partner what you think the underlined letters mean.



Experiments require exact measurements. Measurement units are usually presented in abbreviations, so it is necessary to understand what these abbreviations represent. For example, *l* for *liter* or *tbsp.* for *tablespoon*. If you find measures in the English system, make sure you know the conversion in the metric system. (1 mile = 1.6 kilometers, for example). **Skills**



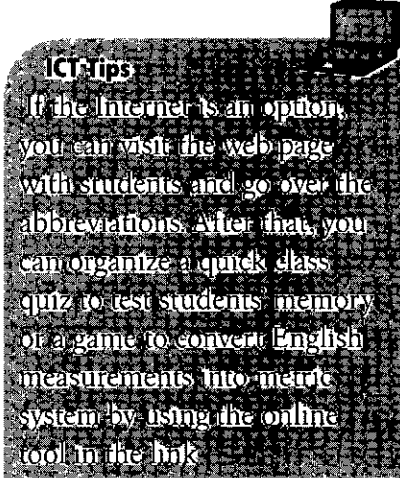
For your Final Product
 Find out the meaning of your selected words with your groups. Get help from pictures and words similar to your mother tongue to help you understand it better. Discuss your doubts with your groups.

Unit 2

could mention the sets of letters stand for something, or that they are the short form of words.

Skills Box

You may elicit some more abbreviations. Students can point out the ones that are different from those in their mother tongue.



For your Final Product

Exercise 4

For students to write the instructions for the experiment in their own words, they need to understand and interpret their source correctly. They will start reading their selected text and applying the strategy of locating cognates as an aid to interpret general meaning. Monitor closely to provide help.

Exercise 2

You may elicit some examples from the class before students do the exercise. Once they have compared their answers you can check them with the whole class.

Suggested answers: plastic, effervescent, tablet, dissolves, density, coloring, float

Skills Box


You might consider explaining to students that we can guess

the meaning of words from the context by looking at the words surrounding them, which is why it is useful to relate them to words in our native language (cognates) and to words we already know.

Exercise 3

Students should be able to recognize that the underlined items are abbreviations, since they are used in every language, but if they need guidance, you

Exercise 5

 This exercise allows students to practice what they just learned by identifying the abbreviations and using them with full awareness of what they mean. As your students proceed with the exercise, you can tell them that they can follow the model provided as a guide. When students finish, remind them they have completed the first section of the instructions they are creating to make sure they are aware of the context of their actions with the language.

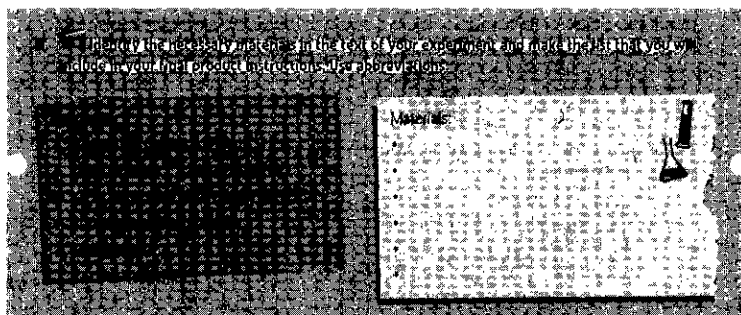
Exercise 6

This exercise will help students practice a new structure they can use in their own instructions. It might be a good idea to tell them to look for the word that is constant in every sentence (*when*), and to notice the position of the comma.

Answers: 1 Add oil (action); it stays above the water (result); add food coloring (action); it sinks (result); add the effervescent tablet (action); it drops to the bottom and dissolves (result); the tablet dissolves (action); it creates colored gas bubbles that float (result).
2 when

Language Box

The information in the box helps to consolidate the structure. Guide students to understand the relationship cause-effect in this form of expressing results and provide examples of alternative expressions.

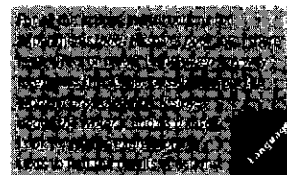


6 Work in pairs. Read the Results section of the density experiment again and answer the questions together.

Results:

- When you add the oil, it stays above the water because the water is denser and they don't mix.
- When you add the food coloring, it sinks to the bottom and it mixes with the water.
- When you add the effervescent antacid tablet, it drops to the bottom and dissolves in the water.
- When the tablet dissolves, it creates colored gas bubbles. These bubbles float to the top of the bottle. Now you have a lava lamp!

- 1 Each sentence expresses an action and its result. Tell each other each action and its result.
- 2 What word helps you express the relation between action and result?



Academic and Educational

Understanding this kind of expressions will help them interpret more precisely the instructions for experiments they are reading and give them a tool to express them in writing for their Final Product.

Media Resources

You can use Poster Unit 2 from the Class CD to continue practicing. You could let them read the experiment carefully and predict the results with *when* and the simple present tense.

For your Final Product

Identify actions and effects in the text of your experiment and make a list with the ideas you will need to express your results when you write your instructions.

Compare the list you make with your partner.
Discuss: How does it match the written message?

Action	Effect

Intermediate Assessment

8 Underline the option that describes best how you interpret texts with instructions.

- 1 I use pictures and find words that are similar in my mother tongue.
 - a) Yes, and that helps me understand the meaning better when I read.
 - b) I pay attention to them, but I don't understand how that helps me.
 - c) I never pay attention to that.
 - 2 I know what an abbreviation is and what to do when I find one.
 - a) Yes, I understand their use and I look for those I don't understand.
 - b) I understand their use but I usually don't know what they mean.
 - c) I don't know what they are used for or what they mean.
 - 3 I understand the main actions and their results in instructions for experiments.
 - a) Yes, and that helps me understand the experiments I read.
 - b) I sometimes understand but it is difficult to do it without help.
 - c) I am not sure what an action and a result are.
- 9 If your answers in Exercise 8 are b or c, get together with a partner who answered a and see if he / she can help you. If you still have questions, ask your teacher what exercises from the lesson you can do again.

Unit 2

Intermediate Assessment

Exercise 8

In this exercise students should identify their progress in understanding texts with instructions for experiments based on the strategies they have practiced during this Stage. If necessary, you could remind them they should choose their options honestly because that it is the only way to identify where they can improve and receive help.

Exercise 9

This second part of the assessment will allow them to know if their progress is optimal or if they can improve. Allow some time for students to pair up to help others who need to improve by sharing tips and experiences to foster collaborative learning. However, it is a good idea to monitor the exchange closely and provide tips or suggest review exercises to make sure your students really know what to do.

For your Final Product

Exercise 7

Students now have some tools to identify actions and their effects or results in the experiment they are reading. Interpreting and organizing this information can help them put these ideas in writing when they make their own instructions. It's a good idea to call their attention to the example provided so that they have

a better idea of what they need to do.

In Class

Organizing ideas visually can help both logical and visual students. Encourage your visual students to create their own organizers for actions and effects as they like. Information always makes better sense when students have the liberty to place it in forms they choose and find helpful.

Write instructions.
Development

Exercise 1

You may introduce this exercise by eliciting from students all the elements an instruction manual has in order to activate their knowledge from the previous stage. Once students have identified those same elements in the text on this page, and discussed their conclusions, you can invite some volunteers to share their checklist with the class. To further enrich and make the reading more relatable, you could then ask them some questions about the experiment, for example, what it is about, whether they think it is difficult to carry out or not and to give reasons for their answers, if they think it is suitable for children or not and why, etc. Students should be reminded of going to the Glossary on page 43 to clarify vocabulary.

Answers: Check all the sentences.

Media Resources
If you consider it a useful review at this point, you may want to use Poster Unit 2 from the Class CD for further practice. You could let students scan the experiment in the poster and try to see if it includes all the elements in the checklist.

Stage 3 Write instructions.
Development

1 Read the instructions for an experiment. Identify what elements are in the text using the checklist below. Share your conclusions with a partner.

Fire Balloon Experiment

Materials:

- 1 large balloon
- Protective glasses
- A lighter
- A candle

Instructions:

- 1 First, put on your protective glasses to protect your eyes from pieces of balloon.
- 2 Second, take a balloon, blow it up and tie the end with a knot.
- 3 Next, ask a partner to hold the balloon at arm's length.
- 4 Then use the lighter to light the candle.
- 5 After lighting the candle, hold it approximately 30 cm below the balloon.
- 6 Gradually reduce the distance until the balloon pops.

Results:
When the balloon warms up, it pops even if the flame does not touch it directly.

Conclusion:
Air expands when it is heated. The balloon pops because the air inside it expands and it does not have enough space.

Tips

- Make sure everybody near the experiment uses protective glasses.
- Before starting the experiment, stretch the balloons.
- Blow out the candle after each use.
- Pick up all the balloon pieces after finishing the experiment.

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Academic and Educational

2 Read and listen to the conversation. Discuss the purpose of the questions Pedro makes about the experiment.

Ana: I liked a lot the experiment I read.

Pedro: What's the purpose of the experiment?

Ana: Oh, it is an experiment to demonstrate that air expands with heat.

Pedro: Interesting! Show me the text. What sections does it have?

Ana: Look. There's a section with materials, a section with instructions, a section with the results, and another one with the conclusions. Oh, and there's an extra section with tips.

Pedro: What materials do you need to do the experiment?

Ana: Just two large balloons, a lighter, a candle, and protective glasses.

Pedro: How many steps are there in the instructions?

Ana: There are six steps in the instructions. The steps are really simple.

Pedro: Really? What do you do first?

Ana: Well, first you put on protective glasses to protect your eyes from pieces of the balloon that will pop.

Pedro: What are the next steps?

Ana: You have to blow up the balloon and tie the end. Then, another person holds the balloon and holds it at a safe distance. Next, another person has to light the candle and hold it near the balloon. Finally, you have to hold the candle as close as possible to the balloon without touching it and wait.

Pedro: What's the result of the experiment?

Ana: The balloon pops!

Pedro: Why does the balloon pop?

Ana: The conclusions explain that the flame heats the air inside the balloon. The air expands with heat and the balloon pops because air doesn't have enough space.

Pedro: How many pictures does the text have?

Ana: It has four pictures to help understand what you have to do.

Pedro: All right. I'm curious to see if the balloon really pops. Let's try to do it when we have a chance.

For your Final Product

Work in groups. Answer the questions about the experiment you are working with. This will help you think about how you will organize your instructions and what steps to describe.

What is the purpose of the experiment?

What materials do you need to do the experiment?

How many steps are there in the instructions?

What do you do first?

What are the next steps?

What is the result?

Unit 2

answer it according to the experiment his or her team chose to work on.

You may want to point out that these questions are useful when they want to check if their experiment has all the required sections and that it is complete. It is also an outline they can use later for their definite instructions.

In Class

It might be helpful to explain to students that asking questions and answering them is a strategy they can use to help them do effective research and prepare a piece of writing in English and any other language.

Exercise 2

You may practice pronunciation by inviting some volunteers to read the questions out loud while you write them on the board. If necessary, students can refer to their Glossary on page 43 to find out the meaning of the highlighted words. It might be helpful to keep the questions written on the board for the next exercise. You could wrap up this exercise by allowing students some time

to go back to the experiment in Exercise 1 to verify the information provided by the students in the conversation.

For your Final Product

Exercise 3

You could model this exercise before students start working on their own by reading aloud the first question on the board and inviting a volunteer from a group to


Exercise 4

You may ask students to read the experiment several times after circling the words carefully in order to discover the use of connectors *and* and *because*. Be ready to give any necessary explanation or additional examples if you deem necessary. Go back to the experiment and encourage students to find examples and identify if they have already understood or they still have some doubts about the use of connectors. It is suggested that students discuss their observations in order to clarify their doubts.

Answers: 1 and 2 because

Exercise 5


Before students do the exercise, you may remind them of the use of the connectors *and* and *because* by writing some sentences on the board to illustrate their use. Consider eliciting from students the function of each one (*to add elements* and *to give reasons*). You may explain that they are useful to link ideas in a single sentence or to link two sentences. Students should be reminded to write the instructions in their own words as far as possible. Once they have finished you might pair up



4 Read the experiment in Exercise 1 again. Circle the words *and* and *because*. Answer the questions with a partner.

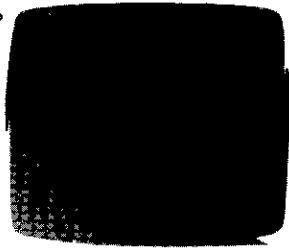
1 Which of the words you circled is used to add similar information in a sentence?
2 Which of the words you circled is used to explain the cause of something?

5 The pictures below illustrate the experiment in Exercise 1. In your own words, write sentences with instructions to explain each picture. Try to use *and* and *because*.



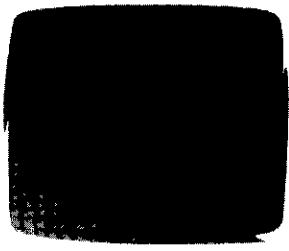
a

1 _____



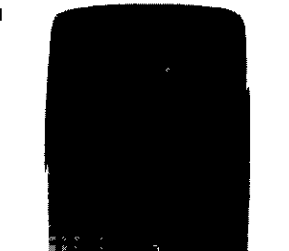
b

2 _____
Blow the balloon *and* tie the end.




c

3 _____



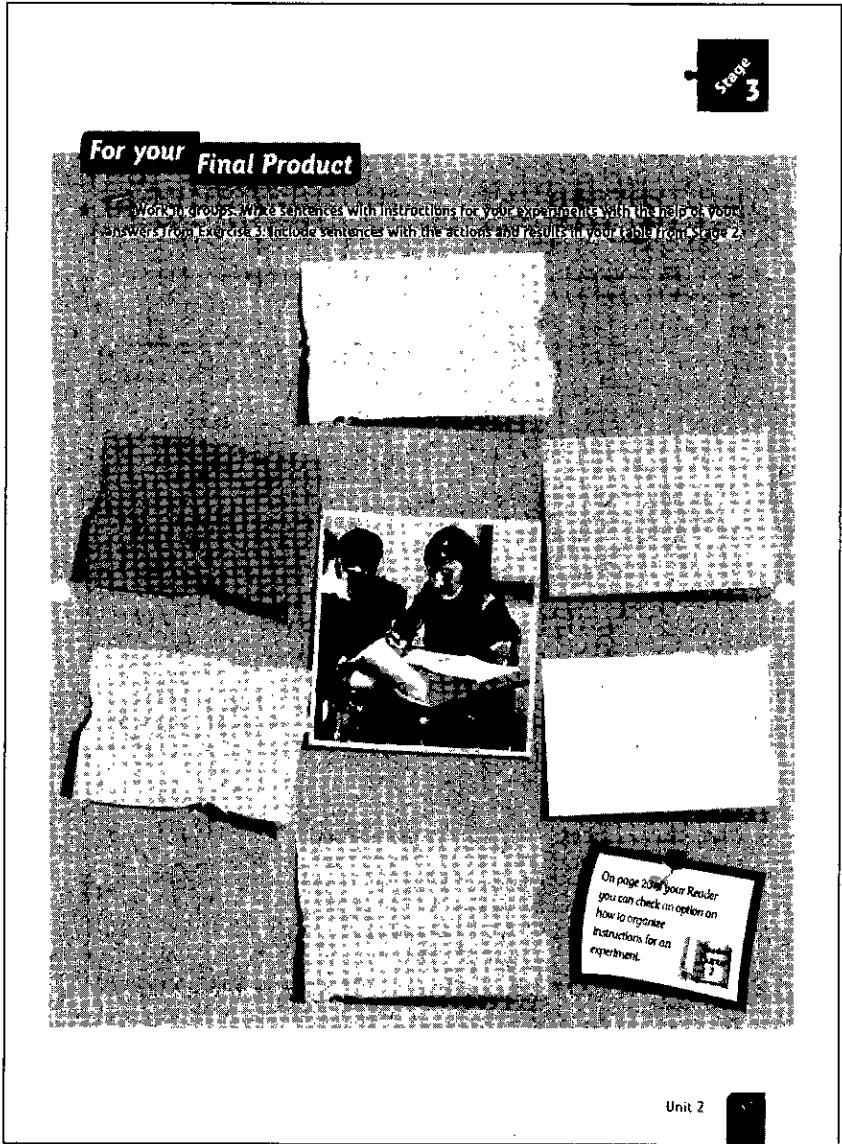
d

4 _____
The balloon popped *because* _____



Academic and Educational

students to compare their sentences and correct each other if necessary. Finally, volunteers could be invited to read their sentences out loud to the class because they can compare and self-correct on their own, or realize they have a question to ask.



Reader Box

Students could receive extra guidance from Chapter 2 of their Reader. If you haven't read it by now, use this opportunity to have a reading moment. Students can then see a different model to organize instructions that could help them decide their own organization for their instructions.

For your Final Product

Exercise 6

This exercise could be done on a sheet of paper as portfolio evidence. You may draw students' attention to the organizer and you may suggest, if you think it's helpful, that they number them so that they also define the order and sequence they want in their information for their instructions. Students can adapt the number of steps

to the ones in their experiment. You may wish to remind them that the instructions should be written in their own words as far as possible. You can monitor the exercise walking around the classroom and providing help if needed. Encourage them to connect their ideas using *and*, *when*, and *because* if they can. If necessary, refer them to the exercises where they recognized and practiced the use of these tools.


Exercise 7

This exercise can be done on a separate piece of paper to keep as portfolio evidence. Students will now put together the sentences and list of materials they have written as a result of their activities in the different stages. Model some sentences on the board to guide them and give them confidence in what they are doing. To do this, you may elicit steps or actions and results from their experiments; you could also model sentences with information taken from the instructions for experiments in the unit.

Exercise 8

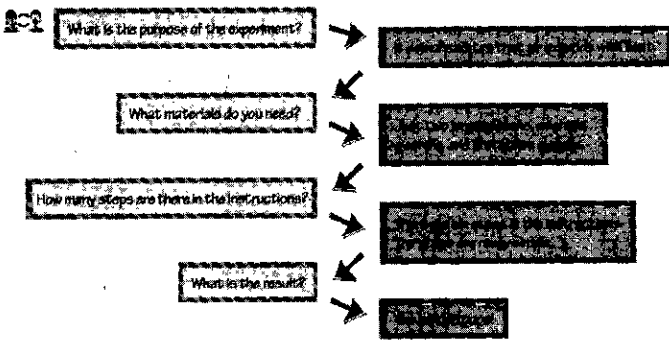
In this exercise, students will begin to assess their work. Once students have paired up, you might direct their attention to Exercise 2 to remind them of the type of questions they should make before they start interacting. It is advisable to monitor carefully this exercise as students might need help when formulating the questions. You may point out that this exercise will help them realize if they omitted something important in their instructions.

Suggested answers: I forgot a material. I did not write a sentence to explain what happens when we heat the balloon.



Use your partner's questions as a guide to help you write the instructions for your experiment on a sheet of paper. Add your list of materials from Stage 2.

8 Work in pairs. Use the questions in Exercise 2 as a model to ask each other questions about the instructions from Exercise 7. Make a note if you can't answer a question.



What is the purpose of the experiment?

What materials do you need?

How many steps are there in the instructions?

What is the result?

Notes _____

Intermediate Assessment

9 Check (✓) the statement that reflects your results from Exercise 8.

1 I have no notes. I answered all the questions because my instructions have all the necessary elements.

2 I have one or two notes because I forgot some things in my instructions.

3 I have three or more notes because I did not include many important things.

10 Your notes from Exercise 8 will help you identify what is missing in your instructions. Add what you didn't include.

Academic and Educational

Intermediate Assessment

Exercise 9

Students have to choose a statement according to the number of notes they had to make after their exchange with a partner in the previous exercise. This reflection will allow them to pre-assess the content of their instructions. Encourage them to be honest, as this will help them repair their own mistakes.

Exercise 10

Invite students to do this remedial work exercise with the classmates they have been working with to prepare their instructions. It might be a good idea to encourage them to find if there are other things that are not complete or clear. Monitor to suggest corrections and additions.

Stage 4

Edit instructions.

Development

- 1 Read the text and check that all sentences end with a period (.) and begin with a capital letter. If not, make the necessary corrections.

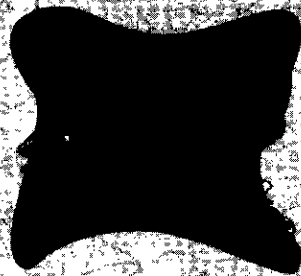
How to make an electromagnet

First, wrap the copper wire tightly around the screw and leave a tail of about 7 cm at each end. Cut off the extra wire with scissors.

Second, curl the ends of the legs to make tiny loops that can fit around the ends of the battery.

Next, attach one loop to the positive pole of the battery and the other loop to the negative pole to secure the loops to the battery use electrical tape.

Finally, to test your electromagnet, try to pick up paper clips, tacks, or other small metal objects with the wire-wrapped part of the screw. Try picking up several clips. Attempt at several distances and write down your observations.



After you write a text, it is very important to verify the spelling of words and check that all sentences end with a period and begin with a capital letter.

Skills

- 2 Work in pairs. Read the text in Exercise 1 again and answer the questions. Read the Skills box to check your answers.

- 1 What punctuation mark goes after the words used to order steps (*first, next, etc.*)? _____
- 2 When do you need to start a new paragraph? _____

After the words we use to indicate the order of steps with instructions, we need to add a comma. When you write instructions, divide each step or topic by starting a new paragraph so that your ideas are clear.

Skills

Unit 2

important in texts that deal with instructions for their correct understanding.

Exercise 2

Students can check the answers about the use of punctuation marks by reading the explanation in the Skills Box. It might be useful for students to review the use of punctuation marks in one of the texts of the unit to verify this information.

Answers: 1 comma 2 when you change to a different step or idea

Skills Box

It is a good time to invite students to ask questions if they need clarification about punctuation or paragraph structure. In that case, if your students speak Spanish well, you could add that in these two cases English and Spanish follow the same criteria.

Exercise 1

If you want to activate previous knowledge, you could draw students' attention to the text and ask what section of an instruction manual it is. You may refer students to the Glossary on page 43 to help them understand the meaning of the highlighted words before focusing on the missing periods and capital letters.

Answers: Paragraph 1: Period after *end*. **Paragraph 2:** Period after *battery*. **Paragraph 3:** Period after *battery* and period after *tape*. **Paragraph 4:** Capital *T* in *try*; period after *observations*.

Skills Box

You might want to guide a discussion about the importance of spelling and correct punctuation. You can mention they are especially

For your Final Product

Exercise 3


You could tell students that as this is a first version, there are likely to be several mistakes and the Glossary can prove helpful now. You should be ready to offer additional help with unfamiliar words not included. If you have a dictionary at hand, you may invite them to use it to verify the spelling they need.

Exercise 4

To continue working with their Final Product, students should notice that editing a text should be done in stages; that is, focusing on choice of words, spelling, and finally punctuation, to make sure all aspects have been dealt with. You may remind students of sequence words and elicit some examples before they start checking their texts.

Exercise 5

Students may work on a separate piece of paper to keep as portfolio evidence. Invite them to write a final draft of their instructions with the corrections and reorganization that may have resulted from Exercises 3 and 4. At this moment, you could elicit from students what they remember about the use of pictures in texts with instructions to perform experiments. Once these ideas have been refreshed, students may discuss with their groups the pictures they want to

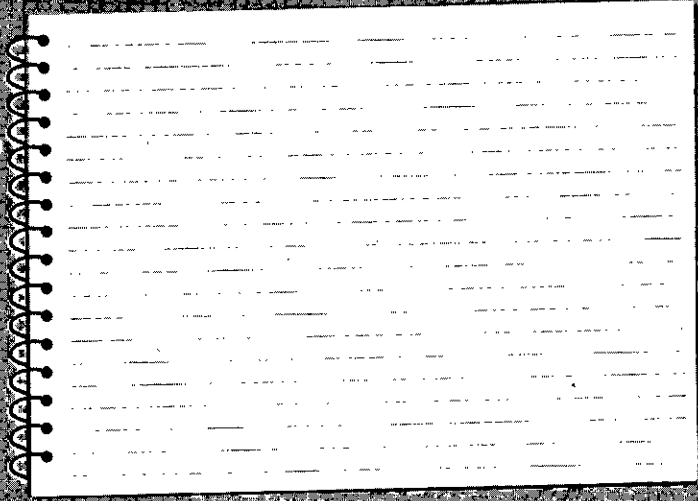


For your Final Product

Follow your instructions from Stage 3 and check the spelling of the words you use. With the help of your Glossary on page 45, if there are words that are not in the Glossary, ask your teacher for guidance.

Verify that you wrote the students in the correct order using words to help set in sequence. Check the punctuation and correct it if necessary.

Write your revised instructions and the three pictures you will add to illustrate them.



Intermediate Assessment

6 Explain to a partner what you learned about punctuation and capital letters to improve a text. If you are not sure of your answer, review Exercises 1 to 3.

Academic and Educational

add and where they will add them. It is advisable they write it down so that they don't forget the decisions they made.

Intermediate Assessment

Exercise 6


This exercise is for students to remember all the aspects they have learned so far about instruction manuals and what they need to check when writing their final version. You

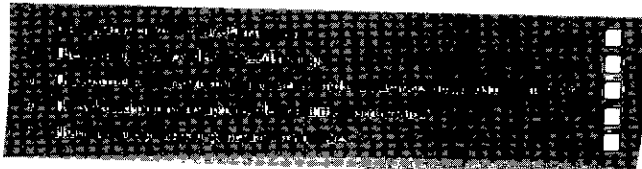
may invite some pairs to share their answers with the class to check whether they have mentioned at least what they just practiced. Refer them to review the exercises in this stage if necessary.


Closure

Closure

Final Steps

- 1  Work in small groups. Share your instructions to give and receive feedback. Use the checklist below to help you evaluate your classmates' texts.



- 2  Use the feedback you received to make the necessary changes and improve your draft. Write your final version in your notebook. Add the pictures you decided previously.

Collect your evidence

- 3 In this unit you selected and read an instruction manual, you used it to plan and write your own instructions for an experiment, and you edited your instructions with the help of your classmates. Now you are ready to share your work.

Socialize

- 4 If possible, copy your instructions and pictures on construction paper. Present and explain your instructions to other classmates or the complete class. Display your work in the classroom.
- 5 Discuss as a class with your teacher. What could you do to make your instructions more adequate for children, teenagers, or adults?
- 6 Discuss in groups.
 - Did the pictures you used help the class understand the instructions for your experiment?
 - Did most of your classmates understand the steps you wrote to do the experiment?

Self-assessment

- 7 Read the sentences and underline those that describe the instructions to perform an experiment that you wrote for this unit.

- 1 My instructions are divided in sections that include materials, steps, and results.
- 2 My instructions were disorganized and did not have enough information.
- 3 My instructions have pictures that illustrate the steps to follow.
- 4 My instructions still need graphic elements and / or pictures to be more clear.

Collect your evidence

Exercise 3

You could help build your students' confidence by inviting them to find their final product activities and notice how they progressed until they finally produced their own instructions. It is a good moment to congratulate them for their progress.

Socialize

Exercises 4, 5, and 6

This stage of the Final Product is meant for students to share their work with the class. Once they have presented their work, make sure they understand what aspects should be considered to decide whether a text is for a child, a teenager, or an adult, for example, the choice of words, and the complexity of the experiment itself. To wrap up the activity, you can read the questions out loud and encourage students to discuss.


Self-assessment

Exercise 7


Finally, invite them to complete the self-assessment of their final product. Create an atmosphere of trust so that you can give them some input on how to improve if necessary.

Final Steps

Exercise 1

 This is a peer assessment activity. Students should read the list before they start the correction stage to make sure they understand the aspects to be checked. After students finish, let them exchange feedbacks to clarify any doubts. Remind them to give constructive and respectful comments.

Exercise 2

 You may tell students that they should take into account every aspect mentioned in the feedback to write this final edited version of the text. Once students are satisfied with their edited text they can add the pictures. Remind them that in texts with instructions, pictures should be an aid to understand how to do the process described.

Assessment

Formative Assessment

Exercise 1

Here, students have the opportunity to visualize their progress. They will answer the same questions from their initial assessment to check their evolution. Encourage them to value their effort and continue working on what is still difficult.

Peer Assessment

Exercise 2

This stage of the assessment is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students assess their performance. You may let students share their answers in groups so that they can suggest ways to improve. You may monitor this exercise, listening to groups discuss and paying attention to the strategies they mention. Always encourage students to speak in English and be ready to help them achieve this purpose. You could read the teamwork note with them and invite them to write key words about them and read them every time they are about to start a task with other classmates. Some examples of this key words are *collaborate*, *accept feedback*, *participate*, *share*, and *listen*.

Assessment

Formative Assessment

1 Now that you have completed this unit, answer again the questions from the Opening. When you finish, compare your answers with those on page 26 and notice your progress.

- 1 Do you think it is easy or difficult to read an instruction manual in English? Why?
- 2 What elements do instruction manuals generally have?
- 3 Do you know reference material about experiments?
- 4 Do you think it is easy or difficult to write sentences in English? Why?
- 5 What mistakes can you correct when editing sentences in English?

Peer Assessment

2 With the help of a classmate you worked with during the unit, choose the answer that best describes you.

- 1 When others gave me feedback to improve.
a) I didn't like it and didn't use it.
b) I considered it and applied what was useful.
- 2 When I worked with partners,
a) I tried to participate actively.
b) I did most of the things alone.
- 3 When other classmates presented their instructions.
a) I listened and found things I could use.
b) I was a little bored.



Peer Evaluation Rubric

A Peer Evaluation Rubric is used to assess the team members' collaboration and performance on a given task or project. The students can also use it to evaluate their own performance within the team.

Instructions:

- 1 Have students write the names of their classmates in the numbered boxes.
- 2 Ask them to assign each member of their group a value (by using the key) for each listed aspect.
- 3 Write your observations about the students' assessments.

Key: 0 = Not at all 1 = Poor 2 = Fair 3 = Very Good 4 = Excellent

Peer Evaluation Rubric				
Attribute	Me	1	2	3
Accepted the assigned tasks willingly				
Participated actively in group discussions				
Helped others with their work when needed				
Worked well with other group members				
Worked accurately and completely				
Respected others' opinions and suggestions				
Suggested possible solutions to problems with the task / project				
Followed the teacher's instructions				
Acted as a valuable member of the team				

Notes:

3

Social Learning Environment:
Recreational and Literary
Communicative Activity:
Literary expression

Social Practice of the
Language: Read poems.
Final Product: Inventory
of Emotions

Student's Book	
Activities	Pages
Opening • Value knowledge and familiarity with the topic.	44-45
<i>Foster a positive attitude towards reading and motivate students to read for leisure, so they can:</i>	
• Enjoy and appreciate reading.	46-48
• Connect with their emotions.	
• Relate their own repertoires of words and expressions with those of the poems.	
• Model reading poems out loud.	
<i>Create a nice and relaxed environment to invite students to reflect about life, values, feelings, etc. Challenge students to feel the words, so they can:</i>	
• Read and reread poems.	49-52
• Use different comprehension strategies (e.g. adjust reading speed, consult sources, etc.).	
• Identify high frequency words, types of sentences, and adjectives.	
• Contrast rhythm in verses.	
• Distinguish clusters of words that correspond to the same sound (e.g. ea, ee, /oo, ue, etc.).	
• Notice homophones (e.g. too, two).	
• Make connections within texts using explicit and implicit information.	
• Infer main ideas based on details.	
• Share their own emotions and value those of others.	
<i>Offer opportunities for students to explore feelings, values and attitudes. Promote a positive and constructive environment in where they feel comfortable and safe to share what they feel. Intervene to offer feedback and help with the election and construction of expressions, so they can:</i>	
• Create mental images based on the reading of poems.	53-55
• Question themselves and answer questions to infer emotions.	
• Associate their own emotions with those expressed in poems.	
• Recall moments and memories to recognize feelings.	
• Express personal answers.	
• Exchange appreciations.	
<i>Stimulate and motivate students to value their own feelings and those of others, and to reflect on how important they are in people's lives, so they can:</i>	
• Write sentences to describe emotions.	56-58
• Organize sentences into paragraphs to describe feelings and emotions.	
• Analyze the effect that punctuation marks (exclamation marks, question marks, etc.) and upper cases have in sentences about feelings.	
• Offer and receive feedback.	
Closure and Assessment	59-60

Opening

You may find useful to encourage students to review the four learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

Let's start together

You can draw students' attention to the questions and let them discuss and answer them for some minutes. You can invite some volunteers to share their answers with the class and ask them to give reasons that support their answers.

Initial Assessment

You can tell students that the Final Product of this unit will be creating an inventory of emotions based on the poems they read and then ask them to look at the table and reflect on the abilities mentioned in the statements. They should check the options they think suitable, as a form of diagnostic self-evaluation. You can point out the importance of recognizing their strengths and weaknesses to focus on the aspects they need to improve.

Opening


Let's start together

1. Read and answer the questions in groups.

2. Discuss using I-Statements.

3. Do the exercises for our little poems.

4. Write in your personal notebook.



Initial Assessment

How do you feel about the following statements? Tick the box that best describes you.

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Read poems in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand ideas of poems in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe your emotions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share emotions with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 3


Select and review poems.

Development

Media Resources

Use Chapter 3 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 3 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.


Exercise 1

 This exercise is for students to get their first impressions of poems. Before playing the audio, you may want to point out that they should pay attention to the musicality of the poems. Explain that poetry is related to music, so the sound is important. It is suggested that you play the audio more than once for students to fully appreciate the sound of poetry. They can check the meaning of unfamiliar words in the Glossary section on page 61 if necessary.

You can explain briefly that the first question asks about the topic of the poem, that is, the purpose the poet has, the idea he or she wants to express. It is also important to think about the readers or audience for each text, in this case the reader of the poems. Try to elicit as many ideas as possible from students. This is a first approach to help students think of poems they want to read about for this unit.

Stage 1

Select and review poems.
Development

1  Work in pairs. Read and listen to the poems and discuss the questions.

Don't Quit

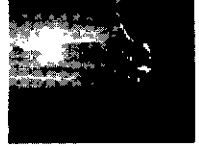
Unknown author

When things go wrong, as they often will,
When the road you're walking seems all up hill,
When the funds are low and debts are high,
And you want to smile, but you have to sigh.

When stress is pressing you down a bit,
Rest, if you must—but don't you quit.
Success is failure turned inside out—
The silver tint of the clouds of doubt.

◆ Great Poems of the World

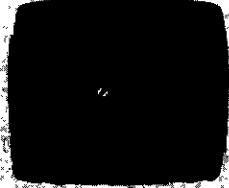
And you never can tell how close you are,
It may be near when it seems quite far,
So stick to the fight when you're hardest hit,
It's when things seem worst that you mustn't quit.



7

Try Smiling

Anonymous



188 Poems of the World 25

When the weather suits you not,
Try smiling.
When your coffee isn't hot,
Try smiling.
When your neighbors don't do right,
Or your relatives all fight,
Sure it's hard, but then you might
Try smiling.

Doesn't change the things, of course—
Just smiling.
But it cannot make them worse—
Just smiling.
And it seems to help your case,
Brightens up a gloomy place,
Then, it sort of rests your face—
Just smiling.

p.61

- 1 What are the topics of the poems? Are they familiar or interesting for you?
- 2 Where can you find other poems that are interesting for you?
- 3 Who do you think would like to read these poems?


Recreational and Literary

Suggested answers: 1 The poems are about staying positive during difficult times. 2 They can find poems in other books (anthologies, for example) in the Reader, in the library, online.

rhymes, rhythm, and descriptive words that may include metaphors or other literary resources.

Language Box

Poems have many characteristics. You may remind students they can identify the verses or lines,




For your Final Product


Look for poems you like in different sources (books, internet, if available, or your teacher) try to find poems with the following characteristics:


- They have a strong rhythm and rhyme scheme.
- They have a strong meaning.
- They have a strong voice.

You can go to pages 35 and 36 in your Reader to find more examples of poems.



ICT Tips

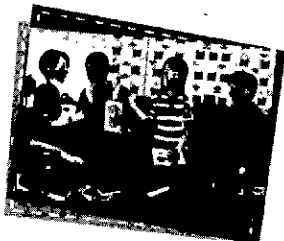



3  Read the Skills box and listen to the poem *Don't Quit* again. What emotions does the voice express? How does it express them (going fast, going slow, etc.)?

Poetry should not be read in a monotone voice. When you read a poem out loud, try to add some emotion by varying your tone. If part of the poem is sad, try reading it slowly. If it's very exciting, speed up a little and add spark to your voice.

Skills


4 Work in small groups. Take turns reading *Don't Quit* or *Try Smiling* out loud, varying the speed and tone of voice. Experiment expressing different emotions.



Unit 3 

For your Final Product

Exercise 2

 You might need to start guiding students to choose poems by using the list of characteristics. Their reader and the suggested site on the ICT box are good places to start. You may invite them to read and enjoy poetry, as this is the focus of the Social Practice of the

Language. Encourage them to realize what kinds of poems they like and share them with the class.


Reader Box

If students need a source to look up poems, they can go to the Reader for additional material. Chapter 3 includes several classic poems in English.

ICT Tips

To engage students in reading poetry, you may invite them to visit the link provided if an internet connection is available. They can read the poem out loud to assess their musicality.

Exercise 3

 You could play the audio more than once for students to identify the changes in the tone of voice. Volunteers may want to share with the class the emotions expressed in the poem.

Possible answers: The poem starts slow and quiet, because the situations are negative. When the poem invites you to be positive, the voice is louder, more emphatic, and it speeds up a little.

Skills Box

You could read the contents of the box with your students in order to wrap up the previous exercise and prepare them to read out loud. Students should become aware that poetry has feelings that can be expressed through our voice.

Exercise 4

One of the ways students can enjoy and appreciate poetry is by reading out loud. It is a good idea to have choral readings instead of individual ones, so they feel more comfortable.

For your Final Product

Exercise 5

The students will need some criteria to select their poems. They have already looked for poems with topics that are interesting for them. Now invite them to listen to the musicality of the poem and find one that sounds attractive for them and evokes emotions with those sounds.

In-Class

If possible, you can use the website suggested in the previous page so students listen to the poems. If the internet is not available for you, you can also get them into larger groups and have choral readings of some poems.


Exercise 6

Students understand the importance of following the criteria, so they can actually enjoy reading the poems they select and make their inventory of emotions.

Intermediate Assessment

Exercise 7

This exercise allows students to realize whether or not they have made progress towards their Final Product. It is important to use remedial exercises in case they have not yet selected a poem following the criteria given.



For your Final Product

Work in small groups. Review the poems you found about the topic you liked. You can read them aloud and discuss them to find one that you prefer.

Work in pairs. Choose one poem to work with for the rest of the unit. Use the list below as a guide.

The poem we selected is *Try Smiling*. We like it because it is about being positive and it is not difficult to understand. We like the way it sounds because it is similar to a song. We feel happy when we read it.

The poem we selected is: _____

We like the topic.

We like the way it sounds.

It's not difficult to understand.

It transmits an emotion.


Intermediate Assessment

7 Work in pairs and check (✓) if now you can do this:

I can review different aspects of a poem (topic, sounds, emotions).

I can select a poem based on the aspects I reviewed.

8 If you need help to select your poem, you can go back to Exercises 2 and 3 to check the characteristics a poem should have.


Recreational and Literary

Exercise 8

In Exercises 2 and 3 students can remember what characteristics a poem should have when they are picking the one they will read for their final product, in case they are struggling to do it.

Media Resources

You can use Poster Unit 3 from the Class CD to further engage students in poetry. You could show them the sonnet in the poster for them to compare the topic with the poems they read.

Development

Development


- 1 Work in small groups. Read the poem and answer the questions together.

Poems About Animals

The Eagle

By Alfred Lord Tennyson

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.
The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.



p.61

- 1 What do you think this poem is about?
 - 2 What words are familiar to you?
 - 3 What elements and specific words in the poem help you understand it?
- 2 Read the poem in Exercise 1 again. Circle the pronouns (*I, you, he, she, it, we* and *they*) in the poem and make sure you understand what they refer to. Check with a partner.

To read a poem, first, pay attention to the title; it may tell you about the subject of the poem. Implicit ideas: not said directly, but can be inferred from the context. Explicit ideas: said or explained in a direct, clear way.

Skill

- 3 Work in pairs. Answer the questions to make sure you understand the main idea in the poem.
- 1 Who / what is the poem about?
 - 2 What is he / she / it doing?
 - 3 Where is he / she / it?
 - 4 What does the title say about the poem?
 - 5 What ideas are explicit in the poem?
 - 6 What ideas are implicit in the poem?

Exercise 1

It is important for students to remember that as poetry sometimes uses sophisticated or difficult vocabulary, they should use strategies to understand the general sense of the poem, such as reading the titles, looking for visual support, and finding familiar words. They can also use the Glossary on page 61. Let groups discuss and exchange ideas before inviting some students to share their answers with the class.

Suggested answers: 1 The poem is about an eagle. 2 Some common words that can be familiar are: eagle, world, sea, watches, mountain, and falls. 3 The title, the picture, and the familiar words can help them.

Exercise 2

Sometimes poetry uses a lot of pronouns (*I, you, he, she, it, we*, and *they*) and their possessive variants (*my, yours, his*, etc.). They are used instead of the name of an object, person, or thing to avoid repetition. You

could elicit the pronouns students circle and write them on the board (*He clasps, He stands, beneath him crawls*, etc.) and ask the class what they all refer to. Then students can go to the explanation in the box to check their answers and improve their understanding.

Answer:

They refer to the eagle.

Skills Box

You might want to point out that the title and pictures or illustrations with the poems give information and context for the reader. Details in poems may be clear and explicit but others may be expressed through metaphors or similes in an implicit way.

Exercise 3

You may remind students that one strategy they can use to get implicit and explicit information from a poem is asking and answering *Wh-* questions such as *who, what, when, where*, and *when*.

Suggested answers: 1 The poem is about an eagle. 2 He's standing and watching. Then he falls. 3 He's on a mountain. 4 The title states what animal the poem is describing. 5 How the eagle stands on a mountain. 6 The eagle dives very fast like thunder.

For your Final Product

Exercise 4

Some poems might need other questions, such as *when*, *why*, or *how*. Encourage them to use the list of questions provided and write more questions to find details, explicit, and implicit information in their poems.

In Class

If some students struggle answering the questions, you could look for students who can help others. You can have them get into small groups and ask them to explain to others the strategies they use.

Exercise 5

It is important that students compare and contrast their answers to make sure they are understanding the main idea. They can discuss the differences in their answers and support them with examples.

Intermediate Assessment

Exercise 6

This exercise invites students to think about their progress for this part of the stage. If it is clear they need to review certain aspects before continuing, invite them to do Exercise 7. If they are able to help other students, encourage them to offer their help.

Exercise 7

By dividing the class into groups, you might have more

time to support them in making questions about the poem.

Exercise 8

Students will analyze one characteristic that is common in poetry: rhyme. This will help them read the poem again and understand more about the way it sounds.

Answers: Group 1 (rhymes with *hands*): hands, stands. Group 2 (rhymes with *crawls*): walls, falls.

For your Final Product

Read the poem you selected and answer questions similar to the ones in Exercise 4 to help sure you understand the main idea.

Share your questions and answers with your partner(s) and compare.

Intermediate Assessment

6 Check (✓) the sentence that describes your progress.

- I need help to understand the main idea in a poem.
- I can use questions to understand the main idea in a poem.
- I can use questions and other strategies I know in order to understand the main idea in a poem.
- I understand and I can help others understand the main idea in a poem.

7 If you need help finding the main idea of your poem, go back to the questions in Exercise 3. Work in small groups answering the questions.

8 Listen to the poem from Exercise 1. Read the skills box and write the groups of rhyming words that end with the same sound.

Group 1 (rhymes with *hands*)

Group 2 (rhymes with *crawls*)

Rhyming words end with the same sound. When you have rhyming words in a poem, you listen to the same sound several times. These rhyming sounds help poems sound like music.

Skills

9 Work in pairs. Discuss if all the words that end in the same sound have the same spelling in English.

10 Work in pairs. Listen to *The Eagle* again. Then take turns reading the poem out loud. Use an appropriate tone of voice and speed, according to the main idea of the poem. (If necessary, go back to Exercise 4 in Stage 1.) Make sure to pronounce the rhyming words correctly.

When you read a poem out loud, you should make sure you are speaking slowly enough so that your audience understands all the words you say. Remember to pause when there are commas, periods, and new verses. Try to change the volume and tone in your voice to make your audience experience emotions.

Skills



For your Final Product

11 In pairs, circle the rhyming words of the poem you chose. Read the words together, making sure they rhyme. Remember to pronounce the rhyming words correctly.

We took my rhyming words:

Sunshine and blue sky

Down on waves that are so calm in the poem.

12 Take turns reading your poem out loud. Use the appropriate speed and tone of voice according to the main idea. Remember to read it as many times as necessary to express emotions in the poem.

13 Work in pairs. Read *The Eagle* again and look at the underlined words. Discuss what the underlined words make you imagine. You can use the glossary at the end of the unit if necessary.

He glazes the eyes with a glance that flashes close to the sun in lonely lands.
Clouds with the azure world he rends.
 The wind drifts in hence to him come.
 He stares from the ground in veils.
 And like a thunderbolt he falls.

A: With "lonely lands" I imagine a desert.
 B: With "azure" I think of the eagle in the sky.

Poems create images and feelings in our minds. Words that rhyme can help you imagine a scene or a feeling. Imagine a scene or a feeling that rhymes like the poem you chose.

Language

Unit 3

similarly, but also differently. If possible, ask them to listen to the poem once again or remind them that the last words from each line usually rhyme.

Exercise 12

Now students will experiment with the poem they chose for the Final Product. Allow some time for them to try different speeds and rhythms until they find the one that best conveys the main idea in the poem.

Exercise 13

Students will identify how adjectives enrich a poem by helping us imagine the elements and scenes. The Glossary on page 61 can help them understand the words before describing the scenes they imagine.

Suggested answers: An eagle standing alone on a mountain in a sunny and blue sky. There's the sea below, moving slowly. Then the eagle flies quickly to the ground ("falls").

Exercise 10

Now that students understand what the poem is about in general terms, invite them to read it with appropriate tone of voice, speed, and intonation. They might need to review Stage 1, Exercise 4 to remember to be faster and more emphatic in some parts, and slow in others.

Skills Box

You could explain that fast speed can transmit emotions like excitement and anxiety, while slow speed is more related to peace or sadness.

For your Final Product

Exercise 11

Remind them that rhyming words could be spelled

Language Box

If you find it helpful, remind students that in English descriptive words (adjectives) go before the thing or person described and they are very important to understand a poem.

Exercise 14

Now that students have understood and analyzed the poem more deeply, this exercise will allow them to reflect on which images they understood from the poem. Allow some minutes for groups to discuss and then invite some to share their ideas with the class. Consider allowing students to express other emotions or impressions different from those provided to enrich the exercise.

For your Final Product

Exercise 15

Students should analyze their poem to identify adjectives. You can ask them how understanding adjectives helps them imagine scenes in their minds. Be ready to help students if they can't work out the meaning of some words. You could point out that one way of doing this activity is to study each line to picture the scene and elements described and notice how it makes them imagine what is happening and how it is happening.

Intermediate Assessment

Exercise 16

This exercise is to reflect on the strategies they have used to understand a poem. You may suggest they go over all the elements they analyzed, from main ideas, to rhyme, to descriptions. It might be useful for students to go over all the


Stage
2

14 Work in small groups. Think about the eagle from the poem. Underline all the sentences in the list that reflect the images from the poem and share them with your partners.

- Nature is impressive.
- It is a peaceful place.
- It is scary to jump from a mountain.
- The eagle is lonely.

For your Final Product

Work in pairs. Look for descriptive words in the poem you chose to understand it better. Read the poem you chose again. Write a few sentences about what the descriptive words make you imagine.



Intermediate Assessment

16 Circle the option that best describes your progress reading your poem.

<p>1 I can use strategies to understand the main idea of a poem</p> <ul style="list-style-type: none"> a) Very well. b) With some help. c) With difficulty. 	<p>3 I can find some descriptive words to help me imagine scenes in the poem</p> <ul style="list-style-type: none"> a) Very well. b) I can find them, but I can't imagine the scenes very well. c) I need a lot of help to do it.
<p>2 I can read a poem and find words that rhyme</p> <ul style="list-style-type: none"> a) Very easily. b) Only some words. c) I need a lot of help to do it. 	

Stage
2

Recreational and Literary

previous exercises to identify them. Encourage the class to express doubts and weaknesses so that everyone can help and make suggestions for improvement.

Stage 3

Describe emotions.

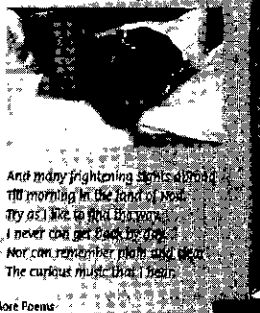
Development

- 1 Work in pairs. Read the poem and take turns using the strategies you applied in Stage 2, such as making questions, identifying rhyme, rhythm and descriptive words, to analyze the main idea and some details.

The Land of Nod
by Robert Louis Stevenson

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod,
All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountain-sides of dreams.
The strangest things are these for me,
Both things to eat and things to see,
And many frightening sights abroad
The morning in the land of Nod,
Till as I wake to find the sun,
I never can get back the dream,
Nor can remember what and where
The curious music that I hear.

Poems and More Poems p.61



- 2 Work in groups. Read the conversation about the poem in Exercise 1 and identify the words used to describe emotions (the way they feel). Tell a partner how the poem makes you feel. Use Carlos and Rosa's conversation as a guide.

Carlos: Rosa, did you like the poem?

Rosa: Yes. I don't connect with poems all the time, but I understood this one well.

Carlos: Why did you connect with the poem?

Rosa: Well, because it is about dreams and we all dream, right? I know the experience and what it's like to dream.

Carlos: I agree. I imagined I was in the land of dreams. It was like a big field and I could feel the wind in my face. It was a pleasant feeling. It made me feel calmed and happy.

Rosa: That's great. But when the poem mentioned bad dreams I remembered a nightmare I had many times as a child. It was about a monster and it made me feel terrified.

Carlos: I know. That makes me think of how anxious I feel when I want to wake up from a bad dream but I can't.

Rosa: And in the end, I felt nostalgic because when I have a nice dream I don't want to wake up. I open my eyes and want to go back to the dreams that make me feel happy or fascinated.

Carlos: It makes me remember a dream where I scored many goals in a soccer game! I was so excited! The poem makes me want to dream that again, but as the poem says, I can't. That makes me feel a little frustrated.



Unit 3

to the feeling the author creates for the reader.

Let students look at the underlined examples in the conversation and allow some minutes for them to look for more words that describe emotions. Students can check out the model provided to understand well how they can do this exercise.

Answers: Emotion words: calmed, happy, terrified, anxious, nostalgic, happy, fascinated, excited, frustrated

In Class

Expressing emotions might be difficult for some teens. You should take the time to establish rules before following these activities, such as being as honest as possible, listening with respect, and avoiding judgment.

Exercise 1

You can draw students' attention to the title of the poem and the picture to give them some clues about its topic. Remind them they can use questions, identify the rhyme, rhythm, and descriptive words to get a clear idea of what the poem is about. You might also encourage students to read it out loud more than once to help them understand it better. Always remind them of going to

the Glossary on page 61 to check the meaning of new words, as this will be extremely helpful to work out the meaning of the poem.

Exercise 2

It is important that students understand what the word *emotion* means before they do the exercise. You can explain it is the way we feel at a certain time and when talking about the emotions from a poem we refer

Exercise 3

This activity focuses on the pictures that come to our mind when reading the poem. It might be useful to have students notice that images and emotions are connected. You may ask students to identify the scene Carlos imagined and the feelings it caused him before they exchange ideas with their partners. You may wish to point out that different scenes can cause opposite emotions, as in this poem where good and bad dreams are mentioned.

Exercise 4

This exercise allows students to exchange ideas about the emotions the poem creates. You can encourage them to think about their own experiences when dreaming to bring back memories and feelings. It might be a good idea to monitor the activity, walking around the room and listening to students interact. They should be reminded of communicating in English all the time. Be ready to help them with the vocabulary they may need to express their ideas, if necessary.

You may want to point out that students should try to give reasons and explain why the poem makes them feel a certain way. This is a good activity for students to realize how different we all are and how a poem can trigger a variety of emotions depending on the reader. You can invite some groups to tell the

Stage 3

3 Work in small groups. Read the conversation in Exercise 2 again and review what Carlos imagined when he read the poem. Read the poem together and share the images that come to your mind when you read it.

4 Work in small groups. Have a conversation about the emotions you experienced when you read the poem from Exercise 1. Were your feelings and reactions all the same? Why do you think that happens? Use the graphic organizer to remember words that can help you express your ideas.

Our reactions and feelings are very personal. No emotion is right or wrong, just different.

Recreational and Literary

Skills

class whether the feelings caused were similar or not.

Skills Box

It is important that students read the contents of the box before in order to realize how personal, and therefore different, their impressions of the poem can be. You could use this opportunity to remind them all feelings and reactions are fine and should be respected.

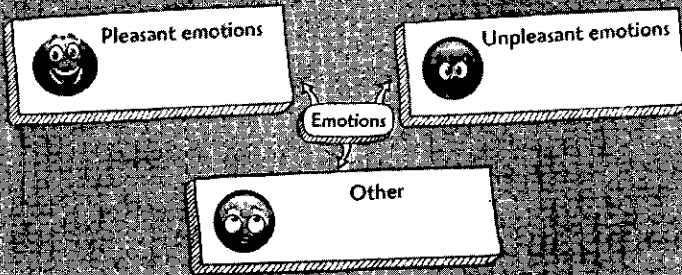
62 Recreational and Literary

For your Final Product

Work in groups. Ask each other the questions to describe the emotions in the poem: you chose and your reactions when you read it. Use the graphic organizer to remember words that can help you express your ideas.

Write a list of emotions in the poem. Write down the words that describe the emotions. Write down the words that describe your reactions.

Write down the words that describe the emotions. Write down the words that describe your reactions.



Intermediate Assessment

6 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

	Not Sure	Unimproved	Well Improved	Very Well
1 Did you describe what a poem makes you imagine?				
2 Did you describe what a poem makes you feel and remember?				
3 Did you ask others about their emotions?				
4 Did you respect your partners' feelings?				

7 If you need to remember how to express some emotions, go back to the graphic organizer in Exercise 4. Remember you can also use a dictionary, if possible.

Media Resources

For further practice expressing emotions, reactions, and mental images from poems students read, you can use Poster Unit 3 from the Class CD. You could invite students to read the sonnet and exchange their impressions and how they feel when they read it.

Intermediate Assessment

Exercise 6

This is a self and peer assessment activity that helps students become aware of their strengths and the aspects they need to reinforce. Always remind students of the importance of giving positive feedback, that is, pointing out the good things and making suggestions on how to improve others.

Exercise 7

Be ready to provide help if students are still not sure about certain aspects, for example by going over the explanations and examples given throughout this stage. You might need to teach new words, depending on the poem they selected and the emotions they want to express, such as *hopeful*, *nostalgic*, or *anxious*.

For your Final Product

Exercise 5

Students should read the poems they chose carefully and focus on the emotions, memories, and pictures they trigger. You may draw their attention to the organizer first so that they gather vocabulary they will need to answer the questions and express their ideas. You may need to write

the beginning of some sentences, besides the ones given as examples, that might help them express themselves (*The poem makes me imagine ...*, *It makes me think of ...*, *It gives me a feeling of ...*, *It reminds me of ...*, etc.). This is a good opportunity to assess how well students can express themselves, by walking around the room listening to their interaction.

Write sentences based on words and expressions that communicate emotions.

Development

Exercise 1

You may start by explaining to students main ideas and reactions to the poem, *The Land of Nod*. Remind the class that these impressions are very personal and can change completely from one person to another. Students should analyze the sentences in order to find all the elements listed. You can suggest that students compare their answers in pairs to check them.

Answers: Circled sentence:

The poem *The Land of Nod* is about dreaming. The poem mentions the land of dreams we visit every night. **Underlined sentences:** The rest of the sentences in the text.

Exercise 2

Students should already be familiar with these expressions, from Stage 3. However, this is the moment when they need to use them to write their sentences. Remind them that these expressions will be very useful to complete their Final Product.

Answers: 1 I imagine, I can feel, I can see. 2 The poem makes me think of... The poem makes me remember my... 3 I feel... The poem makes me feel... 4 It makes me want to...

Write sentences based on words and expressions that communicate emotions.

Development

- 1 Read a student's sentences about the poem *The Land of Nod* from page 53. Circle the sentences that are about the main idea and details of the poem, and underline the sentences that describe emotions and reactions.

The Land of Nod
by Robert Louis Stevenson

From his mansion I dream all the day,
Of being abroad and being free;
All day long I am dreaming
Of the land of Nod,
Of the land I have to go
With rain to call me home and
All alone beside the stream,
And up the mountain sides of dream.

The strangest things I think for me,
Both things to eat and things to see,
And many things that I have dreamed
All morning in the land of Nod,
My feet like to find the way,
I never see that path by day,
Nor can remember place and date,
The music music that I hear.

The poem *The Land of Nod* is about dreaming. The poem mentions the land of dreams we visit every night.
I imagine the land of dreams as a beautiful field where I can feel a nice breeze. I can see trees and dogs, my favorite animals. I feel peaceful and calm in that place.
The poem makes me think of the times when I want to wake from a bad dream and I can't. The poem makes me remember my good dreams too, like one when I scored many goals in a game.
The poem makes me feel nostalgic for dreams. It makes me want to have a good dream tonight.

- 2 From the sentences that you underlined in Exercise 1, find and write the expressions that help you in each case.

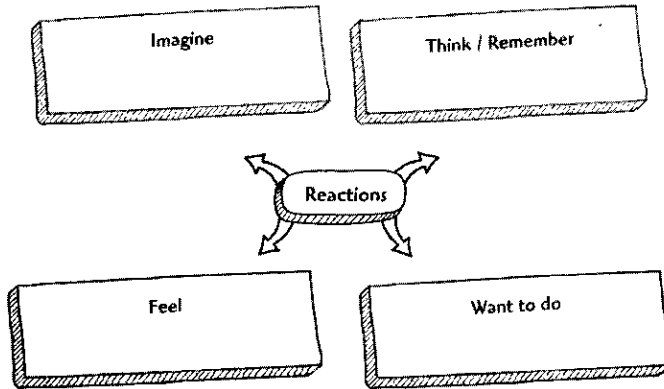
1 To express what you imagine

2 To express what you think or remember

3 To express what you feel

4 To express what you want to do

3 Use the expressions from Exercise 2 to write your own reactions to *The Land of Nod*. Share your ideas with a partner.



For your Final Product

Complete an inventory card about the poem you chose at the beginning of the unit. Use the model card below and what you practiced in Exercise 3 as a guide.

Emotions Inventory Card

Name of the poem: *The Land of Nod*

Author: Robert Louis Stevenson

Main idea of the poem: The poem is about the dreamland that we visit when we fall asleep. A land full of strange things and places.

Descriptive words: When I read the poem, I imagined I was in the land of dreams where I could see rivers, huge mountains, and some strange things.

Reactions: I felt anxious when I read the part about nightmares. It also makes me remember a dream where I scored many goals in a soccer game! I was so excited! It made me want to dream again!

Unit 3

that the first part will include factual details about the poem while the second part deals with subjective information, based on personal points of view, feelings and interpretations. It might be useful to remind students of the previous steps of the Final Product, when they answered questions about the poem, emotions, scenes, and thoughts the poem inspired them. Be ready to provide help with the vocabulary students may need to express their ideas. Also, refer them to the graphic organizer in Exercise 3 for words to describe emotions.

Students can refer to the model provided to understand well what they should do.

Exercise 3

This exercise will help students identify the emotions and feelings the poem creates on them. At the same time, they will prepare to write complete sentences. Students may need help with the vocabulary to express different ideas, so be ready to provide it. They can use the expressions in Exercise 2 and the words in Stage 3, Activity 4.

Suggested answers: I imagine a person dreaming. It makes me remember my own dreams. It makes me feel relaxed / fascinated. It makes me want to dream again / visit a beautiful place, etc.

For your Final Product

Exercise 4

You can start by drawing students' attention to the inventory card and explaining

Exercise 5

This exercise will help students exchange ideas with their peers about how the poems they selected have made them feel and what emotions they can create for readers in general. Remind them that a poem can trigger a variety of emotions depending on the reader and they should be respectful of everybody's feelings. You can encourage them to think about their own experiences and talk about how other poems have caused similar feelings. Students may need help with the vocabulary to express emotions so be ready to provide it. They can use the speech bubbles from Exercise 4 on page 54 as models. It might be helpful to monitor the activity walking around the room and providing the necessary help.

Intermediate Assessment

Exercise 6

This exercise makes students aware of the process they followed to write their comments on the poem. It is important they notice how each stage helped them to develop the skills needed to accomplish the task. Students can go back to previous exercises to review the strategies they used to get each piece of information. If they do not feel very confident about the result they achieved, you can help them by reviewing the process, step by step, and providing examples of each step.

Stage
4

Emotions Inventory Card

Name of the poem: _____

Author: _____

Main idea of the poem: _____

Descriptive words: _____

Reactions: _____

Share how your poem makes you feel in small groups.

Intermediate Assessment

6 Check (✓) what you can do now.

I can mention the name and author of the poem I selected.

I can write the main idea of the poem.

I can mention some descriptive words that help me imagine scenes in the poem.

I can write sentences to describe the emotions I feel when I react to a poem.

7 If you need to review main ideas and descriptive words, go back to Stage 2 with a partner and find strategies you can use.

8 If you need help describing your emotions, go back to Exercise 2 and try to use those expressions. Then check in small groups.

Recreational and Literary

Exercise 7

Remind students of the *Wh*-questions they answered to get the main idea, if necessary. You can also encourage them to find again adjectives and other words in their poems that help them imagine the scenes.

Exercise 8

Students might need more practice using the words and expressions they have learned. If they have another opportunity

to share their opinions, they might do better this time.


In Class
You might need to review the words for emotions with students. A quick game of miming emotions as a warm-up at the beginning of a class can help.

Closure

Closure

Final Steps

- 1 Share the Inventory cards you wrote with your group. Highlight the emotions you experienced with your poems and talk about them.
- 2 Collect all your cards in a card file or a filing box to make an Inventory of emotions. You can decorate it.



Collect your evidence

- 3 For this unit, you read poems and chose one you wanted to read. You discovered some characteristics in your poem to understand it better and you wrote and exchanged ideas about the emotions the poem caused in you. Now you are ready to make an Inventory of emotions.

Socialize

- 4 Display your inventory of emotions in the classroom. Invite students from other classes to check your cards and give you their opinions.
- 5 Discuss in groups.
 - Did you enjoy reading poems? Why?
 - Did you discover something you didn't know about your partners when you described the feelings and reactions from the poems you read?

Self-assessment

- 6 Work with a partner to answer how well you developed your inventory of emotions.

My Final Product	My Partner's Opinions
I used language and vocabulary from the unit to express emotions about my poem.	
I carefully organized my emotions to create an Inventory of emotions.	
I shared the emotions I experienced with my poems and talked about them.	

Final Steps

Exercise 1

In order to make the activity more meaningful, they can present the poem they chose to their classmates. They can all read the poem first and then they can read the text describing their personal feelings and emotions. In this way, their classmates become familiar with the poem prior to listening or reading the comments. This

activity fosters collaborative learning as students give each other opinions or talk about their own experiences.

Exercise 2

Students may reuse an old cereal or any cardboard box to make their inventory card file or filing box. You may encourage students to decorate the box.

Collect your Evidence

Exercise 3

You may now direct students to their planner to visualize the steps they accomplished towards their Final Product. If you notice some students are not sure about some of the aspects they checked, you can direct them to the corresponding pages to review specific tasks.

Socialize

Exercise 4

All emotion inventories are visible and easy to read for everyone so they can notice the variety of emotions the poems caused.

Exercise 5

Before discussing the questions, you may want to explain that for the first question, students should mention specific things they liked or not about reading poems and the second question is about how sharing the different emotions and memories the poems inspired in their classmates and the way it helped them know each other better.

Self-assessment

Exercise 6

In this part, students should focus only on the Final Product. This exercise requires students to give feedback on their classmates' performance.

Assessment

Formative Assessment

Exercise 1

Here, students should assess their own performance in contrast to the beginning of the unit. In order to do that, you can explain to students how important it is to reflect and give honest answers as this will help them identify their strengths and weaknesses. According to their answers, be ready to help students clarify aspects they do not feel confident about.

Exercise 2

You can give some time for students to compare the difference in their answers and to appreciate their hard work. Then you can organize the class in pairs and allow enough time for students to share their favorite parts of the unit.

Peer Assessment

Exercise 3

This stage of the assessment is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students assess their performance. The final discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need

Assessment

Formative Assessment

1 Check (✓) the answer that best describes how well you ...

	I helped others do it.	I did it well.	I needed help.	I could not do it very well.
Read poems in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understood ideas of poems in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Described your emotions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared your emotions with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Now compare with your answers on page 45. Discuss in pairs your progress during this unit.

Peer Assessment

3 Answer if you accomplished the teamwork aspects below. Get together with classmates you worked with as a group during the unit and compare all your answers.

	Yes	No
We shared emotions with others.	<input type="checkbox"/>	<input type="checkbox"/>
We gave constructive and respectful feedback.	<input type="checkbox"/>	<input type="checkbox"/>
We listened attentively and respectfully to the emotions of our partners.	<input type="checkbox"/>	<input type="checkbox"/>
We showed interest in the work of others.	<input type="checkbox"/>	<input type="checkbox"/>

4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help. Write your notes.

Recreational and Literary

to work on. You may monitor this activity, listening to groups discuss and paying attention to the strategies they mention. Always encourage students to speak in English and be ready to help them achieve this purpose.

Exercise 4

This assessment is at class level. Bring the whole group together to examine their answers, discuss them, and exchange

points of view. It is important to provide assistance on aspects students know they have to improve, but do not know exactly what strategies need to be implemented.

Student Self-evaluation Chart

A Student Self-evaluation Chart is a self-assessment tool that evaluates the students' achievements accomplished in a certain unit. According to the teacher's judgement, students may be guided to answer it.

Instructions:

- 1 Determine the criteria to be evaluated.
- 2 Read the statements with the students and discuss with them the meaning of each one.
- 3 Ask students to check (✓) Yes or No according to their learning personal experience.

Student Self-evaluation Chart		
Student's Name: _____		
Teacher's Name: _____		Date: _____
School's Name: _____		Group: _____
Criteria	Yes	No

Notes:

4

Social Learning Environment:
Academic and Educational
Communicative Activity:
Search and selection of
information.

**Social Practice of the
Language:** Write a brief
report on a historical event.
Final Product: Brief Report on
a Historical Event.

Student's Book	
Activities	Pages
Opening	62-63
<i>Monitor students as they explore descriptions, so they can:</i>	
• Anticipate content from textual organization and graphic components.	64-67
• Contrast topic, purpose, and intended audience.	
• Compare ways of expressing past actions, actions done by others, and verb forms to express them.	
• Value their own progress and that of others in the competency and command of English.	
<i>Collaborate with students and encourage them, so they can:</i>	
• Classify new terms by their meaning and relate them to their own repertoire of words and expressions.	68-71
• Distinguish main ideas from secondary ideas.	
• Express the general sense of a text.	
• Select key events based on chronological order.	
• Share appreciations and interpretations.	
<i>Offer students models for students to summarize information in a report, and help them, so they can:</i>	
• Write simple sentences paraphrasing main ideas.	72-74
• Complete graphic organizers with information that expands the main ideas.	
• Emphasize and clarify ideas in texts using adverbs and pronouns.	
• Order key events in a timeline.	
• Group sentences containing similar information to form paragraphs using expressions and connectors that show sequence, simultaneity, or cause and effect.	
• Share reports and promote feedback.	
<i>Collaborate with students, so they can:</i>	
• Check punctuation and spelling of adverbs and connectors.	75-77
• Remove, add, change, or reorganize information to improve texts.	
• Clarify ideas based on intended audience and purpose.	
• Write final versions.	
• Evaluate their own needs and strengths and those of others.	
Closure and Assessment	78-79

Opening

You may find useful to encourage students to review the four learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

Let's start together

You can draw students' attention to the questions and let them discuss for some minutes. Students should always be encouraged to communicate in English. As an additional activity you could ask what important events from the 20th century they know about and make a list on the board.

Initial Assessment

You can tell students that the Final Product of this unit will be writing a brief report on a historical event and then ask them to look at the table and reflect on what is mentioned in the statements. They should check the options they think suitable, as a form of self-evaluation. You can point out the importance of recognizing their strengths and areas of opportunity to be aware of their starting point and some of their goals for the unit.

Opening

Let's start together

Work in groups. Discuss the questions.



The Initial Assessment

Question	Not yet, I need to find out. <input type="checkbox"/>	I know some features of those texts. <input type="checkbox"/>	Yes, I am sure I do. <input type="checkbox"/>
Do you know what a historical text is?	Not yet, I need to look it up. <input type="checkbox"/>	I think I know but I am not sure. <input type="checkbox"/>	Yes, I am sure I do. <input type="checkbox"/>
Do you know the purpose of a historical text?	Not yet. But I will by the end of the unit. <input type="checkbox"/>	I could write it but I am not sure. <input type="checkbox"/>	Yes, I am sure I can. <input type="checkbox"/>

Unit 4

Select and review descriptions of historical events.

Development

Media Resources

Use Chapters 4 and 5 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapters 4 and 5 from the Class CD for further practice to start class discussions and to support students' comprehension of the text.

Exercise 1

This is a pre-reading exercise that helps students anticipate the topic of the text. Before starting the exercise, you could encourage students to realize that they don't need to read the text closely and only focus their attention in titles, subtitles, first sentences and pictures.

If necessary, invite students to go to the Glossary section on page 80 to clarify the meaning of some words.

Exercise 2

In this exercise, students will identify the topic, purpose, intended audience, and how these texts are written (using other sources).

Suggested answers: 1 The text is about the French Intervention in Mexico. 2 Alicia Juárez, a student probably. 3 To inform historical events. 4 Yes, the author probably used History books.



Stage 1

Select and review descriptions of historical events.

Development

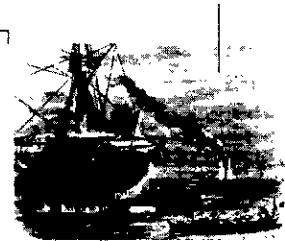
- 1 Look at the report on a historical event quickly and predict what it is about and discuss your opinion with a partner.

The First French Intervention in Mexico

Background: The Pastry War

by Alicia Juárez

During the 19th century the French attacked Mexico two times. These two conflicts were later called "The French Interventions." The first French Intervention was short and did not have too many serious consequences. This first intervention happened in the first part of the 19th century. At that time, there were many French business owners living in Mexico, and they had many shops and restaurants, particularly in Mexico City.



The French fleet arriving in Veracruz.

In 1838, the French ambassador to Mexico presented President Bustamante with a claim of 600,000 pesos for damaged French citizens had suffered during the riots of 1828 in Mexico City. These riots were violent protests against the results of the presidential elections that had not been decided yet, and many businesses in Mexico City's Alameda were robbed and destroyed in the confusion. For example, when Bustamante was reading the claims, he found one made by a French baker. This baker said he had lost 60,000 pesos worth of pastries. Bustamante thought this was absurd and he did not pay the baker. As a result, on

April 16, 1838, the French fleet from Martinique were ordered to block the port of Veracruz until an agreement was reached. This meant no ship could leave or arrive in the port.

The blockade had lasted seven months when the commander of the fleet added another 200,000 pesos on the claim to cover the expenses of the blockade. In addition, he ordered a bombardment of Veracruz. After the first bombardment, Bustamante agreed to pay the debt in full and the French fleet sailed away. Since then, historians have referred to this incident as the "Pastry War."

- 2 Now discuss the questions in small groups.

- Were your predictions correct? If not, what is the text about?
- Who is the author of this text?
- What do you think is the purpose of the text? To inform? To entertain? Both?
- Do you think the author used sources of information to write this text? Which sources do you think he or she used?

- 3 Go back to the text in Exercise 1 and label its parts with words from the box.

title image caption author subtitle picture

Go to your Reader Chapter 4 on page 38 and identify the same parts you identified in Exercise 3.

Academic and Educational

Exercise 3

It might be useful for students to review the parts of the text in the box and help them with any vocabulary they don't know.

Answers: 1 Title: The French Intervention in Mexico. 2 Image caption: The French fleet arriving in Veracruz. 3 Subtitle: Background: The Pastry War. 4 Picture: The picture of the fleet on the right. 5 Author: Alicia Juárez.

Reader Box

If necessary, you could have students go to their Reader Chapter 4, pages 38 to 48 and have them identify the same parts they identified in Exercise 3.

4 Read sentences from the text and discuss the questions.

During the 19th century the French attacked Mexico two times.



- 1 Does the author use the same tense to talk about the historical event? _____
- 2 Do you find this in your History books? _____
- 3 Why do you think the author uses different tenses for the past? _____

5 Read the text again and number the events in order. Then work with a partner to retell what happened in the Pastry War, using your own words.

- ___ President Bustamante agreed to pay the debt in full and the French fleet sailed away.
- ___ The commander of the fleet ordered the bombardment of Veracruz.
- ___ The French ambassador in Mexico presented a claim of 600,000 pesos for damages suffered by French citizens.
- ___ The French fleet blocked the port of Veracruz.
- ___ President Bustamante thought that the claim made by a French baker was absurd and refused to pay it.

6 Now that you have ordered the events, place them on the timeline.



Exercise 4

Draw student's attention to the sentences and clarify that they are from the text in Exercise 1. Have them notice the underlined words and help them realize that they are different tenses. As they answer the questions, doubts may arise. Help them realize that the first sentence is using past simple, the second and third ones are in past perfect, the fourth one combines past perfect and past

simple. You could go over the structure and uses of the different aspects for students to recognize them.

Suggested answers: 1 No, the author uses different forms of past to talk about the events. 2 Yes, I find this in my History textbooks. 3 Because it's history, and all history happened in the past.

Exercise 5

You can have individual students read aloud the events and identify as a class the one that occurred first. Then, you can suggest that they use synonyms as they retell "The Pastry War" in their own words. Have them use the events in the exercise as a guide.

Answers: 5, 4, 1, 3, 2

Exercise 6

This exercise can help students to visually organize the events from the text. If they have difficulties, refer them to the text in Exercise 1. To check, you can draw a timeline on the board and invite students to complete it.

Finally, you could use this exercise to help students relate how the different forms of the past match the timeline.

Answers: 1 The French ambassador in Mexico. 2 President Bustamante thought that the claim... 3 The French fleet... 4 The commander of the fleet... 5 President Bustamante agreed to pay...

In Class

For early finishers, you could have them use their Reader Chapter 4 on pages 38 to 48 to make a timeline ordering the events that appear in the historical text.

For your Final Product

Exercise 7

You can explain to students that this is the first step of their Final Product, which is a report on a historical event.

Give students time to read instructions, and ask doubts. This can help them to have a more complete list. You may want to remind them that they will use it later.

Suggested answers: 4 Subtitle

5 Author 6 Dates (centuries, months, and/or years)

7 Clearly separated paragraphs

8 A topic 9 A purpose 10 An audience 11 Formal language

Skills Box

You could ask students to take out their Readers and notice how literary texts such as the one in Chapter 6 have a beginning, middle, and an end. You could help them contrast other stories with the historical texts they have read so they can notice the difference.

Reader Box

If students have no other available resources, you can let them use Chapter 4 in their Reader to work with this text for their Final Product.

Exercise 8

For this exercise, if you notice that students are struggling with making a decision or if they don't have access to the library or

Stage 1

For your Final Product

Go back to the report on a historical event in Exercise 6 and in groups decide the main features of the type of text.

Notice how these types of texts don't really have a beginning, middle, and end, or an introduction, body, and conclusion. Discuss with your groups which structure this type of text follow. You can search online or ask your teacher for help.

Remember that you have another historical report in Chapter 5, on page 50 of your Reader.

Discuss with your groups which historical events interest you and then search. You can use the suggestions below if necessary.

ICT Tips

Academic and Educational

to the internet, you could let them take out their History books and choose an event depicted there.

ICT Tips

You might want to go over the information in the box with students and carry out a discussion on the strategies they can use.

InClass

When monitoring student learning, move around the classroom and be aware of how well or poorly students are progressing with their assignments. Make sure you can work with students one-to-one as needed. Do not wait until students ask for help.

Look at the following sources of information and fill out the table with the pros and cons of each. In groups which source of information works best for you for your final product and suggest more if necessary. Follow the example.

Internet		Magazines		Books	
Pros	Cons	Pros	Cons	Pros	Cons
There is a lot of information.	It's hard to tell if it's reliable.				

Newspapers		Newspapers		My Own Research	
Pros	Cons	Pros	Cons	Pros	Cons

Then students could discuss why plagiarism is unethical and what they can do to avoid it (use quotation marks and choose a format to quote the author and the place where the text is published.)

Intermediate Assessment

Intermediate Assessment

10 In small groups, answer the questions.

- 1 What graphic and textual elements can you review in a text before reading it? _____
- 2 How can you identify that a text is about a historical event? _____
- 3 What sources of information are useful to find texts about historical events? _____
- 4 Why is it important to evaluate the pros and cons of the different sources that you will be using? _____
- 5 What can you do not to plagiarize information? _____

ICT-Tips
 History is an interesting subject. It helps you to know about the past. You can find many interesting facts about the past. You can also learn about the lives of famous people. You can also learn about the things that people did in the past. You can also learn about the things that people think about in the past. You can also learn about the things that people do in the past. You can also learn about the things that people do in the past.

11 In small groups, share your answers to Exercise 10 and decide what you can do to improve.

I need to improve _____
 My plan is _____

Exercise 9

You could remind students that they discussed some sources of information that the author of the text used to write the text. Once they have completed the exercise, they could discuss the information with another group.

ICT-Tips
 You could explain the term **plagiarism** (to use information someone else wrote without quoting the source). You could share, as a teacher, some stories about plagiarism, if you have them. Guide students to read the note and, if possible, visit the website.

Exercise 10
 If students have doubts after revising previous exercises, be ready to offer help by providing further examples or explanations on the aspects they do not feel sure about.

Exercise 11
 You might want to remind students that acknowledging our areas of opportunity allows us to improve and set clear goals for the future. When students finish, they could share their plans with other students in a respectful and kind environment provided by you.

Development

Exercise 1

This exercise is for students to practice close reading. This strategy consists in, contrary to scanning, reading the complete text. You could advise students to read the text once, and then read it a second time for them to underline the words they don't know. This is also an opportunity for cross-curricular learning because students should activate their previous knowledge about world history. If you consider it appropriate, you could direct students to the Glossary on page 80.

Exercise 2

Once students have read and understood the instructions and finished the exercise, you could ask them to compare their tables as well as the words that are still underlined in Exercise 1.

In Class

Students might want to look for some words in the dictionary but you should monitor so they look up only the essential words. You may provide other strategies to understand difficult words. They could find the meaning by context or underline and identify cognates before using a dictionary.

Development

1 Read another report on a historical event and underline all the words you don't know with a pencil.



Zaragoza defeats the French troops

How the Second French Intervention Began

By Antonio Macías

The Reformation War left Mexico unstable and in debt. Other countries had lent money to Mexico and the government did not have enough money to pay back; consequently, in July 1861 President Benito Juárez decided to stop paying it. Mexico owed to other countries. The affected countries were France, Britain, and Spain.

When Juárez announced a suspension on payment of foreign debts, Napoleon III, the emperor of France, organized a meeting in London between England, Spain, and France to discuss ideas to force the Mexican government to pay them. They met in London in October 1861 and signed a tripartite agreement. In this agreement they decided to go to Mexico with their troops and try to force Juárez to pay the debt. Napoleon III had a secret ambition. What did he really want? He wanted to invade Mexico, take down the government of Juárez, and impose an emperor to rule Mexico as a French territory. The French did not mention a word about this at the London meeting. The three countries had agreed to lend their troops at Veracruz, but also to respect the sovereignty of Mexico. In December

1861, the tripartite European forces landed in Veracruz, but in 1862 the Spanish and British forces withdrew because they realized the French had greater ambitions.

Being the most powerful army in the world, the French stayed and were determined to invade Mexico. They advanced as far as Puebla. On May 5th, 1862, the Mexican army, which was commanded by General Ignacio Zaragoza, defeated the French in Puebla. On May 17th, 1862, the French went back to Veracruz to plan another attack. On September 1862, more French troops arrived in Mexico to help the invasion.



The French Army invading Puebla.

2 From the words you underlined, which of the words are very similar to words in your language? Classify them in the table. Use a dictionary to check your answers and erase them from Exercise 1.

decided	decidió - decidíó, _____
government	gobierno - gobierno, _____
French Intervention	Intervención francesa, _____
consequently	consecuentemente, _____

- 3 Discuss as a class how helpful it was using cognates (words similar to your language) to guess the meaning of unknown words. What other strategies do you know? Write and use those strategies to guess the meaning of the words that are still underlined in Exercise 1.



- 4 Read the first paragraph of the text in Exercise 1 and discuss with a classmate what it is about. Then answer the questions.

The Reformation War left Mexico unstable and in debt. Other countries had lent money to Mexico and the government did not have enough money to pay back; consequently, in July 1861 President Benito Juárez decided to stop paying it. Mexico owed to other countries. The affected countries were France, Britain, and Spain.

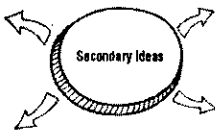
- 1 Underline the word that is repeated, which is it? _____
- 2 Does this word have to do with what the paragraph is about? _____
- 3 Do the same with the other paragraphs. Does identifying the words that appear the most help you to know the main idea of a paragraph? _____

- 5 Look at the chart and discuss if the sentences are True or False.

Paragraph 1

Main Idea
The Reformation War left Mexico in debt.

Other countries had lent money to Mexico and the government did not have money to pay back.



President Benito Juárez decided to stop paying the money Mexico owed to other countries.

The affected countries were France, Britain, and Spain.

- 1 Identifying the topic sentence (the first sentence of a paragraph) can help me identify the main idea of a well-written text. _____
- 2 All the information that follows are secondary ideas that explain the main idea or give additional information. _____
- 3 I can remove the main idea and the paragraph would work. _____
- 4 I can remove one or two secondary ideas and the paragraph would work. _____

Unit 4

Exercise 3

You may want to moderate the discussion for this exercise and write on the board the strategies that the students mention. Then you could direct their attention to the strategies and have students use them to guess the meaning of the words that are still underlined in the text in Exercise 1.

Suggested answers: Use the context around the unknown word, figure out which part of the speech the unknown word is, splitting the word into two or three and use prefix and suffixes.

Exercise 4

You may want to make sure that students first read and discuss what the paragraph is about and then read again to answer the questions so that they can contrast the difference of using

repeated words as a strategy to figure out what a paragraph is about.

Once they finish answering the questions, you may want to have students compare their answers with a classmate. Should any discrepancies arise, you may help them by checking answers as a class.

Suggested answers: 1 money
2 Yes, because the paragraph is about how the Reformation War left Mexico in debt.
3 Yes, the same happens in other paragraphs.

Exercise 5

You may want to moderate the discussion for this exercise and provide additional strategies to your students to identify main ideas and secondary ideas. You may use the 5Ws strategy (*who, what, when, where, why*) to help students identify main ideas.

Suggested answers: 1 True
2 True 3 False 4 True

Exercise 6

Refer students to what they discussed in the previous exercise. Invite students to use the strategies they learned to identify main ideas and secondary ideas. Remember that modeling examples is a great technique for students to make them infer ideas and build their own knowledge.

Answers: Paragraph 2: **Main idea:**

Napoleon III organized a meeting between England, Spain and France to discuss idea to force the Mexican government to pay. **Secondary**

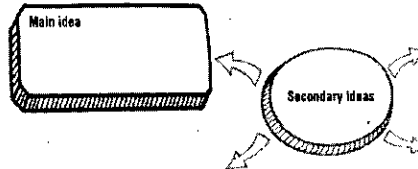
ideas: The three countries signed an agreement to send their troops to Mexico and force Juárez to pay the debt. Napoleon III had a secret ambition. He wanted to invade Mexico and impose an emperor to rule Mexico as a French territory. The three countries had agreed to land their troops at Veracruz, but also to respect the sovereignty of Mexico. In 1862 the Spanish and British forces withdrew. Paragraph 3: **Main idea:**

The French stayed, determined to invade Mexico. **Secondary ideas:**

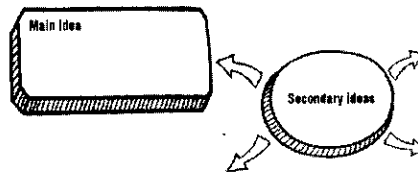
They advanced as far as Puebla. On May 5th, 1862, the Mexican army, which was commanded by General Ignacio Zaragoza, defeated the French in Puebla. On May 17th, 1862, the French went back to Veracruz to plan another attack. On September 1862, more French troops arrived to help with the invasion.

6 From the text, extract the main idea and secondary ideas of the other two paragraphs. Use Exercise 5 as a model.

Paragraph 2



Paragraph 3



7 Use information from Exercise 5 and 6 and answer the questions.

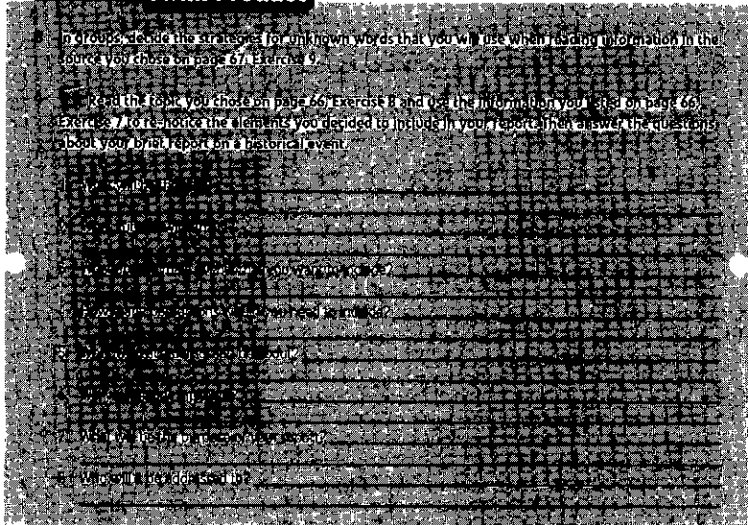
- 1 What is the text "Zaragoza defeats the French troops" about? _____
- 2 How does the analysis you did in Exercises 4, 5, and 6 help you know what the text is about? Discuss as a class other strategies and write them down. _____

Exercise 7

The purpose of this exercise is for students to notice the importance of analyzing the main and secondary ideas of a text. You might want to discuss the answers as a class.

Suggested answers: The text is about Mexico's suspension of payment to other countries, the French invasion, intent and the subsequent defeat of French troops on May 5th.

For your Final Product



As you are working on the planning of your text, it is important that you realize that planning is key to achieve creating a well-written text. You should devote more time to the planning stage than to the writing stage, since in this last stage you will only be following your plan carefully. So, make sure you have a clear idea.

Intermediate Assessment

10 Answer the questions in your notebook.

- 1 How many strategies do you know to figure out meaning of words you don't know?
- 2 How can you identify the main idea of a paragraph?
- 3 What is the function of a topic sentence?
- 4 What is the function of a secondary idea?

11 In groups, discuss your answers from Exercise 10 and discuss what you can do to improve. Then share your ideas as a class.

Unit 4

devoted to planning pays off at the end with an outstanding outcome.

Intermediate Assessment

Exercise 10

In order for students to assess their progress, you could encourage them to answer the questions individually and with honesty.

Exercise 11

Moderate the discussion and encourage students to come up with ways to improve.

In Class

When giving meaningful feedback, you should create learning moments and experiences where your students feel comfortable. The comments should be kind and should provide concrete examples. They should also reference the task criteria and be actionable ideas or tips to use for improvement.

For your Final Product

Exercise 8

It might be useful to have students notice that in previous pages they discussed different strategies to guess the meaning of unknown words, before using a dictionary. Remind them that this will be helpful for them when they are reading the different sources of information they will use for their Final Product.

Exercise 9

The purpose of this exercise is to have students start planning their brief report on a historical event. So, you could highlight the importance of the discussion as a way to check answers and receive feedback from their classmates.

Skills Box

If possible, elicit examples from other subjects where the time

Write brief reports.

Development

Exercise 1

Depending on how many days it's been since students worked on Stage 2, you could suggest that they review those pages to remember the strategies they worked with. Otherwise, students could read the instructions and work in pairs discussing what the text is about after close reading it.

Exercise 2

Once students finish underlining the dates and locating the events, monitor their discussions. Then you could elicit from different groups their conclusions. You may want to help students notice, if they haven't already, that not all the events appear in chronological order. For example, in the first paragraph we can see the year 1862 and in the second paragraph we can read the year 1861. Therefore, the focus of the author was to have a consistent and coherent text, not a text that mentions dates chronologically; it can happen, but it's not the purpose.

Answers: 1862: The escape of Juárez to San Luis Potosí. The French troops defeated the Mexican army.

1864-1865: The period Juárez hid in the north of the country. **1865:** The USA started helping Mexico.

1867: Maximilian's troops were defeated. The execution of Maximilian.



Write brief reports.

Development

- 1 Work in pairs. Read the text and use the strategy you learned in previous exercises and discuss what the text is about.

The Second French Intervention in Mexico

The Final Years

By Antonio Macías

The French reinforcement troops that came finally defeated the Mexican army on May 3rd, 1862. Juárez escaped to San Luis Potosí as soon as the battle ended. The Conservative Party was pleased with these events. They had not supported the liberal government and wanted to have a monarchy in Mexico. The Conservatives gladly offered the throne of Mexico to Maximilian of Habsburg. Maximilian was proclaimed the emperor of Mexico in 1864 with the support of Napoleon III.

The new government repeatedly tried to capture Juárez. As a consequence, Juárez hid in the north of the country from 1864 to 1865. During the conflict between Mexico and France, the USA was extremely busy with a Civil War (1861-1865). For this reason, the USA could not help Juárez stop the French invasion. In 1865 things started to change. Juárez began to have some successful battles against Maximilian's army and the Civil War in the USA ended. As soon as the Civil War ended, Juárez received support from the USA.

During the government of Maximilian, people in France were clearly unhappy about all the money Napoleon III was spending excessively to fight Juárez and keep the emperor in the throne. For this reason, in 1866 Napoleon III ordered his troops to retire from Mexico. Maximilian had no support and, as a consequence, his troops were defeated in 1867. A few months later, Maximilian was executed.



Painting of Benito Juárez

- 2 Underline all the dates you find and use the timeline to locate the events. Compare your timelines in groups and discuss, do you think that the author's main concern was to order the events chronologically?



Academic and Educational

Media Resources

For further practice you can use Poster Unit 4 from the Glass CD. You could show the poster to the students and ask them what historical events from the culture in the pictures they can remember. You could then make a timeline with the class to gather all the events they could recall.

For your Final Product

2. Work in groups. Using the information from the previous exercise, go to the source you chose on page 67, Exercise 9 and make notes including information that you think is important for your text. To know which notes will be helpful go back to page 71, Exercise 9.



4. Decide if you will order the events chronologically or if you will choose another method and explain why. If you consider it necessary, make a timeline and order the events.



5. Use the information from Exercises 3 and 4 and use the format below to write your draft.

Title: _____
 Article: _____
 Author(s): _____
 Main idea of the first paragraph: _____
 Secondary ideas of the main one: _____
 Main idea of the second paragraph: _____
 Secondary ideas of the main one: _____
 Main idea of the third paragraph: _____
 Secondary ideas of the main one: _____
 Picture or artwork (Where will you get it from?): _____

For your Final Product

Exercise 3

Before students read the instructions, explain that the purpose of this exercise is for them to take notes for their Final Product, based on two different decisions they have made in previous pages: the course they decided on page 66 and the information to include in a brief report on page 71.

Exercise 4

As students work on this exercise, help them with their discussions by making them realize that chronological order is a feature of reports on historical events, but it should not be a restriction.

Exercise 5

After students have read the instructions, you could help them explore the format and help them see that they can find models for this and practice for this in previous pages.

Language Box

You might need to review the use of past tenses. You can point out that they should use simple past for all the events, and past perfect for events that happened before a certain past event.

Exercise 6

When students finish the exercise, you could elicit from some volunteers to share their experience giving and receiving feedback. If you notice that some students are feeling insecure or uncomfortable about it, remind them that making mistakes and noticing them is a great opportunity to learn from them and that the classroom is the safest place to do it.

Exercise 7

When students finish writing their texts, encourage them to re-read them and make sure they are content with their final versions. This would be a good time to acknowledge their progress and congratulate them for it.

Intermediate Assessment

Exercise 8

Encourage students to discuss the questions in small groups and share their experiences so they get to a conclusion on what they can improve when writing the final version of a text.

Stage 3

Language

Exchange books with your classmates and give them comments without reading or correct your draft from the previous exercise.

Receiving respectful feedback is a wonderful way to notice mistakes, and especially in the planning stage, it allows you to work more effectively towards your goal. When you provide feedback, make sure you are kind and you say something like "You could improve your text by adding an additional paragraph" and not something like "I don't like it" or "I don't understand it" because the information is not precise and it can also discourage your classmate.

Skill

Use your corrected draft from Exercise 6 and write your text.

Intermediate Assessment

0 Discuss the questions in small groups.

- 1 What is a draft and why is it important?
- 2 According to the feedback you received, what can you improve when writing a draft of a brief report on a historical event?

Academic and Educational

In Class
 When monitoring seatwork you should encourage and acknowledge your students while they work. You should constantly interact with your students during seatwork periods, rather than waiting for students to ask for help.

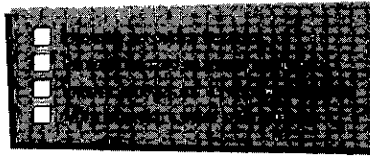
Stage 4

Edit reports.

Development

- 1 Work in pairs. Read a student's report on a historical event and look at the checklist below. Check (✓) only the elements you can find in the report.

Christopher Columbus was one of the famous explorers of the 15th and 16th centuries. He was born in 1451 in Genoa, Italy in a family of tradesmen. Columbus started sailing at a young age. Magellan, the explorer, also started to sail when he was young. Columbus participated in several expeditions to Africa and an expedition into the Atlantic Ocean in 1476 that almost cost him his life. In his 40s (in 1492) Columbus left Spain in the *Santa Maria*, with the *Pinta* and the *Nina* along with... After sailing for 36 days, Columbus and several crewmen set foot on an island (in the present day Bahamas) and they claimed it for Spain. They continued exploring the islands of Cuba and Hispaniola (now Haiti and the Dominican Republic) and met with the leaders of the native population. He died on May 20, 1506, still believing he had discovered a shorter route to Asia. He died before Magellan, who was also an important explorer that proved the globe was round. Magellan had a very interesting life, made many trips, and died in the Philippines.



- 2 In groups, decide if the checklist in the previous exercise is enough to write a brief report on a historical event or if you could add more aspects to include.



Unit 4

Exercise 2

Students may have more ideas and this exercise is meant for them to add any other aspect that needs to be included. This will help them for their Final Product.

In Class

If you have students who struggle writing their final version, you can help them by drawing a graphic organizer to help them link their ideas. You can also use some linking words so they can connect the ideas they have (for example, *then, finally, but, so*). If necessary, model how to write a final version using the steps they performed in this unit.

Exercise 1

This exercise is for students to learn how to analyze and study a text by identifying whether the text includes certain features. You may wish to mention that it is easier to go step by step, analyzing one aspect at a time. You can suggest that they compare their answers with other students before checking them with the class.

Students should support their answers with examples from the text. If necessary, invite students to go to the Glossary on page 80 to clarify the meaning of some unfamiliar words.

Answers: Checked answers: The events described are ordered in sequence. There is a main topic and relevant supporting details.

For your Final Product

Exercise 3

In this exercise, students will use the checklist they decided in the previous exercise and make all the necessary corrections to the text in Exercise 1. So, let them know that by carrying out this checklist they could realize that they added a wrong aspect to correct, which is perfectly normal, and they should go to Exercise 2 and cross it out.

Exercise 4


You could draw their attention to the picture and dialogue and encourage them to help each other find as many mistakes as possible to end up with a clean and complete text.

Exercise 5

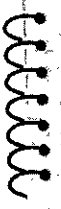
Encourage students to stick to all the work they have done and write a final version, which is the corrected version of their previous work. Remind them that they have already spent lots of time planning and writing and now it's time to edit their texts. In this way, they will achieve the goal of writing a consistent brief report on a historical event.

In Class

You could explain to students that checklists are a very effective way to make sure that you are looking at the big picture. Once you write down all the aspects you will correct,

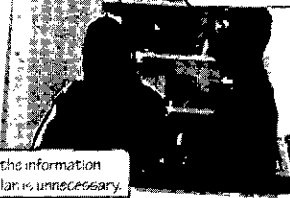


3 Use the checklist you decided in the previous exercise and make all the necessary corrections to the text in Exercise 1.



4 Exchange notebooks with a classmate and take turns helping sure that your classmate followed the checklist he or she chose in Exercise 2.

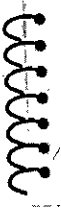
Can you suggest a good title?




Let me think. I believe a good title is "Columbus, a Great Voyager". Could you help me find unrelated information in my paragraphs?

Sure. I think the information about Magellan is unnecessary.

5 Write a final version of the text and share it with your class.




Academic and Educational

you can assess if there is something missing, rather than using your intuition when you are in the middle of correcting. You could share that most editors and writers use checklists because of their effectiveness.

Stage 4

For your Final Product

6. In groups, decide the checklist you will use to correct your report. Write it down.

As you are working on the proofreading stage of your final product, it is important that you bear in mind that succeeding in this stage allows you to hand in a very clean text that can communicate what you had in mind when you planned it. There are several aspects that you could consider for this stage such as: grammar, spelling, use of vocabulary (use synonyms to avoid repetitions), include connectors that can help you give your text consistency (Contrast: *however, although, even when, nevertheless; but* Addition: *also, in addition to, and, as well;* Consequence: *therefore, as a consequence, consequently, as a result, so*.) Choosing the right aspects to review will mark the difference between a text that can reach its purpose and one that can't.

7. Go back to the text on page 74, Exercise 7 and use the checklist you wrote to correct it. Write a final version.

8. Exchange your final text with another group and take turns marking and correcting the final details of your reports.

9. As a class, decide how you will share your reports.

I think we should post it on a blog.

I think that we should carry out an exhibition in the classroom.

Unit 4

Exercise 6

Now it's time for students to decide which checklist they will use to edit their brief report. Remind them of the experience they had with the checklist on page 75. Guide them and make sure they avoid anything that didn't work in previous attempts.

Exercise 7

You should remember that your role as a teacher in the classroom is to model what you expect students to do. Do not hesitate to give ideas or prompts so they can find it easier to write the final versions of their reports. For example, you can give key phrases they can use to start. You can use the texts in this unit to get ideas.

Exercise 8

Depending on your class, you could let students choose the partner they are going to exchange texts with, or you could assign them.

Exercise 9

Provide all the necessary help for students to agree on how they will share their reports. Direct their attention to the speech bubbles for them to have some ideas to start the discussion.

Closure

Collect your evidence

Exercise 1

You may want to guide students so they go back to key exercises where they developed their Final Product. Make sure they have their final version.

Socialize

Exercise 2

If students chose to share their reports orally, you may suggest they rehearse reading out loud their reports before presenting them to the class. It may be helpful to remind them of certain aspects they should take into account when reading out loud: pronunciation, tone of voice, pauses, etc.

Also, remind students of making the necessary pauses and to practice the pronunciation of difficult words before their presentation. Students should show respect towards their classmates by being attentive listeners. Encourage them to express their opinions on their classmates' work and share the things they liked.

Closure

Collect your evidence

- 1 In this unit you looked for texts about historical events and selected one. You read and understood it to extract all the information you needed to make a report. You wrote and edited a report, so now you are ready to share your work.

Socialize

- 2 As a class, share your brief report as you previously agreed. Make sure that you listen attentively to everyone or read all the reports with attention. You could bind the reports together and make an anthology after sharing them.
- 3 Discuss in groups.
 - What did you learn from the information you read to write your report?
 - Which of the things you learned to read and write reports can you use in other school subjects?
 - What problems did you have to understand and write information?
 - How can you improve when you write?

Self-assessment

- 4 Now that you have written a report on a historical event, work with a partner discussing the following statements. Answer: *always, sometimes, or never.*

My Final Product	Answer
I carefully selected the sources of information I used.	
I carefully organized the information in paragraphs to write my report on a historical event.	
I used language and vocabulary from the unit to write sentences for my report.	
I accepted the feedback I received to improve my report.	
I edited the information and wrote a good final version of my report.	
I shared my report with my class with enthusiasm.	

Exercise 3

This exercise provides a good opportunity for students to exchange ideas about what they learned, the problems (if any) they experienced, and the tools they acquired, which can be applied to other writing activities. This exchange of information is extremely useful to help each other sort out difficulties and become aware of their learning process.

Self-assessment

Exercise 4

In this exercise students should focus only on the Final Product. This exercise requires students to give feedback on their classmates' performance. Again, point out the importance of being honest and providing positive feedback that will help them improve.

Assessment

Assessment

Formative Assessment

1 Look at the assessment you did at the beginning. Check (✓) the answer the best suits your progress.

Question	Answer 1	Answer 2	Answer 3
Do you know what a historical text is?	<input type="checkbox"/> Not yet, I need to find out.	<input type="checkbox"/> I know some features of those texts.	<input type="checkbox"/> Yes, I am sure I do.
Do you know the purpose of a historical text?	<input type="checkbox"/> Not yet, I need to look it up.	<input type="checkbox"/> I think I know but I am not sure.	<input type="checkbox"/> Yes, I am sure I do.
Can you write a historical text in English?	<input type="checkbox"/> Not yet. But I will by the end of the unit.	<input type="checkbox"/> I could write it but I am not sure.	<input type="checkbox"/> Yes, I am sure I can.

2 Share your progress with your classmates and say what you still need to work on and how you plan to do it.

Peer Assessment

3 Get together with the classmates you worked with during the unit and discuss the sentences. Tell your classmates how you can all improve your teamwork performance.

- 1 We helped each other organize our ideas.
- 2 We listened attentively to our partners.
- 3 We offered constructive and respectful feedback.
- 4 We respected turns of participation when sharing our reports.

4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

Unit 4

Peer Assessment

Exercise 3

This stage of the assessment is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way. The final discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on.

Exercise 4

This final assessment is at class level. Bring the whole group together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on the aspects students know they have to improve, but do not know exactly what strategies need to be implemented.

Formative Assessment

Exercise 1

In this assessment stage, students should assess their own performance. In order to do that, you can explain to students how important it is to reflect and give honest answers as this will help them identify the strengths and areas of opportunity. According to

their answers, be ready to help students clarify aspects they do not feel confident about.

Exercise 2

As students share their work, motivate them to notice their progress and not be discouraged by what they can improve.

Questionnaire

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or written).
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Notes:

Social Learning environment:
 Recreational and Literary
Communicative Activity:
 Recreational expression

Social Practice of the Language: Guess and formulate hypotheses about past events.
Product: Enigma Inventory

Student's Book		
Activities	Pages	
Opening	81-82	
<i>Help students to understand the recreational value of language, so they can:</i>		
<ul style="list-style-type: none"> Propose past events for a riddle game. 	83-84	
<ul style="list-style-type: none"> Use deduction skills for recreational purposes. 		
<i>Allocate time to play with language and involve students in planning and decision making. Challenge them to participate, so they can:</i>		
<ul style="list-style-type: none"> Analyze characteristics of past events based on facts and evidence. 	85-87	
<ul style="list-style-type: none"> Ask questions to get details about the event (e.g. <i>What happened? When did it happen? Who may have done it? Why did it happen in that way? etc.</i>). 		
<ul style="list-style-type: none"> Use their abilities and knowledge to solve riddles. 		
<ul style="list-style-type: none"> State events (e.g. <i>The bottle was no longer on the living room table</i>). 		
<ul style="list-style-type: none"> Include details to specify conditions (e.g. <i>The green bottle was no longer on the living room old table</i>). 		
<ul style="list-style-type: none"> Monitor their own performance and that of others. 	88-91	
<i>Give students opportunities and time to reflect on how their knowledge, experiences, and perspective influence their way of speaking and listening, so they can:</i>		
<ul style="list-style-type: none"> Formulate suppositions about probable causes of past events, based on available evidence (e.g. <i>It may have been a cat who broke the bottle</i>). 		
<ul style="list-style-type: none"> Propose alternative suppositions (e.g. <i>I rather think that the wind made the bottle fall</i>). 		
<ul style="list-style-type: none"> Connect information to consolidate suppositions. (e.g. <i>Maybe someone took the bottle to the kitchen</i>). 	88-91	
<ul style="list-style-type: none"> Share ideas to evaluate suppositions according to their feasibility (e.g. <i>That does not convince me, because ..., Maybe your option is better, as ...</i>). 		
Closure and Assessment	92-93	

Opening

Consider reviewing with students what social practice of the language they will be developing throughout this unit and the stages they will need to fulfill to reach the goal of creating an enigma inventory.

Let's start together

You could draw students' attention to the pictures and questions on this page to activate previous knowledge and practice guesses. Students will also think about games with mysteries, which they will be working with all this unit. You may invite volunteers to share their answers with the class.

Initial Assessment

You can explain to students that the Final Product will be the creation of an enigma inventory and then ask them to look at the table and reflect on the abilities stated in the list. They should check the options they think appropriate as a form of self-evaluation. You can point out the importance of recognizing their strengths and weaknesses to focus on the aspects they need to improve.

Opening

LESSON 107/108

Work with the teacher to develop your skills in this unit.

Initial Assessment

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Ask questions to obtain information in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer questions about a past event in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play a game in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recreational and Literary

Unit 5 Stage 1
Choose a past event.
Development

1 Read the situations and discuss if you have experienced any of them. Share what they have in common.

a broken object

a person missing

a robbery

money missing

a package

Secret Santa

FC2 A: One time a vase broke in my house, but nobody knew who did it.
B: Someone sent me a secret letter. I didn't know who sent it.



2 Read the definition and work as a class, then discuss situations for a good enigma.

An enigma is a situation that is apparently inexplicable. It can be an entertaining game to propose an enigma to others for them to figure out the solution. The enigma can be an event in the past that includes evidence as clues to solve it.

Skills

A robbery is a classic enigma

3 Read the checklist and check (✓) if your ideas meet the criteria from Exercise 2.

Criteria	Robbery	FC2	FC2
It's about the past.	✓		
It includes evidence (facts about it).	✓		
It's interesting for us.	✓		
We could propose a solution to the mystery.	✓		

Unit 5

Media Resources

Use Chapter 6 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit you can use Flashcards Chapter 6 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

You may encourage students to add more enigmatic events they have encountered in their own lives.

In Class

You can ask students to share their experiences according to their own landscape such as missing animals, people leaving the town, the lightbulbs going off and on in the street.

Exercise 2

You can remind students that when in doubt about the meaning of a word, or information about a topic, they can always use other sources to find answers such as printed dictionaries or online dictionaries. You can keep track of the situations the students share by writing them on the board.

Skills Box

It would be a great idea to brainstorm examples of enigmas once they have read the definition. To encourage students participation, let them give as many ideas as they can.

Suggested answers: A robbery, a UFO sighting, a prisoner break, money missing, Secret Santa, eaten food, mysterious follower, missing pets.

Exercise 3.

Encourage students to choose only two of the situations they shared in Exercise 2. If they want to include more situations, they can make the table bigger in their notebooks.

For your Final Product

Exercise 4

You can use this exercise as a portfolio evidence. It is important to explain to students that this is the first step to achieve the Final Product of this unit. You may encourage them to think of ideas from as many sources as possible, but it is advisable for them to favor their personal experiences. They should be reminded of the checklist they saw in Exercise 3 to make sure the situation they choose fulfills the requirements of an enigma. They can read the sample information as a guide.

Intermediate Assessment

Exercises 5 and 6

These assessment activities foster collaborative learning as students exchange ideas and help each other answer the questions. Be prepared to guide them if they have any questions; verify the enigma they proposed to make sure it is consistent with what they learned. You can guide them through Exercise 6 to get more situations that they can adapt into an enigma.

Stage 1

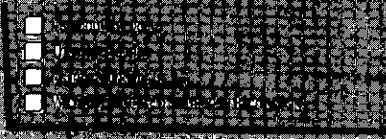
For your Final Product

You will create your own enigma. You can get ideas from personal experiences, a book you read, a movie you saw, or an anecdote you heard. Use the checklist to choose the event.

Enigma:

Beto went to bed.
When he woke up his cellphone was gone and
the door was open.
Someone stole it!

My Enigma



Intermediate Assessment

5 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

	Not Sure	Doubtful	Basic Enigma	Very Good
1 Can you describe what an enigma is?				
2 Did you identify which situations could be enigmas?				
3 Did you choose a past event for an enigma?				

6 If you need help, you can improve your choice for an enigma by asking adults what enigmas they are familiar with from the past.

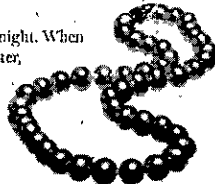
Recreational and Literary

- 1 Work in small groups. Read the text and discuss what it is about and if you think the enigma is interesting or not.

The Stolen Pearls

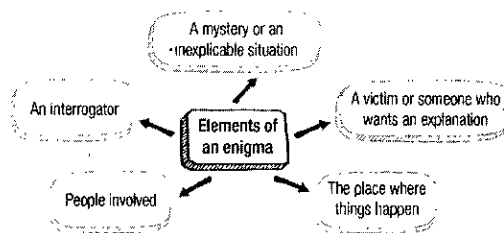
Enigmas, mysteries, and more. 87

Lord and Lady Sotheby returned from a dinner party last night. When they arrived, Lord Sotheby went to his study to write a letter, and Lady Sotheby went upstairs to change. Lord Sotheby was writing the letter when he heard his wife scream. He ran upstairs as fast as he could. When he arrived, Lady Sotheby was sobbing and screaming, "I've been robbed! Someone stole my pearl necklace! I put it on my bedside table and just turned around for some seconds to grab my robe! And it was gone!" Lord Sotheby ran to the hall and phoned the police. They arrived really fast and the police chief interrogated all the people who were at the mansion when the robbery happened (a cook, a chauffeur, a maid, a butler and the Sotheby's son and daughter). The police were confused. According to Lady Sotheby, there were no sounds, nothing else was out of place, no footprints, nothing! The police did not know where to start because there were no clues. Who stole the pearls? That's the enigma today.



p.94

- 2 Work in pairs. Look at the main elements that an event with an enigma has. Find them in the text in Exercise 1 and highlight them in different colors. Share the answers with your partner.



- 3-2 A: The mystery is who stole the pearls.
B: The interrogator is.

Unit 5

Answers: The mystery is who stole the pearls; the interrogator is the police chief; the people involved are Lord and Lady Sotheby, their son and daughter, the cook, the chauffeur, the maid, and the butler; the event happened in Lord and Lady Sotheby's mansion; Lady Sotheby is the victim.

In Class

Graphic organizers are very useful tools that improve students' comprehension of stories or events; they also help build writing skills. Graphic organizers are also useful to show connections between concepts, since the spatial arrangement helps students understand some concepts by providing a semantic association between ideas and thoughts. You could encourage students to discuss the different elements of an enigma and share as many ideas as they have. Let students process the information so they can express what they think. As ideas are visually represented, brainstorming is made easier.

Exercise 1

You may explain to students that in order to know what a text is about, it is not necessary to read it in detail, but rather to skim the text to get the general meaning. It is important to remind students that they can go to the Glossary on page 94 to check the meaning of the highlighted words when in doubt.

Suggested answers: It's a robbery.
A pearl necklace is missing.

Exercise 2

This exercise is for students to identify the main elements in an enigma. It will work as a guide for them to analyze the enigmas they will collect as their Final Product. Don't forget to interact with your students. It is always useful to model the activity as if you were part of the class.

For your Final Product

Exercise 3

You can use this exercise as portfolio evidence. It is important to explain to students that this is the second step to achieve the Final Product of this unit. They should be reminded of the elements they saw in the organizer in Exercise 2 to make sure the situation they choose fulfills the requirements of an enigma. They can read the sample information on the card as a guide.

Exercise 4

In this exercise, it is important that students understand that they should read the conversation carefully to understand the exact sequence of Lady Sotheby's actions and then try to come to a conclusion gathering all the details. Always remind students they can resort to the Glossary section on page 94 to help them with the meaning of words.

Suggested answers: A possible conclusion is that the thief came into Lady Sotheby's room before she came in.

Skills Box

Before doing the exercise, you could direct students' attention to the Skills Box so they can learn the strategies to draw conclusions. It would be a great idea to give some examples so

Stage
2

For your Final Product

Write the elements to the situation of your enigma. Think of details that are important such as people, places, and time that involve the event.

Mysterious situation: Stolen pearls

People involved: Sotheby family, butler, cook, chauffeur, maid

Interrogator: Police

Place: Sotheby's house

Victim: Lady Sotheby

Mysterious situation:

People involved:

Place:

Victim:

4 Read the Interrogation of the police chief from the case of *The Stolen Pearls*. Then use Lady Sotheby's description and in pairs, draw conclusions about what happened with the situation.

Police: Lady Sotheby, I interrogated all the suspects. We searched the place, including the garden. We thought the butler was the thief, but we only found a diary under the ground where he dug. I need to ask more questions. Can you help me?

Lady Sotheby: Of course.

Police: What happened exactly?

Lady Sotheby: I entered my bedroom. Then I sat on my bed.

Police: Did you close the door behind you?

Lady Sotheby: Yes. I locked it with my key.

Police: What did you do next?

Lady Sotheby: I took off my necklace.

Police: Where did you put the necklace?

Lady Sotheby: On the bedside table.

Police: What did you do then?

Lady Sotheby: I got up and walked to the chair next to the window to grab my robe. I drew the curtains and looked out the window.

Police: How long were you at the window?


Lady Sotheby: A minute, more or less.

Police: When did you notice the necklace disappeared?

Lady Sotheby: As soon as I turned around. It wasn't there and I looked for it everywhere. I couldn't find it.

Police: What did you do?

Lady Sotheby: I opened the door and screamed for help. In a minute everyone was here. Then, my husband called you.



Recreational and Literary

You can find an example of how to draw conclusions on page 60 of the story in your Reader.

For drawing conclusions, think about what you already know about the situation, what you learn from the interrogation (people involved, place, events, etc.), the clues you can identify in the text (facts and details). Then analyze what you have and come up with a conclusion.

students can exemplify what a conclusion is and how to infer an idea based on what they have learned and discovered. Let students give as many ideas as they can.

In Class

For kinesthetic students, it could be helpful to explain their partner the events by acting them out as if they were Lady Sotheby, performing every movement she made.

Reader Box

As an example of an enigma, students can go to Chapter 6 of their Reader. This will help them reinforce the concept and the elements of an enigmatic situation.

94

Recreational and Literary

5 Work in groups. Read the conclusions from the police chief and discuss if you think they are possible or not according to the events in Exercise 4. Use your ideas from the previous activity.

- 1 The thief was already in the room when Lady Sotheby came in.
- 2 The thief took the necklace when Lady Sotheby was looking out the window.
- 3 The thief hid in the room and slipped away during the confusion after Lady Sotheby screamed and opened the door.

PC: A: I think the thief was already in the room. It is possible because Lady Sotheby looked the door behind her.
 B: I agree with you. It is possible.

For your Final Product

Intermediate Assessment

8 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

	Not at all	Difficult	Quite good	Very well
1 Can you identify the element of an enigma?				
2 Can you create clues for your enigma?				
3 Can you describe an enigmatic event?				

9 You can improve describing and enigmatic event by adding details and practicing your delivery with a partner.

Exercise 5

This exercise encourages students' critical thinking skills to give reasons that support their answers. They might find reading the model conversation useful. To convey a deduction, students should express the evidence to support it. To develop conversation skills, write on the board some conversation starters so that

students can use them to discuss if the events are possible or not. A useful strategy to develop conversational skills is to include nonverbal signals such as eye contact, posture, and gestures. These will make students feel more confident.

Answers: 1 and 2

For your Final Product

Exercise 6

Students could do this exercise on a sheet of paper as portfolio evidence. The aim of this exercise is to provide additional information to solve the enigma students chose. Let them look at the example information before producing their own.

Exercise 7

Students can read the text in Exercise 1 as a guide to describe their enigma. It is advisable to monitor the exercise in order to provide assistance if needed. Students can refer to the notes in the previous exercises for their Final Product to structure their descriptions of their enigmas.

Intermediate Assessment

Exercises 8 and 9

Be prepared to guide them if they have any questions and to verify the enigma they proposed to make sure it is consistent with what they learned. You can guide them through Exercise 9 by modeling your own description of an enigma that you know.

Formulate hypotheses to guess riddles that explain past events. Development

Exercise 1

In this exercise, students come up with as many ideas as possible as to what happened to develop observation skills. Listen to students' opinions, and invite volunteers to share their answers with the class giving reasons to support their answers. You can provide the vocabulary they need to express their ideas. They can brainstorm some of the words they identify in the robbery scene. As reinforcement and to develop conversational skills, provide some prompts to help students express opinions different from the exercise's examples.

Suggested answer: Someone stole a painting that was hanging on the wall. The thief left dirty footprints on the floor. He didn't use the broken window to escape.

Language Box

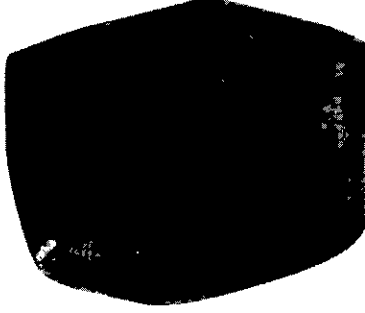
Students get some tools to express guesses when analyzing enigmas. Consider explaining that the expressions in the box are useful because they help them brainstorm solutions.

In Class

Provide different resources to meet the needs of all your students' learning styles. When working in groups, if visual learners' skills are required, include at least one visual learner in each group to develop cooperativeness in class. By providing

Unit 5 Stage 3 Formulate hypotheses to guess riddles that explain past events. **Development**

1 Work in small groups. Share ideas about what you think happened in this scene below. Do you think this is the scene from *The Stolen Pearls*?



2 Listen to the interrogation of suspects from *The Stolen Pearls* and discuss which suspect committed the crime.

A: I think there was an earthquake.
B: I think there was a fight.

When you are talking, discuss all the words you know. It is good to use words from the previous lesson and the words you learned before. These words will help you explain your ideas.

Examples:
Across the wall, across the room.
The thief probably did the robbery inside the house.

Language

A: The chauffeur probably stole the pearls because he lied about where he was.
B: No, I think Pete Sothoby stole them. He didn't sound worried.

Suspects:
The Cook
The Maid
The Butler
The Chauffeur
The Dog

p.111

Recreational and Literary

opportunities for students to use their strengths in a cooperative environment, you achieve meeting all your students' needs with just one exercise.

Exercise 2

Before playing the audio, make sure students understand the information they should pay attention to during the interrogation. You can explain that notes about the suspects

are useful to come to a conclusion, including any details the people mention and the way they say things. Students can discuss their answers for some minutes.

Answers: Everyone gives a lot of details when they explain where they were and what they were doing. The only one who hesitates and seems very suspicious is the butler because he paused and said he was walking the dog.

3 Work in groups. With the help of your description of the scene from Exercise 1 and the interrogation from Exercise 2, try to figure out the enigma of *The Stolen Pearls*. You can use the tips to help you.

- Here are some tips to analyze events:
- Imagine the event step by step according to how it is described.
 - Check if what you see in the scene corresponds to the actions you imagined.
 - Make guesses based on what you know and see, not on ideas that you can't support.
 - Exchange ideas to have many points of view.

Skills

A: I don't think it's possible a thief broke a window from the outside.
 B: Why do you say that?
 A: Because there are no pieces of glass on the floor.
 B: And someone could hear the glass breaking.

You can read about an enigma and its solution on page 60 of your Reader.

4 Work in groups. Read how the enigma *The Stolen Pearls* was solved. Compare with your solution and discuss if there were details you did not analyze or see.

First of all, the son and daughter were downstairs when their mother screamed. Second, the thief would have been upstairs. It is strange for the butler to walk the dog at night. Finally, the family doesn't even have a dog! The butler is trying to cheat us! He must be the thief!



ICT Tips

Exercise 3

In order for students to come up with the right conclusion, it is advisable they read the tips and the sample answers first. It is important that you monitor this exercise, listening to groups discuss to check students' ability to express themselves clearly.

Answer: The butler was the thief; he wasn't in the yard but in the bedroom ready to steal the pearl

In Class

Visual learners may find it easier to picture the scene while kinetic ones may act out the burglar's movements to reach a conclusion. Let students try out different approaches to work out a satisfactory answer always remembering that whatever their answer is, it should be based on evidence.

Reader Box

As a reinforcement of this exercise students should read the conclusions made by the character in the story on pages 69-70 in Chapter 6 of their Reader.

Exercise 4

Students can check their answers now. Let them discuss whether their reasoning process was similar to the detective's or not, and what elements, if any, they overlooked which were crucial to come to a correct conclusion. It is important to remind students that they can go to the Glossary section on page 94 to check the meaning of the highlighted words when in doubt.

ICT Tips

If the Internet is available, students might benefit from visiting the suggested website. If not, you can bring in other enigmas or mysterious stories. Often, riddles are interesting for students and a friendly way to foster discussion and critical thinking inside your classroom.

For your Final Product

Exercise 5

You can use this exercise as portfolio evidence. This is a good opportunity for students to pool all the strategies learned throughout this unit to help them solve an enigmatic situation. To keep working with their Final Product, students should write the answer to the enigma they chose. This exercise promotes critical thinking skills again as students are expected to draw conclusions based on the evidence given so they can keep working on their Final Product. You can refer students to go back to page 86 on their Student's Book to check the strategies they need for drawing conclusions.

Exercise 6

The purpose of the exercise is recording as many details as possible, so they are able to solve their classmate's enigmatic situation.

Stage
3

For your Final Product

Think about the solution possible to give to your enigma.

My Enigma is about:

My Enigma's Solution:

Describe your enigma with a picture. Write notes about your picture for your class.

My enigma is about my cousin Beto.

Notes:

Notes:

Recreational and Literary

In Class

Visual learners may find it useful to order their notes in a graphic organizer, while kinesthetic ones could act out some of the events to help them work out the solution.

Media/Resources

You can use Poster Unit 3 from the Class CD for further practice. Students can work in groups. Encourage students to read the mystery mentioned in the poster and choose a character so they can think of a backstory. Invite them to talk as other characters and let them play until someone unravels the mystery.

For your Final Product

Work in pairs. Analyze the information you wrote in Exercise 6 and find possible questions with a different classmate.

Q: Where was Beto?
A: On the bed.
Q: Did he have different clothes?
A: No, he didn't.
Q: Did he have marks on his body?
A: No, but his feet were dirty with mud.

My Questions...

When you are working in a group, it is good to have a list of questions that you can ask. This will help you to think of more possible questions. You can use these questions to ask your partner. You can also use these questions to ask your partner to help you solve the enigma.

Use the information from your notes and answers in Exercises 6 and 7 to form your hypothesis and verify your guess with your partner.

Q: How did the thief leave the house?
A: By car.

Intermediate Assessment

9 Work with your group. Discuss how you solved the enigma according to the table below.

We had problems finding a solution to the enigma.	We proposed a solution that was similar to the correct one.	Our solution was correct.
We did not consider all the evidence to solve the enigma.	We considered most of the evidence to solve the enigma.	We considered all the evidence to solve the enigma.
We made guesses that were not supported by evidence.	We made some guesses supported by the evidence.	All of our guesses were supported by evidence.

10 If you have problems finding the solution to any enigma, you can use more questions to find out more details and go over the information to make sure you did not miss any details.

For your Final Product

Exercise 7

You can use this exercise as portfolio evidence. To reinforce what students need to do, it would be good for them to read the model conversation. In this exercise, let students work in pairs to help each other work out the questions and answers, then you can invite some volunteers to share them with the class. It is important that

you encourage them to be creative and imaginative since these abilities will widen their mind to think of more possible scenarios and conclusions.

Language Box

It can be useful to read the information in the Language Box for students to use this strategy when solving the enigma. You can model some extra examples to help students understand the function and

form of each kind of question; you could also provide any additional explanation you might consider useful. To practice question formation, students could go over the example conversation and role-play the questions and answers.

Exercise 8

If students make use of their creativity and imagination, they will come up with a wide range of explanations. The wider the range of possibilities, the more they develop their critical thinking skills.

Intermediate Assessment

Exercises 9 and 10

This is a good opportunity for students to pool all the strategies learned throughout this unit to help them solve an enigmatic situation. In order to do so, you may find useful for them to review all the activities in this section, to help them remember the different steps and procedures they followed to draw conclusions. Having them listed is a good way for students to become aware of the scaffolding in their learning process. Go over groups' answers and be ready to clarify or review aspects you feel students need to reinforce.

Closure

Final Steps

Exercise 1

Here, students have to work with the same partner they exchanged their enigmas with. Encourage students to be as creative as possible and come to a conclusion always based on the information they actually got from their partners. Students should put into practice their deductive skills to work out the solution to the enigma.

Collect your evidence

Exercise 2

It may help students to go back to previous stages to review each aspect learned.

Socialize

Exercise 3

This exercise provides additional practice on formulating hypotheses. It is advisable for students to agree first on the rules to play. In order to make it a fun, but organized activity, students should respect the rules and each other's interventions. Coordinate the game and provide help if needed.

Exercise 4

Allow some minutes for students to discuss and then you can invite some volunteers to share their ideas with the

Closure

Final Steps

- 1 **Work In pairs.** To come up with the solution to the enigmas you exchanged during the unit, follow the instructions.
- 1 Take out your notes with information you obtained from the questions you made about your partner's enigma.
2 Review what you know, analyze your facts, and propose a solution to the enigma.

Collect your evidence

- 2 **Now that you have collected your evidence, you are ready to get together and work with your class.**

Socialize

- 3 **Work as a class to play a game.**
 - Prepare a card with your situation and enigma to solve. Write the solution on the back of the card.
 - Put your cards in a box to have an enigma inventory of the class to play a guessing game. Decide how many questions can be asked and how much time the class will have to guess the enigma.
 - The teacher can take out a random enigma from the box. The group that prepared that enigma will answer questions from the class. Try to figure out the solution all together.
- 4 **Discuss in groups.**
 - 1 What was more enjoyable, to create an enigma or to solve one? Why?
 - 2 What was entertaining about solving an enigma?
 - 3 What was the most difficult thing about solving an enigma?

Self-assessment

- 5 **Now that you have created an inventory of enigmas, choose the option that best describes how you worked on your Final Product.**
 - 1 Think about the way you presented your enigma to a partner.
 - a) I answered all the questions my partner asked because I planned the information well.
 - b) I could not answer all of the questions because my partner asked unexpected things.
 - c) I answered some questions, but I noticed I had not thought a lot of details to explain.
 - 2 Think about the way you gathered information to solve your partner's enigma.
 - a) I asked enough questions to gather all the necessary information to solve the enigma and I took a lot of notes.
 - b) I asked several questions, but I forgot to ask some things and my notes were not very complete.
 - c) I asked some useful questions, but I did not make good notes and forgot some of the information.
 - 3 Think about the solution to your partner's enigma that you proposed.
 - a) I analyzed the information very carefully and proposed a logical solution based on the facts.
 - b) I analyzed the information, but my solution was based more on imagination than logic.
 - c) I analyzed the information, but I did not check all the details.

class. Try to encourage them to give the reasons that support their answers.

Self-assessment

Exercise 5

This is an evaluation of their product. Invite them to propose ideas of how to improve on each aspect.

Assessment

Assessment

Formative Assessment

- 1 Discuss the following aspects of your purpose again. Then check (✓) the answer that best describes what you can do now.

	I helped others.	I did it well.	I needed help.	I could not do it very well.
Ask questions to obtain information in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer questions about a past event in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play a game in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Compare your answers from this table to the one you answered on page 82.

Peer Assessment

- 3 Work in groups. Answer the questions below according to how you worked in teams.

- 1 Did you participate and give suggestions to solve others' enigma?
- 2 Did you take turns and listen to each other?
- 3 Did you accept and respect all the solutions to the enigmas?
- 4 Did you propose creative and original ideas?

- 4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

Unit 5

necessary to be able to work with others in a successful way, before students assess their performance. The discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on. You may monitor this exercise, listening to groups discuss and paying attention to the things they mention. Always encourage students to speak in English and be ready to help them achieve this purpose.

Exercise 4

This final assessment is at class level. Bring the whole group together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects students know they have to improve, but do not know exactly what strategies need to be implemented.

Formative Assessment

Exercise 1

Students should complete this activity as they did in their Initial Assessment and compare those first answers to what they can do now so they can notice their progress.

Exercise 2

Students can compare the table from Exercise 1 to the table

from the initial assessment on page 82 to understand their progress throughout the unit.

Peer Assessment

Exercise 3

This stage of the assessment is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are

6

Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with

information of oneself and

that of others.

Social Practice of the

Language: Interpret and

provide descriptions of

unexpected situations in a

conversation.

Final Product: Oral Testimony.

Student's Book

Activities

Pages

Opening

95–96

Explain the importance of strategies used to talk, and model for students how to develop them, so they can:

- Anticipate topic, purpose, and intended audience based on contextual clues.
- Distinguish attitudes and emotions.
- Evaluate register and acoustic characteristics.
- Explain and model for others how to use strategies.
- Identify main ideas and information that expands, exemplifies, or explains them.

97–100

Explicitly demonstrate to students how to use language to learn, guide them, and monitor them, so they can:

- Interpret contextual clues.
- Distinguish ways to describe unexpected situations.
- Compare direct and indirect speech.
- Analyze changes in style according to situation or context.
- Take advantage of repertoires of words and expressions to construct meaning.
- Evaluate participants' intentions.
- Recognize strategies used to reformulate ideas, adjust volume and speed, and negotiate meaning.
- Determine sequence of sentences.
- Exchange opinions about their own learning and that of others.

101–106

Demonstrate explicitly how to use strategies for effective communication, so that students know what to do when communication breaks down. Help them answer questions to understand descriptions, so they can:

- Include time and quantity adjectives and adverbs in descriptions.
- Change from direct speech to indirect speech and vice versa.
- Modulate speed, rhythm, diction, and intonation.
- Use strategies to reformulate ideas and repair communication breakdown.
- Evaluate participants' intentions.
- Spontaneously produce descriptions of unexpected situations.
- Have exchanges of nonverbal language.
- Evaluate their own performance.

107–108


Closure and Assessment

109–110

Opening

You may find useful to encourage students to review the three learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

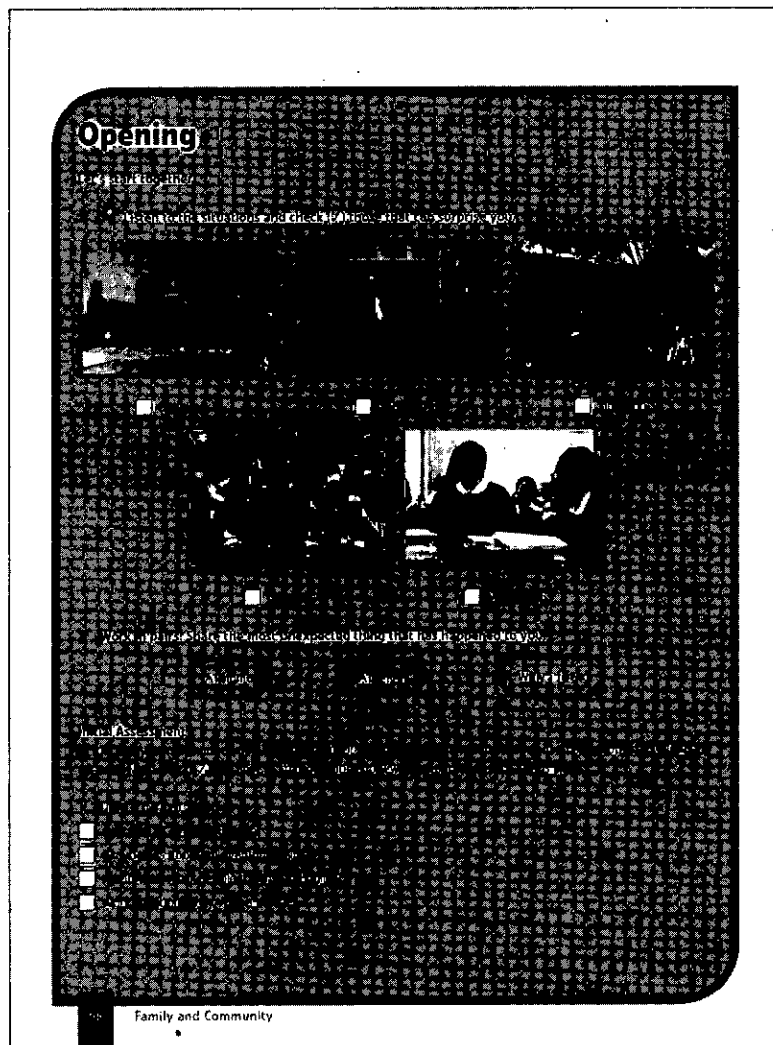
Let's start together

 Play de audio and then have students compare their answers. Guide them to relate their discussion towards what an unexpected situation is and invite them to give examples using the prompts in Exercise 2.

Answers: Checked Answers: Situation 1, Situation 3
Situation 4

Initial Assessment

You can tell students that the Final Product of this unit will be sharing an oral testimony and then ask them to read and reflect on the abilities mentioned in the statements. They should check the options they think suitable, as a form of self-evaluation. You can point out the importance of recognizing their strengths and weaknesses to focus on the aspects they need to improve.



Development

Stage 1

Listen to and evaluate descriptions of unexpected situations shared in an oral exchange.

Development

- 1 Work in pairs. Read the newspaper headline and discuss what you think happened.



- 2 Work in small groups. Listen to what happened in the situation from the newspaper. Discuss what happened and answer the questions.

- Where is the conversation taking place? How do you know?
- Who is asking questions to Mr. López?
- Was it an unexpected situation for Mr. López? What happened that was surprising?

- 3 Work in pairs. Read an excerpt from the conversation in Exercise 2, and underline the sentence where you can find how Mr. López felt.

Journalist 2: How did you feel?
Mr. López: Oh, I was really mortified!
I grabbed my cellphone and turned on the light. Then I tried to open the bus door, but it was locked.



- 4 Work in pairs. Talk about how you would feel if you got stuck on a bus.

A: I would be really angry. How could they forget about me?
B: I would be very scared. I wouldn't know who to call.

Unit 6 97

Media Resources

Use Chapter 7 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit you can use Chapter 7 Flashcards from the class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

You could encourage students to use their imagination, and then invite some to share their answers with the class. It is important to remind students they can go to the Glossary on page 111 to check the meaning of the highlighted words when in doubt.

Exercise 2

It is advisable that students read the questions prior to listening to the audio to know what kind of information they will need to focus on. It may be useful to explain that it is not necessary to understand every single word when they listen, but to get the main idea. You can then invite some volunteers to share the answers with the class. Remind students they can go to the Glossary on page 111 to check the meaning of the highlighted words when in doubt.

Answers: 1 At a bus terminal.

2 Some journalists. 3 Yes, it was. He got locked on a bus.

Exercise 3

Encourage them guess the meaning of the word *mortified* (feeling extremely embarrassed or ashamed), and invite them to share their answers with the class.

Answer: I was really mortified!

Exercise 4

You may point out that this exercise is only for them to share how they would feel if they lived the same experience as Mr. López. Encourage them to brainstorm adjectives and phrases to describe feelings and write them on the board so that they use them as a guide.

For your Final Product

Exercise 5

You can explain to students this is the first step to their Final Product. Students should read the questions to get them started and the sample answers to use as a model. Make sure students understand that they should only summarize the situation; it can be something funny, surprising, scary, etc. You can monitor the exercise walking around the room and provide help if needed. It is important to remind students they can go to the Glossary on page 111 to check the meaning of the highlighted words when in doubt.

Exercise 6

It can be useful for students to listen to the previous conversation again before listening to this one so that they are able to compare them. Allow some minutes for pairs to work out their answers and then you can check them by inviting volunteers to share their answers with the class.

Answers: 1. Yes, it is. No, it's a telephone conversation. 2. This conversation is more personal. 3. He shows more emotions in this conversation. 4. In this conversation...

Stage 1

For your Final Product

Think about your own experience with something unexpected or unpredictable that opened for you a new possibility. Write down your notes.

My Unexpected Situation

What and where it happened:

When it happened:

Who participated:

6 Listen to Mr. López talking about what happened with another person. Then work with a partner to compare this conversation to the one you previously heard.

- Is it the same situation? Is it also a face-to-face conversation?
- Which conversation is more personal, this one or the one with the reporters?
- What differences are there between the way Mr. López speaks to his daughter and to the reporters? Is his tone of voice the same? Does he express the same emotions?
- In which of the two conversations does Mr. López use informal expressions?

Conversations in more personal contexts (with friends or family, for example) usually show more spontaneous feelings and use informal expressions. When a conversation is with unknown people or in formal situations, feelings are not so detailed or personal, and language has less informal expressions.

Family and Community

Skills Box

After students read the contents of the Skills Box, you can encourage them to provide examples of situations where they would use a more formal or informal tone. You can give some examples of formal expressions in English, and elicit their corresponding informal ones, to check what informal expressions students already know.

When performing listening exercises, it is important to tell your students that they don't have to understand every single word they hear, but they have to focus their attention on the task they are doing. It would be advisable to have students brainstorm ideas on formal and informal expressions before listening to the conversation.



7 Work in pairs. Look at the underlined expressions in Conversation A. Find and circle the informal form of these expressions in Conversation B. Use your glossary if necessary. Then give examples of situations where you would use all these expressions.

Conversation A

Bus employee: Alright, everybody. You may ask Mr. López questions now.
Journalist 1: Good morning Mr. López. I'm Simon Little from the Evening News. Can you tell us what happened?
Mr. López: Well, I was on my way to Mexico City to see my daughter, but I don't like traveling, so I put my headphones on and fell asleep. I slept all the trip from Torreón to Mexico City and when I woke up the bus was dark and empty. I couldn't see anything.
Journalist 2: How did you feel?
Mr. López: Oh, I was really mortified! I grabbed my cellphone and turned on the light. Then, I tried to open the bus door, but it was locked.
Journalist 1: So what did you do then?
Mr. López: I phoned my daughter.
Journalist 2: Why did you decide to phone your daughter?
Mr. López: Well, I don't know anybody here in Mexico City and I had no other phone numbers.

Conversation B

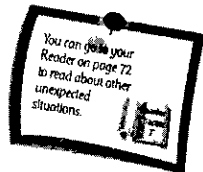
Mr. López: Hello! Paty?
Paty: Dad! Where on earth are you? I've been worried sick.
Mr. López: I'm stuck on the bus.
Paty: What do you mean stuck? What bus?
Mr. López: The bus from Torreón. I took a nap and when I woke up I was all alone and it was so dark I couldn't see anything. I had to turn my cell lamp on. I was scared to death, and confused, and ...
Paty: I can't believe my ears! No one noticed you were there?! Have you tried to open a door?
Mr. López: Yes, but it's too stiff. I'm so nervous. I don't know what to do. If I have to wait here much longer I'm going to have a heart attack.
Paty: Calm down, dad. I'm right here. Did you call emergency services or the bus line?
Mr. López: I don't know any local numbers, my girl. Please make the calls and help me get out of here! I'm so stressed!
Paty: Don't worry daddy, I love you. I'm getting you out of this.



8 Read and listen to Conversation B again. Pay attention on how the tone of voice transmits feelings. Then discuss the questions in small groups.

- 1 When emotions are strong, is the tone of voice higher or lower?
- 2 When emotions are strong, is the speed faster or slower?

Emotions like excitement, stress, or fear are better expressed by using a high tone of voice and accelerating speed a little. Calmer emotions use a more neutral tone of voice and normal speed.



9 Work in pairs. Role-play Conversation B. Try to reflect the emotions with the correct tone of voice and speed.

changes when they are angry, surprised, afraid, etc., so that they identify the variations in speed and tone.

Answers: 1. The tone of voice is higher. 2. The speed is faster.

Skills Box

Once students have read the contents of the Skills Box, you can write some short sentences on the board (*It's unbelievable! I'm so frightened!*, etc.) for students to read them out loud with a suitable tone of voice to convey the correct emotions.

Reader Box

As an example of an unexpected situation, students can go to the Chapter 7 of their reader. This will help them reinforce the concept and the elements of an unexpected situation.

Exercise 9

You should pay attention to students' role-play to make sure that they are using the correct tone of voice to show emotions. You may model some sentences from the conversation too if you think it's necessary.

Exercise 7

You might need to remind students these are the two conversations they listened to in Exercises 2 and 6. You can invite some pairs to share their answers with the class. You may elicit the equivalents of other formal expressions for students to provide suitable informal versions, for example, *I was really surprised (I can't believe my ears!)*.

Answers: fell asleep - took a nap, I was really mortified - I was scared to death, and confused (I'm so nervous!), it was locked - it's too stiff

Exercise 8

You may point out that the purpose of this exercise is to identify the changes in Mr. López' and his daughter's tone of voice. You can elicit from students how their voice

For your Final Product

Exercise 10

You can ask students to go over their notes in the previous step of the Final Product to identify the feelings and emotions caused by the unexpected situation they chose. Allow some minutes for students to list them and then match them with the corresponding changes in tone of voice and speed. You can help them by providing the vocabulary they need to identify the feelings (*scared, terrified, hilarious, extremely pleasant, etc.*). Let them read the sample answer before they produce their own notes. Monitor the exercise and offer help if needed.

Exercise 11

As part of their Final Product, let pairs exchange ideas. Tell them to exchange opinions and suggestions to express feelings and emotions better, and ways to reinforce the correct tone of voice for their unexpected situations. This exercise fosters collaborative learning as students provide each other feedback and suggestions to improve.

Intermediate Assessment

Exercise 12

This is an opportunity for students to identify the main points taught at this stage. Be ready to offer assistance if

Stage 1

For your Final Product

To prepare for an unexpected situation you are going to share at the end of this unit, do the following:

1. You are going to share an experience with your partners. Decide the tone and duration of your testimony.
2. Make a list of feelings and emotions related to your experience.
3. Add some notes about which situations are more important to stress with tone and gestures.

1. My family and friends didn't say anything to me.
Emotions and Feelings: Disappointment, sadness.
Notes: Low tone of voice, normal speed.

2. I got home, opened the door, and a lot of people shouted "Surprise!"
Emotions and Feelings: Big surprise.
Notes: High tone of voice, faster.

Work in pairs. Share the emotions you identified for your unexpected situation and the way you plan to use your voice to transmit them.

Intermediate Assessment

12. Read the questions in the table and check (✓) the answer that best describes your performance.

	Not sure	With Difficulty	Well Enough	Very Well
Can you understand unexpected situations while listening to descriptions?				
Can you evaluate descriptions by comparing formal and informal conversations?				
Can you evaluate descriptions by identifying changes in tone of voice to transmit different feelings?				

13. If you need help evaluating descriptions of unexpected events, go back to Exercises 6 and 8 and do them again.

Family and Community

students require it by pointing out the situation of the man in the bus. Encourage them to discuss if the situation was something the person thought possible to happen or not. Also, point out the conversation with his daughter to identify the different emotions and feelings he shares with her which are not present in the conversation with the journalists.

Media Resources

You can use **Poster Unit 6** from the **Class CD** for students to continue sharing emotions. Students may choose an unexpected situation from the ones displayed in the poster. Ask them to express how they would feel in those situations.

Development

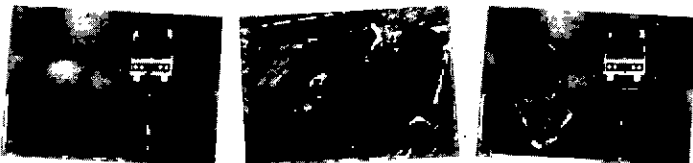


Stage 2

Interpret general sense, main ideas, and details.

Development

- 1 Work in pairs. You are going to listen to a conversation about an unexpected situation. Use the pictures to try to predict what it is going to be about. Use the questions as a guide.



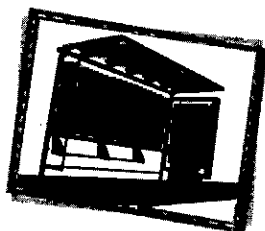
- 1 Where do you think it happened?
- 2 Who is going to tell the anecdote?
- 3 Is it going to use formal or informal expressions?

- 2 Work in small groups. Listen to the conversation only once and confirm your answers in Exercise 1. Complete the sentence with the general sense of the conversation.



- 3 Read the Skills box. The listen to the conversation again and write M (Main Idea) or D (Detail). Compare your answers with a partner.

- 1 Marco was at the bus stop. _____
- 2 Laura arrived. _____
- 3 Marco likes Laura. _____
- 4 Laura said "hello". _____
- 5 They decided to go to the market together. _____
- 6 The bus arrived. _____
- 7 Marco couldn't believe his luck. _____
- 8 Marco forgot his wallet. _____
- 9 Laura wanted to pay for Laura. _____
- 10 Laura lent Marco some money. _____



The main ideas are the principal events in a narration. Main ideas are reinforced by a series of details which support the main events. If you eliminate them, you still get the general sense of the narration.

Write

Unit 6

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why you will only play it once. Remind them that they should not concentrate on words or sentences they don't understand, but on the general idea of the conversation, that is, the main event the boy is talking about. You can invite some students to share their answers with the class.

Suggested answer: The conversation is about a boy who forgot his wallet the day he saw the girl he liked.

Exercise 3

You can play the audio again for them to categorize the sentences into main ideas and details. If time allows, let them read the sentences before playing the audio. Play the audio as many times as necessary for students to do the exercise. Check answers as a class.

Answers: 1 M 2 M 3 M 4 D
5 M 6 D 7 D 8 M 9 D 10 M

Exercise 1

You could explain to the students that in this exercise, they will anticipate the topic of the conversation by looking at the pictures. Encourage them to describe what they see in the pictures asking *Wh-* questions: What do you see? Where have you seen that? Who goes to this place? Where can you find one in your community?

Then tell them to get into pairs to answer the questions and to check answers in small groups.

Suggested answers: 1 At the bus stop / market. 2 The boy in the photo. 3 Informal expressions.

Exercise 2

Explain to the students that they have to get the general sense of the audio and that is

For your Final Product

Exercise 4

You can tell students to go back to the notes they made in the first step of the Final Product, and check if all the main events are included. Then, they can use the notes to explain to your students that now is the moment to add details to the main events to make the story more exciting and interesting. Students should look at the sample answer provided as a guide before they start organizing the information. Make sure students notice that the details can be not only what people said, but also specific things such as the place, the time, or any other thing that complements the main ideas by giving additional information.

In-Class

Depending on their level, some students will be able to share more details than others. Encourage more advanced students to say as much as they can about the situation. Use their details as models that less advanced students can follow.

Intermediate Assessment

Exercise 5

After the series of exercises in this Stage, students should be able to state general sense, main

Stage
2

For your Final Product

Think about the unexpected situation you chose in the previous stage and complete the organizer below.

General sense: My birthday surprise party.

Main Events	Details (When, where, what people said)
No one gave me a birthday wish.	On my birthday last year.
I got home and opened the door.	I asked, "Is anybody home?"
I heard people shouting.	They shouted, "Happy Birthday Pepel!"
<p>General sense: _____</p>	
Main Events	Details (When, where, what people said)

Intermediate Assessment

- 5 Work in pairs. Can you state the general sense of an anecdote and classify main ideas and details?
- 6 Review Exercises 1 to 4 if you are not sure about your answer.

Family and Community

ideas, and details. Allow them to do the activity in pairs to foster collaborative learning.

Exercise 6

In this exercise, students will self-assess their progress. While some students may have it clear, others might need help. A good way to help them is to pair them with a partner who has clear ideas about these topics.

Media Resources

You can use Poster Unit 6 for students to reinforce how to order the events in the sequence they happened. Let students choose one unexpected situation and think about similar experiences they have lived. Encourage them to state general ideas and details. Invite them to share their experiences with the class.

7 Work in pairs. Read the underlined phrases from the conversation between Marco and Lucy. Write them in the category they belong to. Then use some of them to talk about something that happened to you.

Marco: Let me tell you something really embarrassing that happened to me yesterday. I was standing at the bus stop waiting for the bus when Laura, the girl I like from school, arrived.

Lucy: How exciting! Did you talk?

Marco: Yes. She said hello and asked me how I was. I told her I was great. Then she asked where I was going. Next, I told her I was going to the market, and guess what ...

Lucy: What? I'm dying to know!

Marco: She said she was going there too, and we could go together! I couldn't believe my luck!

Lucy: And then what happened?

Marco: Then, the bus arrived, and we got on. I was looking for my wallet in my backpack when, suddenly, I realized I had left it home. Again, I couldn't believe my luck!

Lucy: Do you mean you lost your wallet?

Marco: No. I just forgot to put the wallet in my backpack. That never happens to me. I was frustrated! I wanted to pay for Laura's bus fare.

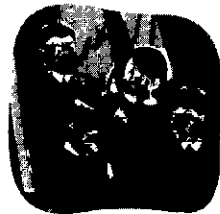
Lucy: Oh, Marco. That was terrible! What did you do?

Marco: Well, in the end, Laura told me not to worry and offered to lend me the money to pay for my bus fare. I was really embarrassed!



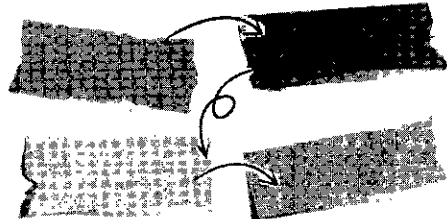
Anticipate the kind of experience it was.

How did you feel? Describe the words.



8 Work in pairs. Order the events in Marco's anecdote in the organizer. Discuss what helped you do the exercise.

Finally, Laura lent Marco some money.
Then, they decided to go to the market together.
First, Marco met Laura at the bus stop by chance.
Next, Marco discovered he had left his wallet at home.



Exercise 7

It can be useful to draw students' attention to the categories in which they will classify the words, phrases, and sentences before they do the exercise. You can explain that when we say: "the kind of experience it was", we refer to the feelings and emotions they cause. You could elicit some examples of emotions and feelings from students to make sure they understand the

concept. Then, you can give some examples of how we introduce an unexpected situation in a conversation to attract interest, for example, *you won't believe what ... you can't imagine*, etc. Finally, you can elicit some words we use to show the order of events from students, as they have seen them before. Encourage them to use the phrases in a short conversation to consolidate learning. Students can go to the

Glossary on page 111 to check the meaning of the highlighted words when in doubt.

Answers: Anticipate the kind of experience it was: Let me tell you something really embarrassing that happened to me yesterday. Help understand the order of events: when, next, then, in the end. Announce that something unexpected happened: and guess what, suddenly.

Exercise 8

You can explain to students that this time they are going to focus on ordering the events using only the main ideas. It is important to point out that graphic organizers are tools that can be used to visualize and organize the events in the sequence they happened. Let them do the activity in pairs and reflect on the use of sequencing words.

Answers: First, Marco met Laura at the bus stop by chance. Then, they decided to go to the market together. Next, Marco discovered he had left his wallet at home. Finally, Laura lent Marco some money.

Media Resources

You can use Poster Unit 6 from the Class CD for further practice. Students may choose one of the situations in the pictures and share something people could have said.

For your Final Product

Exercise 9

You can explain to your students that now is the moment to order the events of the situation they outlined in Exercise 4. Students should go back to the graphic organizer from the previous step. Make sure students use sequencing words to start their sentences. You can monitor the exercise, providing help if needed.

Exercise 10

You could model the exercise writing one or two examples of direct speech on the board, and elicit from students the reported version. Refer students to the Language Box in case they do not remember very well. Allow some time for groups to discuss the differences and similarities. Volunteers can share their answers with the class.

Language Box

Students should be familiar with direct and reported speech. Nevertheless, it is important to make sure they understand how words and punctuation marks change. Be ready to answer any questions they may have. You can explain that not only verb tenses change, but pronouns too.

Stage
2

For your Final Product

Think about the unexpected situation you are going to share in Final Product. Order the main events and details from Exercise 4 in the order they happened.

10 Look for the sentences in the conversation that are equivalent to the ones below. Discuss in small groups the differences between the pairs of sentences.

1 "Hello, Marcol How are you?" _____

2 "I'm great, thank you." _____

3 "I'm going to the market." _____

4 "I'm going there too. We can go together." _____

5 "Don't worry, I can lend you the money." _____

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Answers: 1 She said hello and asked me how I was. 2 I told her I was great. 3 I told her I was going to the mall. 4 She said she was going there too and we could go together. 5 Laura told me not to worry and offered to lend me the money.

In Class

When students use reported speech, you might need to review key verbs: *am is - was; are - were; can - could*. You might need to explain that questions become affirmative sentences. *Where are you? She asked where I was. Yes. No questions use if. Do you like it? He asked if I liked it.*

For your Final Product

11 Think about what the people involved in your unexpected situation said. Write their exact words and transform the sentences so that you use those sentences in your narration. Follow the example.

Original Words	Reported Speech
I asked, "Is anybody home?"	I asked if anybody was home.

12 Work in pairs. Listen to a couple of lines from the conversation and follow the instructions.

- Discuss if you think they create suspense. What are the elements the speaker uses to do so?
- Practice with a partner reading out loud the conversation in Exercise 7. Try creating an effect of suspense using the elements you discussed.



For your Final Product

13 Work in pairs. Exchange your notes from Exercises 9 and 11. Give each other feedback and ideas to make your narration more interesting. Use the checklist below to evaluate your partner's notes.



I think the information about the color of the balloons in your surprise party is unnecessary.

Hmmm... I think you're right. I'll say that the color of the balloons is my favorite color to make that detail more relevant.



For your Final Product

Exercise 13

In this exercise, students will use the checklist to give each other feedback and suggestions to make their narration more interesting. Guide them or remind them if there is something in their notes that doesn't work so they can correct it before they move on.

In Class

You could explain to students that checklists are a very effective way to look at the big picture. Once you write down all the chosen aspects of their oral testimony, you can assess if there is something missing. You could share that most editors and writers use checklists for effectiveness.

For your Final Product

Exercise 11

Ask students to go back to the organizer in Exercise 9 so that they remember the people involved in the situation they chose, and the things they said. Encourage them to complete the table, and monitor offering help as needed.

Exercise 12

You could play the audio more than once, if necessary, for students to pay special attention to the tone and volume Marco uses. Allow students to follow the instructions in pairs as you walk around the classroom providing help and feedback, if necessary.

Exercise 14

This type of collaborative work allows them to learn from others and to look at their own work from another perspective. You might encourage them to practice the sentences they chose from their narration to create suspense. In this way, they make sure they use their voice to convey the desired effect.

Intermediate Assessment

Exercise 15

This exercise provides an opportunity for students to self-evaluate their learning process. Refer them to previous exercises, if necessary, to explain aspects they may not feel sure about.

Exercise 16

You might encourage students to compare their answers in pairs. This would help students build confidence and give them a chance for peer-teaching in case they have any questions. It is a collaborative exercise that allows them to play an active role in the learning process and fosters their independence. You may suggest that they go back to previous exercises to reinforce concepts.

Work with a partner and tell the woman what you could use expressions and nonverbal elements to create suspense in your narration. Works that follow.


Intermediate Assessment


15 Circle the statement that best describes how you worked in this stage according to the aspects in the table below.

Aspect	I did very well	I did well	I need help	Go to:
Sequencing ideas	I ordered events in the correct order using sequencing words.	I ordered events in the correct order using a few sequencing words.	I didn't order events correctly, and I didn't use sequencing words.	Page 103, Exercise 8
Reporting dialogues	My reported dialogues add emotion to my narration and are well-written.	My reported dialogues add emotion to my narration, but I had to correct them.	My reported dialogues were not correct and made my narration difficult to understand.	Page 104, Exercise 10
Adding suspense	I know how to use nonverbal elements and expressions to add suspense to a narration.	I know the nonverbal elements and expressions to add suspense to a narration, but I hardly use them.	I don't know how to use the nonverbal elements and expressions to add suspense to a narration.	Page 105, Exercise 12

16 If you circled a statement in the third column, go to the exercises in the fourth column to review that aspect.

Stage 3Describe unexpected events.
Development

- 1  **Work in pairs.** Listen to the conversation and discuss what the main ideas are and the details that add to them. Then share if something similar has ever happened to you.

 **A:** One day when I was in third grade, I wore my school sweater inside out for a whole day!
B: Hahahaha! That happened to me yesterday!

- 2 **Work in pairs.** Read the Skills box and role-play the conversation following the instructions below.

Silvia: Pam, let me tell you something totally unexpected that happened to me at school today.

Pam: Ok, let's hear it.

Silvia: I had a bad night and I got up late for school. And my mom made me feel very nervous. She told me to hurry up like ten times in five minutes.

Pam: How stressful!

Silvia: I got dressed in a minute and I obviously did not have time for breakfast. I made it to school right on time. Suddenly, I noticed everyone in class was ... I don't know the word ... I mean looking at me without taking their eyes off me.

Pam: Staring? Were many of your classmates staring at you?

Silvia: Yes! I looked at myself in the mirror to check if my face was clean and my hair well-combed. I looked fine. I was extremely confused and couldn't understand anything.

Pam: What happened then?

Silvia: Well, the whole morning I kept hearing a lot of whispering and caught many classmates ... staring at me. I was incredibly uncomfortable.

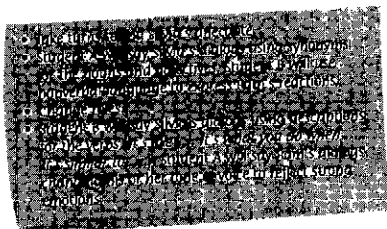
Pam: What happened next?

Silvia: At recess I sat down with Claudia. We were talking and, suddenly, she started laughing loudly. I asked her what was so funny and she pointed at my feet. I looked down, and guess what ...

Pam: What?

Silvia: I was in such a hurry this morning that I never noticed I had put on different right and left shoes! They were not a pair! They were not even alike! I was truly embarrassed!

Pam: Oh no! That's why everyone was staring at you!




When you have a trouble remembering a word you need, you can use other words to describe it or you can slow down or use synonyms. For example, *it's like a ball*, *but it can float*.

Skills

Unit 6

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Exercise 1

 Before playing the audio, you might want to explain that they are going to listen to another unexpected situation. Ask them to focus on the main ideas and details. If necessary, you can play the audio more than once. You can model the second part of the exercise with an example of your own so that you create a friendly environment.

Answers: Main ideas: Silvia had a bad night and woke up late. She got dressed in a minute. She arrived at school on time. Everyone was staring at her. Claudia pointed at her feet. Silvia had put on different shoes. **Details:** Silvia's mom made her feel very nervous. She didn't have breakfast. Silvia looked at herself in the mirror and she looked fine. Silvia was uncomfortable. Claudia laughed loudly.

Exercise 2


Encourage them to read the contents of the Skills Box before doing the role-play. Go over the instructions for the role-play as a class and answer any questions. Set a time limit for students to do the role-play and monitor walking around the classroom, correcting mistakes, and providing help. It is important to remind students they can go to the Glossary on page 111 to check the meaning of the highlighted words when in doubt.

Skills Box

Now that students have identified this resource for conversations, you could encourage them to share how they do this in their own language and help them giving an equivalent for every expression they mention (for example, *it's like...*, *it's similar to...*, *you use it to...*, *you do it when...*, *you see it in...*, or even *you call it... in Spanish.*)

For your Final Product

Exercise 3

 Before students start rehearsing, make sure they read the tips. It could be a good idea to model some examples to make sure they understand how to change their voice volume and their speed. Let students read the sample conversation first before they interact with their classmates. Remind students that listeners should ask questions to show interest and keep the story going on. Monitor the exercise, listening to pairs interact, and providing help if necessary.


Exercise 4

A different way of approaching this task would be to rehearse their conversations in front of another pair. The pair that listens can make some notes to give feedback afterwards. Students should be reminded that whenever they give feedback, it should be constructive. Encourage them to give suggestions to their partners on how to improve.

Intermediate Assessment

Exercise 5

This reflection will allow students to assess their skills to describe an event in a very straightforward manner. Encourage them to be honest, as this will help them finish their final product successfully, and correct their own mistakes.



For your Final Product

Work in pairs, rehearse telling each other the unexpected situation you chose for the Final Product. Use the tips below.

Speaker


- Use a strong tone of voice for intense feelings.
- Slow down to create suspense after expressions like *suddenly* or *guess what*.
- Explain slowly with other words the terms you forget.

Listener

Take turns and give constructive feedback to your partner.


I think you really used a strong tone of voice when expressing intense feelings.

You can say that again, but what I like the most is how you slowed down to create suspense.



Intermediate Assessment

- 5 Underline the option that best describes your progress describing unexpected events.
 - 1 I can use strategies to express myself when I don't remember the exact word *very well / with some help / with difficulty*.
 - 2 I can use expressions and nonverbal strategies to react to what I hear *very well / with some help / with difficulty*.
- 6 You can improve describing unexpected events by rehearsing with another partner and giving each other feedback.

 1:8
Family and Community

This exercise is for students to remember the aspects they have learned so far about describing events.

Exercise 6

The second part of this assessment allows students to know if their progress is optimal, or if they can improve. Allow some time for students to pair up to help others who need to improve by sharing tips and experiences to foster

collaborative learning. However, it is a good idea to monitor the exchange closely and provide tips or suggest that they review exercises to make sure they really know they are ready.

Assessment

Formative Assessment

Exercise 1

This is an exercise for students to exchange ideas, comments, and points of view in a free way. Always encourage them to speak in English. You may find useful to monitor the exercise walking around the room, listening to students and helping them to express themselves, if necessary. Encourage them to share what they can do now so they can notice their progress.

Exercise 2

In this stage, students should assess their own performance. In order to do that, you can explain to your students how important it is to reflect and give honest answers as this will help them identify their strengths and weaknesses. According to their answers, be ready to help students clear out aspects they do not feel confident about.

Peer Assessment

Exercise 3

This stage of the assessment is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects to be able to work with others in a successful way, before students assess their performance. Discussing among team members provides a good

Assessment

Formative Assessment

1 Discuss in small groups the following aspects. Then check (✓) the answer that describes how well prepared you are at this point.

- 1 I find it difficult to ...
 - describe an event in English.
 - give details about an event in English.
 - retell what other people told me in English.
 - work collaboratively with a partner.
- 2 Now that you have finished this unit, answer the questions so you recognize those aspects where you need to improve. Share your answers in small groups.
 - 1 Do you need help to make notes in English?
 - 2 How well do you think you can identify feelings and emotions?
 - 3 What should you include when you describe an unexpected situation?
 - 4 What can you do to understand better when you listen to an oral testimony?
 - 5 What can you do to improve your performance?

Peer Assessment

3 Get together with classmates you worked with as a group during the unit and describe together your teamwork performance. Discuss what you all need to improve.

- We took turns and listened to others attentively.
- We helped each other prepare for our presentation.
- We offered constructive and respectful feedback.
- We accepted and respected all the ideas and suggestions.

4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

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opportunity for students to exchange ideas and come up with specific aspects they need to work on. You may monitor this exercise, listening to groups discussing and paying attention to the strategies they mention. Always encourage students to speak in English and be ready to help them achieve this purpose.

Exercise 4

This final assessment is at class level. Bring the whole class together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects students know they have to improve, but do not know exactly what strategies they need to implement.

Questionnaire

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or written)
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Notes:

7

Social Learning Environment:
Recreational and Literary
Communicative Activity:
 Understanding oneself and others.

Social Practice of the Language: Read fantasy or suspense literature to evaluate cultural differences.
Final Product: Comic strip.

Student's Book	
Activities	Pages
Opening	112–113
<i>Provide students with varied materials for recreational reading and give them the opportunity to choose what to read. Focus your attention on the exploration of textual organization, so students can:</i>	
<ul style="list-style-type: none"> • Identify publication information (title, author, publisher, etc.). 	114–116
<ul style="list-style-type: none"> • Contrast topic, purpose, and intended audience. 	
<ul style="list-style-type: none"> • Notice patterns of textual organization. 	
<i>Help students to recognize events and their characteristics, so they can:</i>	
<ul style="list-style-type: none"> • Reflect on the resources used by the author and illustrator to produce different effects in the text that affect the reader. 	117–122
<ul style="list-style-type: none"> • Use different strategies to understand the development of actions. 	
<ul style="list-style-type: none"> • Identify tenses and verb forms in paragraphs (present and past perfect, gerund, past participle, conditionals). 	
<ul style="list-style-type: none"> • Recognize main character(s), secondary character(s), or incidental character(s). 	
<ul style="list-style-type: none"> • Explain strategies to understand and identify words and expressions. 	
<i>Develop activities that help students practice how to scan a text to locate specific details, so they can:</i>	
<ul style="list-style-type: none"> • Express personal reactions to texts. 	123–126
<ul style="list-style-type: none"> • Contrast their own repertoires of words and expressions with that of the narrative text. 	
<ul style="list-style-type: none"> • Select appropriate adjectives and adverbs to describe characters. 	
<ul style="list-style-type: none"> • Listen to the opinions of others to recognize different interpretations. 	
<ul style="list-style-type: none"> • Reflect on their own performance and that of others. 	
<i>Provide students with the time and support they need to develop their knowledge and skills creatively, so they can:</i>	
<ul style="list-style-type: none"> • Answer questions to describe characters. 	127–130
<ul style="list-style-type: none"> • Make paragraphs based on sentences. 	
<ul style="list-style-type: none"> • Describe physical characteristics, skills, and actions of characters. 	
<ul style="list-style-type: none"> • Check spelling and punctuation. 	
<ul style="list-style-type: none"> • Give and receive feedback. 	
<ul style="list-style-type: none"> • Indicate details (attitudes, behaviors, etc.) and recognize direct and indirect speech. 	
Closure and Assessment	131–132

Opening

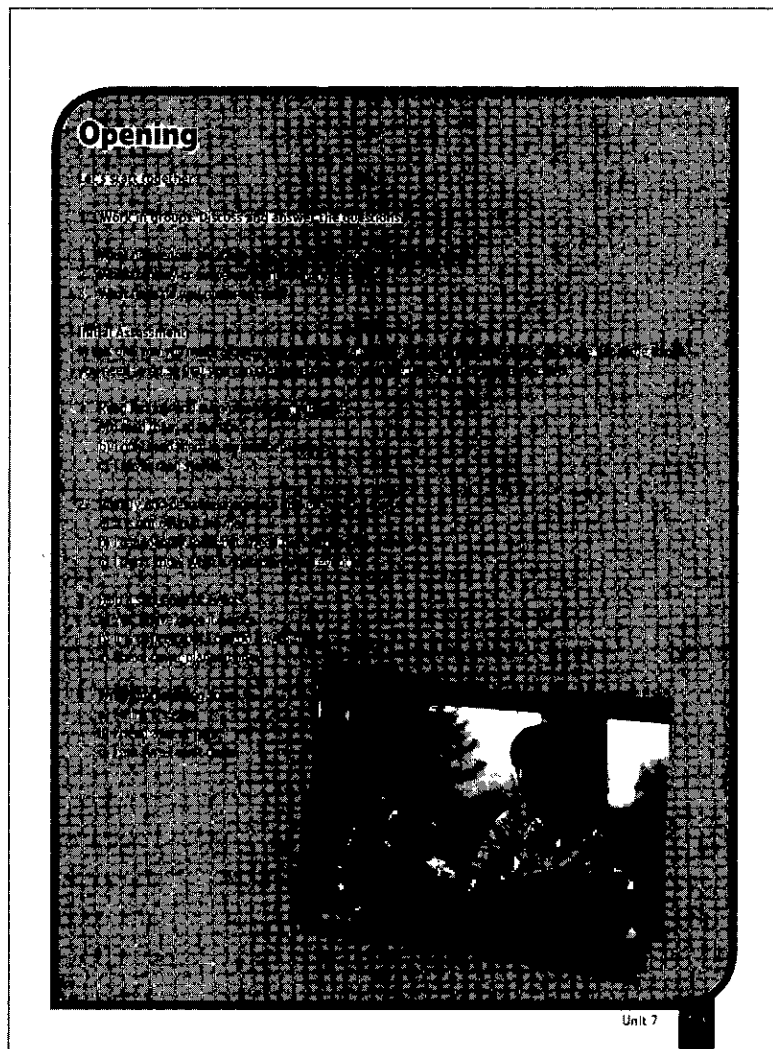
You may find useful to encourage students to review the four learning goals for each development stage and the social practice of the language to be achieved throughout the unit.

Let's start together

You may draw students' attention to the questions and allow some minutes for them to read them. You may invite volunteers to discuss the questions and share their answers with the class.

Initial Assessment

You can tell students that the Final Product of this unit will be creating a comic and then ask them to look at the statements and reflect on the abilities mentioned. They should underline the options they think suitable, as a form of self-evaluation. You can point out the importance of recognizing their strengths and weaknesses to focus on the aspects they need to improve. Make sure they understand they don't have to worry if everything is new for them because they will develop those skills during the unit. It is a good idea to point out this exercise is only to know their starting point for this social practice.



Media Resources

Use Chapter 8 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 8 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

In this exercise, to check prior knowledge and convey the meaning for the elements mentioned, you can draw students' attention to the words in the box so they can identify these elements before they look for them. Invite students to visualize the elements and point them out in the pictures. It would be a great idea to repeat this activity using the books you have in the classroom or school library, so students can get familiarized with these elements when they select and review narrative texts.

Answers: Author and title on the front cover; synopsis on the back cover; year and place of publishing and publishing house in the colophon; author's biography on the inside cover.

Exercise 2

You can draw students' attention to the covers of the book and quickly review the elements they have already identified. Once they have located them, it would be

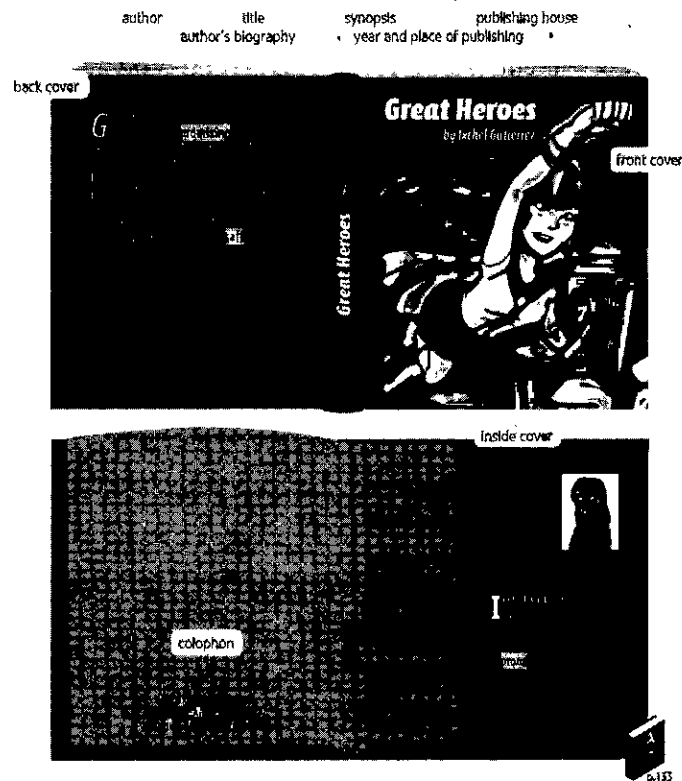
Select and review narrative texts.

Development**Stage 1**

Select and review narrative texts.

Development

- 1 Read the covers of the book *Great Heroes* and look for the elements in the box on the covers of the book.



- 2 Work in pairs. Discuss if you ever check the elements identified in Exercise 1 when you want to select a book to read. Do you think they are useful?



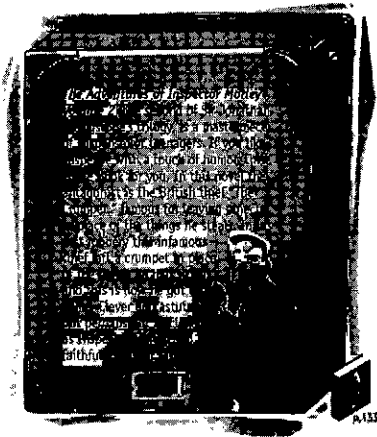
- A: I never see them!
B: I sometimes check the synopsis.

Recreational and Literary

helpful to refer them to the sample conversation so that they know what they are supposed to do. It could be useful to monitor the exercise, walking around the room to make sure students can exchange information in an effective way. Help them realize that when they need a book for a specific purpose (research, fun, a particular topic or genre, etc.), these sections will provide them with preliminary

information to make a better selection. As a wrap up exercise you can ask them to read the synopsis and author's biography in detail and then invite some volunteers to share what the book is about and some background information about the author. Students should always be reminded that they can resort to the Glossary on page 133 to clarify the meaning of the highlighted words.

3 Read the back cover of the book *The Adventures of Inspector Morley*. Then, read the information in the Skills box and discuss the questions with a partner.



- 1 Do you think this is an informative or a narrative text? Why?
- 2 Does reading a synopsis help you decide if it is a book you want to read? Why?

Informative texts give information about a topic like the history texts you read in Unit 4. Narrative texts tell stories for entertainment and artistic purposes, and they refer to fictional events and people (imaginary), while informative texts refer to people and events that really exist or existed.

4 Read again the synopsis on both book covers in Exercises 1 and 3. Then answer the questions with a partner.

- 1 In suspense stories, the reader feels curiosity and expectation to know what will happen. Which of the two books seems to be a story of suspense?
- 2 In fantasy stories, actions and characters are supernatural and situations are far from the real world. Which of the two books seems to be fantasy?

On the covers of physical books, you can find general information such as the type of text it is (informative, narrative, suspense, fantasy, etc.) and get a general idea about who the main characters are, where it takes place, and what it is about. Use them to help you select a text you need or want to read.

Exercise 3

Before pairing up students, allow them some time to read the text and remember you can refer them to their Glossary on page 133 to clarify the meaning of the highlighted words. If students are struggling to explain the difference between informative and narrative texts, you could provide some examples from textbooks of other subjects.

Answers: 1 Narrative, because it is a fictional story. 2 Yes, because it tells us what it is about.

Skills Box

If you consider it useful, give students examples of narrative and informative texts from previous units of their Student's Book and emphasize if the people or events in those texts are imaginary or real.

Exercise 4

This activity will help students understand in general terms the concepts of suspense and fantasy. Both texts emphasize the elements mentioned in the questions but to enrich the activity or provide help to less advanced students, you could provide examples of texts they know in their mother tongue, or even popular movies.

Answers: 1 *The Adventures of Inspector Morley*. 2 *Great Heroes*.

Skills Box

You could ask a volunteer to read out loud the contents of the box. Point out that they don't know the stories and still it was possible to decide the answers to the exercise. In this way, students will understand clearly that checking closely all these sections is very helpful to select a book.

In Class

Develop a cooperative and positive classroom environment by modeling or encouraging polite and respectful behavior toward others. Acknowledge students every time social skills such as helping others, complimenting, giving and accepting praise, teamwork, and positive feedback are accomplished.

For your Final Product

Exercise 5

Students should notice that in this first step to create a comic about a suspense or fantasy story as their Final Product, it is important that they look for stories in as many available sources as possible to find one they consider interesting or appealing. You can have them read the story in the Chapter 7 of the Reader as well.

Reader Box

You can use this opportunity to work with the Reader to engage students into classic English suspense literature.

Exercise 6

You may explain to students that now they have to come to an agreement and choose the story for their Final Product. Consider explaining to students some important team skills. Help them communicate their ideas, if necessary. Finally, you can invite some groups to share the titles of the stories with the class and give reasons for their choices.

Intermediate Assessment

Exercise 7

The statements in this assessment summarize what you did in this stage, so most students should be able to check them as an accomplished learning outcome. Yet, it is important to support students

Stage 1

For your Final Product

Write the top of book covers and fill in the missing details. Choose a suspense or fantasy book you find interesting and you can read. Write a short story of the events from the end of the story.

Title: _____

Author: _____

Publishing house: _____

Year and place of publishing: _____

Synopsis (What it will be about): _____

On page 124 of your Reader, you will find an entertaining classic suspense story written by Bram Stoker.

Work in 3 groups. Exchange the information about the book you found with readers about each book and vote for the one you like the most. If the book is too long, just choose a chapter and try to finish it. Explain why you like it.

Intermediate Assessment

7 Check (✓) the statements that describe what you learned.

- 1 Next time I need to choose a book, I will know what to look for on the cover to see if it is a book I want or need.
- 2 I can tell if a text is narrative or informative.
- 3 I now have a general idea of what suspense and fantasy mean.

8 Work in pairs. Share your answers from Exercise 7 and review pages 114 and 115 if you need help. For extra practice to select stories, check other books you can get and look at the covers to find out the type of content it probably has.

Recreational and Literary

who struggle and create an atmosphere where they feel confident to recognize a particular problem and ask for help.

Exercise 8

You can pair up students and ask them to reflect on the elements and how familiar they are with each one. Encourage them to review the necessary exercises and provide help if needed. Students will benefit

from examining as many books as possible. It would be a good idea to sit down with students who are struggling and do the activity with them. Another possibility is to pair up a beginner student with an advanced one.

Development

Stage 2

Read narrative texts and understand general sense,
main ideas, and details.

Development

- 1 Work in small groups. Read the text and when you finish, discuss the questions below about the underlined words. Look up the words in the Glossary if necessary.


**Chapter 11:
The Finale**

1 The Criminals had been in the city for a whole year and had not been caught yet. Where more exactly had they been? Since the Criminals had robbed on December 31st, since then, the Criminals had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet.

2 The Criminals had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet.

3 The Criminals had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet.

4 The Criminals had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet. They had been in the city for a whole year and had not been caught yet.



The Adventures of Inspector Morley 187

- Are the underlined objects common where you live? What objects do you think the robber would leave in a story set in Mexico?
- Do we have aristocratic titles like *Lord* and *Lady* in Mexico? Think of names these characters could have in a story set in Mexico.
- How do you call the local headquarters of the police?

Identifying places, names, and certain objects can help you know where the actions in the story take place and help you notice certain cultural aspects. This can help you understand and enjoy a text better.

Unit 7

Skills Box

Once students have read the contents of the Skills box, you could encourage them to provide more examples from the books that they have read that have elements of cultures different from their own. Invite them to share the things they have learned with the class.

In Class

Some students might be curious about British culture. You can explain that scones and teacups are part of teatime, a British afternoon meal. Titles are important because they are a monarchy (they have a queen). Finally, Scotland Yard is the name of the place where the London police force have their headquarters.

Media Resources

To continue discussing cultural aspects in narrative texts you can use Poster Unit 7 from the Class CD. Students could give opinions of similar characters in the pictures that are more common in Mexican culture.

Exercise 1

You may invite students to read the text and remind them to go to the Glossary on page 133 to check the meaning of the highlighted words. It is not necessary for them to go over the details of the story at this stage, only to pay attention to the underlined words in order to answer the questions. This first glance at the story can help students be aware of some cultural differences between

Mexico and Great Britain that they may have noticed in the story. Once groups have discussed and exchanged ideas, you can invite some to share their answers with the class. Try to elicit as many answers as possible for questions 1 and 2.

Suggested answers: 1. No; a *bolillo*, a straw hat, a clay mug. 2. No. Don José and Doña Rosa. 3. *Ministerio público*, municipal police station, etc.

For your Final Product

Exercise 2

You can start the activity by having some volunteers share the setting of their favorite stories. Remind them that the setting will dictate many of the events of the story and the traits of the characters. You can explain to students that sometimes the setting is not explicitly said; however, cultural traits help the reader deduce it. Have students reread the text they chose and identify the cultural traits that are unique to the setting. You can monitor and help as needed. You might want to ask some volunteers to share their answers with the class or compare them with a classmate.

Exercise 3

Before students reread the story from Exercise 1 on page 117, you can have them read the Skills Box and descriptions so that they know what kind of information they will be looking for. If you think it is necessary, you may elicit or explain the meaning of the phrase “with a twist.” You might also explain that to identify the topic of a paragraph, reading its first sentences is usually enough to give us an idea of what it is about, and that it is not necessary to read the full text in detail.

Answers: 1-3, 2-4, 3-1, 4-2

Stage
2

For your Final Product

Read the story you selected in Stage 1. Identify the setting of the story you chose in a paragraph. Be sure to include the cultural traits of the setting. Write a paragraph about the setting of your story. Be sure you understand what kind of plot it is. Complete the following information.

The story I chose is _____

Cultural traits described in the story _____

3 Read again the story from Exercise 1 and put the number of the paragraph next to its description.

- 1 This paragraph describes the climax of the story. _____
- 2 This paragraph concludes the story with a twist. _____
- 3 This paragraph provides some background information. _____
- 4 This paragraph sets the scene. _____

The main characters appear during the most important events of the story. Incidental characters do not affect too much the main events and appear only once or occasionally. In narrative texts, there are usually some introduction parts that give background information or explain what happened before the main event. The most important events develop until they reach a climax and conclude. Sometimes there are unexpected events or twists which are common in suspense texts.

For your Final Product

Working groups read up on the story you selected together and make notes about the main characters and the main events that develop until the end of the story.

Main Characters	Main Events
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Recreational and Literary

Skills Box

To make sure students understand the characteristics of a narrative text, you can encourage students to provide examples of each aspect mentioned in the story they read.

provided. You may wish to explain that now they have to read the story they chose in more detail to identify the main events and characters.

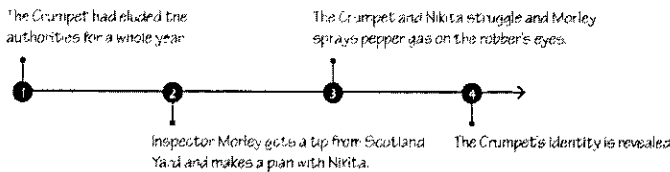
For your Final Product

Exercise 4

Before students start analyzing their story, it might be useful to read the examples

5 Work in pairs. Read the events from the story in Exercise 1 and identify which ones are placed in the timeline. Discuss why some events listed don't appear in the timeline.

Events
 The Crumpey once left a tearup in the crime scene.
 The Crumpey and Nikita struggle and Morley sprays pepper gas on the robber's eyes.
 Inspector Morley gets a tip from Scotland Yard and makes a plan with Nikita.
 Nikita and the inspector resist the prison master.
 The Crumpey's identity is revealed.
 The Crumpey had eluded the authorities for a whole year.
 The Crumpey enters the library through the window.

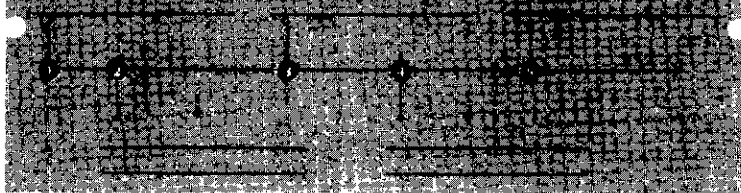


Making timelines is a way to determine the main events and the order in which they happen. This will help you understand a story better. Timelines don't include background information or details, just the main events that happen.

SCQ A: When the Crumpey left a tearup wasn't included in the timeline. B: I think that event was important for the character but it wasn't important for the story.

For your Final Product

You can groups. Make a timeline with the notes you previously wrote about the main characters and main events of the story you selected for your Final Product.



that some stories can be confusing because some authors don't narrate events in perfect sequence, so a timeline will always help them understand what happens in a story. If you consider it a good idea, you can tell them that they can use this strategy for all narrative texts, regardless of the language they are written in.

For your Final Product

Exercise 6

This exercise could be done on a separate sheet of paper, to fit the needs of the specific stories students chose. You can mention that timelines are a useful visual resource to obtain the main facts or events in a quick way and that they can be used either with narrative or informative texts as students should by now be acquainted with history timelines.

Exercise 5

You can tell students to cross out the listed events which are included in the timeline first, to get a better visualization of the remaining ones. You can refer them back to the story in Exercise 1, page 117 to locate those events and assess their importance to work out their answers. It might be useful to explain that when we summarize a story, we mention only the most important events

that make up the plot, and that details are not necessary.

You can invite students to read the model so they have a clear idea of what to discuss.

Answers: Only main events appear in the timeline.

Skills Box

After checking their answers to Exercise 5 with the class, students may read the contents of the Skills Box. Remind them

Exercise 7

So far, students have identified main events and ideas, and have understood that details are not so important to get the general sense or retell the general storyline. This exercise will help them think about details that don't affect the main ideas or the chain of events, but add something about the characters or some particular mood that makes each story unique. If you think students need guidance, you could ask questions like *do you get the same impression of a character if he has a normal moustache or a long moustache with curled tips?* Ask several questions of this sort to understand the difference details make in texts.

Answers: 1b 2a

Exercise 8

After the guided practice in the previous exercise, students can now look for more details. You could refer them to the model provided so that they feel more confident with a guide to exchange their ideas. If you have more advanced students, you could challenge them further by encouraging them to give more reasons to explain what they think of the details they mention.

For your Final Product

Exercise 9

For this activity, students may work on a separate piece of

7 Work in pairs. Read some main ideas from the story in Exercise 1. Then discuss and choose the detail you think adds something special or interesting to the story.

- 1 Nikita and Inspector Morley capture the Crumpet.
 - a) In the library.
 - b) With pepper spray from Morley's special umbrella.
- 2 The Crumpet's identity is revealed at the end.
 - a) And she is a woman!
 - b) And newspaper headlines talk about it.



8 Read again the story and share with a partner other details you think add something special or interesting to the story.

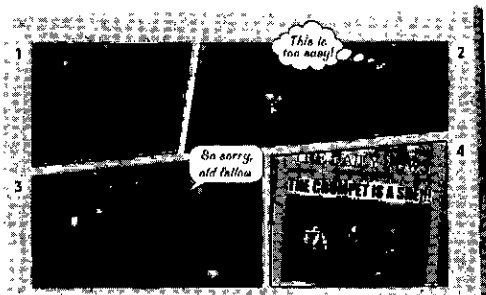
- A: I think the special umbrella is funny.
B: I think the night-vision eyeglasses are cool!

For your Final Product

Work with your final product team to review the text you are reading and the main events you put in your time. Read, take a list of details that add something interesting or attractive to your story.

paper to keep as portfolio evidence. Students will need to take out their timeline and remember together as much as they can about each event they listed. Encourage them to carry out a conversation like in Exercise 8 to determine as a team details they find interesting, attractive, funny, powerful, etc. This will help them include dialogs or drawings in their comics.

10 Work in pairs. Read the story from Exercise 1 again and compare it to the comic below. Discuss what paragraphs in the story are represented in the comic and which are not.



Answers: A: The second picture belongs to Paragraph 3 in the story. B: I think Paragraph 1 is not represented in the comic strip.

11 Work in small groups. Read the sentences and discuss if they describe narrative texts or comics. Use the comic from Exercise 10 and the story in Exercise 1 as reference.

- 1 This text has more opportunities to give detailed background information
- 2 This text presents the actions of main events with pictures.
- 3 This text requires the reader to imagine the appearance of the characters described.
- 4 This text adds what characters say and think in bubbles with short sentences.

I think narrative texts give more background information than comics.

I agree. Comics use very little text.



Stories can be adapted into comics by identifying the main events and presenting them in a sequence of pictures. Comics don't describe characters or actions because we see them in the pictures; in narrative texts we have to imagine what the words say. Comics select important things characters think and say and put them in short sentences inside bubbles.

about narrative texts and comics. When discussing their answers, it is a good idea for students to give reasons that support their views. Invite them to use specific examples from the story in Exercise 1.

Answers: 1 Narrative text 2 Comic 3 Narrative text 4 Comic

Skills Box

To reinforce the concepts of Exercise 11, students can then read the contents of the Skills box. As a wrap-up exercise you could encourage students to draw an organizer to show the main characteristics of a comic and a narrative text.

In Class

Using graphic organizers in class can help those students who have difficulty expressing their ideas or making connections between previous and new knowledge. This can help them organize better their information and gain confidence when exchanging their ideas. Students can use graphic organizers as study tools beyond the classroom.

Exercise 10

You should allow some minutes for students to go over the whole story again to identify the parts that are shown in the pictures. When checking answers, you could invite some volunteers to read out loud the text that corresponds to each picture. Have students reflect on whether the main ideas, the details of the story, or both are represented in the pictures.

Students can use the example sentences as a guide for their conversation.


Answers: Paragraphs 2, 3, and 4 are represented; paragraph 1 is not represented.

Exercise 11

In this exercise, let students read the sentences before discussing their answers, if necessary. It would be advisable to make a quick review of what they know

For your Final Product


Exercise 12

 Before teams start working, you may draw their attention to the example and point out that it is important they remember that only the main ideas and characters should appear in their comic. As a way to check that their comic includes all the important events, you might suggest that students read their plan notes and make sure the whole plot is shown in the pictures. If they can understand how the story unfolds, just by reading the description of the scenes they wrote, then their plan is correct. Then students can list some details they will like to include in drawings or text to make the main events more attractive.

Intermediate Assessment

Exercise 13

This exercise is for students to self-assess their learning. Refer students who have doubts to the mentioned exercises and be ready to offer additional help by giving more examples of each element in a narrative text.



For your Final Product

Create the main events of your comic by describing what events from your timeline will become scenes in your comic, and which details you described in each scene that will appear in the comic.

Don't forget to include the main events, details and characters.

Planning my Comic

Scenes

Characters


Intermediate Assessment

13 Write the number that reflects how you worked.

KEY
 1 I did it well. 2 I did it with help. 3 I still need help.

1 I identified main events and characters participating in them. —
 2 I made a timeline to understand and plan sequence of events. —
 3 I planned scenes for a comic with main events, details and characters. —

Don't forget to include the main events, details and characters.



Recreational and Literary

Stage 3

Describe characters. Development

1 Work in pairs. Read the text and discuss which of the superheroes mentioned you like better and why.

Chapter 2 SUPERHEROES TO THE RESCUE

Don't know how long it took, but he had about five minutes before the lights went out. He had the ability to fly, and he was very strong. He had the ability to fly, and he was very strong. He had the ability to fly, and he was very strong.

to be in every place they were needed, but it was impossible. There had been way too much chaos in Metropolis and their superheroes needed to find a solution quickly. After a long conversation, the superheroes decided they needed help and asked themselves what they could do to get some extra hands to fight crimes. They came up with a solution: they would organize a convention with all the superheroes that protected the planet and ask them to work together as a league to defend the people of Metropolis.

What a group they assembled! Moe Bar and Abravia, adopted immediately. Moe Bar said he was the strongest man on Earth and had the ability of lifting heavy objects. He could lift a building effortlessly. Moe Bar was very optimistic and everyone liked that about him. Abravia told them she could travel in time to help people escape from danger. Abravia was kind and Fleeter felt a little better to have another girl in the group. The four superheroes piled up their hands together to make a pact. Don Mik said he was very grateful. Fleeter said she couldn't be happier. She looked at them quite joyfully and said that was the beginning of an unbreakable super friendship.

Great Heroes 27 p.133

A: I think the best superhero is Abravia because she doesn't have to fight. She travels in time and rescues people before bad things happen.
B: agree with you, it's a great superpower.

C: I have a different opinion. I think it is dangerous to change things in the past. There can be unpredictable consequences in the present.
D: I also disagree. I prefer a typical superhero with extraordinary strength. I think that's more exciting.

Exercise 1

As an introductory exercise, you can invite students to mention their favorite superheroes and say why they like them. Before students start reading the text, it may be useful to elicit what kind of information they will be looking for (description of superpowers and personality), so that they can focus on specific parts of the text. It is suggested that students read the sample answers as a guide

before exchanging ideas in groups. It might be helpful to review the model provided so that students understand what is expected of them. You could elicit more examples of words and phrases to express opinions: *I (don't) believe, I (don't) think, For me ... It seems to me that ...* You may monitor the exercise, listening to students discuss and providing help to communicate their ideas, if necessary. Then, you

can invite some students to share their opinions with the class. Students should always be reminded that they can resort to the Glossary on page 133 to clarify the meaning of the highlighted words.

Media Resources

You can use Poster Unit 7 in the Class CD for students to continue exchanging opinions. Students could choose their favorite characters from the pictures and share why they like them.

Exercise 2

As a suggestion, you could model the exercise by using one or two words from the text in Exercise 1 with the class. You could choose words that are not underlined such as *desperately*, *quickly*, *nice*, or *peaceful*. You might want to check answers with the class before they read the explanation in the Language box.

Suggested answers: 1 They describe color, height, qualities, etc.
 2 Yes, black, brown, tall, athletic, strong, beautiful, blond, slim.
 3 Immediately, effortlessly, joyfully.

Language Box

Once students have provided their answers, draw their attention to the explanation and ask them to read it. It is important to make sure they understand how these words are used. You could provide more examples of sentences with adjectives and adverbs and write them on the board. Remind students the correct position of adjectives and adverbs within a sentence. You could write some sentences on the board and have some volunteers complete them. If you think it is necessary, provide more examples and write them on the board.

Remind them that these words are really useful when they are describing their characters.

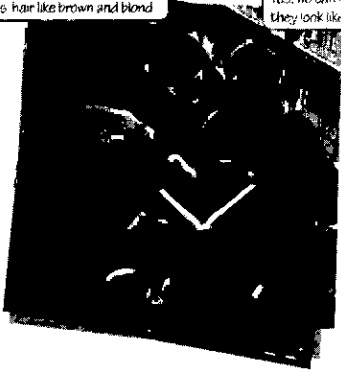
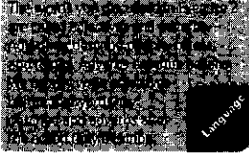
Stage 3

2 Go back to the text in Exercise 1 and look at the underlined words. Then discuss the questions with a partner.

- 1 What kind of details do these words add to the story?
- 2 Do some of these words tell us what characters or things look like? Which?
- 3 Do some of these words tell us something about the way an action is done in the story? Which?

They tell us the color of the heroes' hair like brown and blond.

Yes, we can imagine what they look like.

3 Write some notes and describing words about two characters of the story in Exercise 1. In pairs, take turns describing them with the help of your notes, if necessary.

Character 1

Character 2

A: Kaeter Isaka is blond. She has blue eyes.
B: Den Wok is strong. He has big muscles.

1.1

Recreational and Literary

Exercise 3

In this exercise, students can write down describing words or notes first to give them confidence before exchanging their ideas with a partner. It could be helpful to draw their attention to the model conversation to guide them. As they do the activity, you could walk around the classroom to encourage them and offer help.

Answers: All the describing words they can find.

For your Final Product

Work with the text you chose for your comic. With your teammates, look for words that describe the main characters from the story that you will use in the scenes of your comic. This will help you decide how to draw them. Make a list of words that best describe your main characters.

Words to describe my characters
 Character: Katarika
 Physical appearance: tall, slim, blue eyes, blond hair
 Personality: brave, perseverant

Words to describe male characters
 Character:
 Physical appearance:
 Personality:

Character:
 Physical appearance:
 Personality:

Character:
 Physical appearance:
 Personality:

Character:
 Physical appearance:
 Personality:

Keep working with your text to find the clues needed to describe the setting or settings where your story takes place. Use the notes you wrote on page 118 (Exercise 2) and try to describe the place in detail. This will help you draw the scenes for your comic. Compare the place with your own community. Are they alike? How?

It seems like he has his moments that used to be the powerful. There are still heroes and many others. The people that he there truly appreciate their superheroes.

Scene Plan

cultural elements the setting has. As students describe in detail their scenes, you can refer them to page 118. Once students have described the places from their story, you may ask them to share their texts with a classmate and compare the setting of the story to their community. Encourage students to reflect on the cultural traits both places have.

Media Resources

For further practice describing characters, you can use Poster Unit 7 in the Class CD. You may let students describe to each other their favorite characters in the pictures and create a character card.

For your Final Product

Exercise 4

You can organize students in groups and ask them to come up with as many adjectives as they can to describe their characters. Students should notice that the adjectives which describe physical appearance will not appear in the text of the comic, although they are necessary to know how to draw the characters, while words for

personality traits may appear in the captions (the words near or on the picture that explain something about it).

Exercise 5

This exercise will help students with the development of their Final Product. You can remind them that the setting of the story will appear as the background in each sequence of their comics, so it is important to have a clear idea of all the

Exercise 6

Allow some minutes for students to read the questions and the sample answers and then encourage them to share their ideas with the class. If you consider it helpful, you could write some key words on the board, such as adjectives to describe characters, (*funny, realistic, etc.*) and words to describe the stories (*boring, exciting, interesting, original, creative, etc.*) to help students communicate their ideas and thoughts. Foster an atmosphere of trust and tolerance where students can feel comfortable to share their opinions, as there are no correct or incorrect answers here. Encourage them to express their points of view.

Intermediate Assessment

Exercise 7

This exercise is for students' self-evaluation. You might remind students it is important to be honest, because this will help them recognize their strong and weak points and work on these last ones to improve.

Exercise 8

If necessary, they can go back to previous exercises and if there are still some doubts, encourage them to ask you for help. You can explain to them the aspects they are not sure about and recommend or provide other stories to practice.

6 Work as a class. Share what you think about the text of superheroes in Exercise 1 based on the questions below.

- 1 What do you think about the superheroes? Are they original?
- 2 Do you like fantasy stories with superheroes? What do you think about stories like this?
- 3 Is it common in your community to read about superheroes?
- 4 Would you like to read more about this story?



Intermediate Assessment

7 Work in pairs. Answer the questions.

- 1 Is this the first time you describe characters in English? If your answer is yes, tell your partner what helped you do it. If your answer is no, ask your partner what he / she learned so you can do it better.
 - 2 Do you feel confident describing characters you read about? Explain to your partner.
- 8 If you don't feel confident describing characters or need more practice, review Exercises 2 to 4. Then use any story you know and practice describing them with your partner.

Development

Stage 4

Complete and write sentences based on characters' actions and features.

Development

- 1 Work in pairs. Review the story *Superheroes to the Rescue* on page 123. Each of you will choose one superhero. Ask each other the questions below to describe the characters you chose.
- 1 Is your character a man or a woman?
- 2 What does he / she look like?
- 3 What is his / her personality like?
- 4 What abilities does he / she have?
- 5 Do you remember something your character said?



2 Now, complete sentences in written form about the superhero you chose. Read the Language Box and follow the examples as a guide.

Physical Appearance and Personality
 She is a woman. She is brave.

Abilities

What He / She Said
 He said he was grateful.

Language

ideas they need to write their sentences. The examples are easy to follow, but you may possibly need to review the verb *to be* or the auxiliary *can* with your less advanced students. In that case, remind them that *am*, *is*, and *are* mean the same, but that they are the forms for *I*, *he / she / it*, and *they / we*, respectively; give them examples to remember we use them to say who we are, how we feel or look like, etc. On the other hand, *can* is used to express that you have the ability or possibility to do something (you could elicit from students things they know how to do and express them with *can*: *you can cook*, for example).

Answers: Students will answer according to the character they chose.

Language Box

Read the contents of the box with the class. If you think it is necessary, explain that we use *say* when we don't need to mention the person we talk to (say something), and *tell* if we want to mention the person we talk to (tell someone something). *Say* has the alternative form to mention the person using *to* (say something to someone) and *tell* always needs to mention the person we talk to.

Exercise 1

One way to do this exercise could be as a guessing game where the partner who is asking tries to guess the character. It might be helpful to go over the questions with the class before they start playing to make sure they understand them. You might also provide some sample answers as a guide. If your students are more advanced, encourage them to come up with extra questions of their

own. You can monitor the exercise, walking around the class, paying attention to students' oral production and providing help or clarifying doubts if necessary.

Answers: Students will answer according to the character they chose.

Exercise 2

Students have already made notes and mentioned orally the

Exercise 3

You may need to guide students to make the necessary changes to transform the sentences to direct speech. If necessary, encourage them to go to the information mentioned in the Language Box. You can invite volunteers to provide the answers.

- Answers:** 1 I am very grateful!
 2 It is the beginning of an unbreakable super friendship.
 3 I am the strongest man on Earth and have the ability of lifting heavy objects. 4 I can travel in time to help people escape from danger.

Language Box

Draw students' attention to the information in the Language Box and make a quick review of direct and indirect speech, so that students can convey that sentences in direct speech are the ones that are useful for their comic books. If you think it is necessary, review the changes that need to be made when going from one form of speech to another (pronouns, verb tenses, punctuation, etc.). You can review direct and reported speech in Unit 6 if necessary.

Media Resources

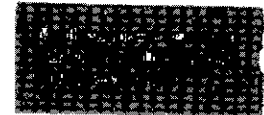
You can use the Poster Unit 7 in the Class CD for more practice with direct speech. Students could choose their favorite character in the poster and think of something they could say in a speech bubble.

3 Read the Language box and put what the characters said in the story you read on page 123 as they would appear in a comic.

Abravio told them she could travel in time to help people escape from danger.



Den Yok said he was very grateful.



1 I am very grateful!

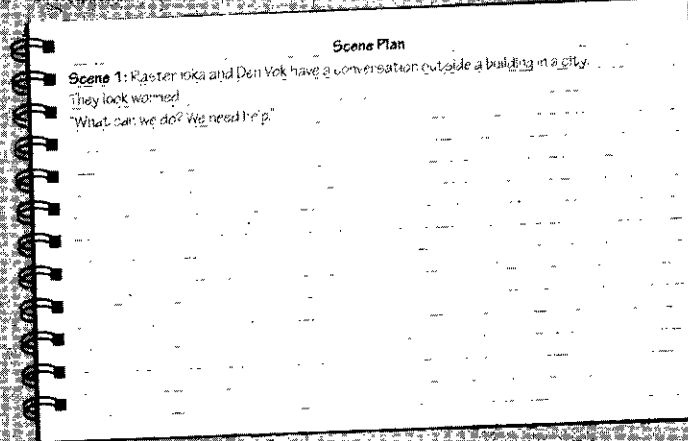
2

3

4

For your Final Product

4 Get together with your Final Product team. Go back to Exercise 5 on page 125 and add more sentences to your notes about what the characters will say in a speech bubble. Remember to use direct speech.



5 Now you have all you need to make your comic. Follow your scene plan and character descriptions to draw each panel. If possible, use your notebook or do it on construction paper and make sure your pictures show the actions and appearance of characters.



In Class

Make sure everyone has a job in the production of the comic strip. Some students are naturally more art-inclined than others, but that does not mean that only those students should participate. Other students can write the bubbles, captions, or descriptions of scenes. Some students can draw while others color. Emphasize the importance of inclusion and collaboration.

For your Final Product

Exercise 4

You may ask students to go over the description of each scene to decide what sentences best describe them. Remind them that it is important that the words match what is shown in the pictures. You may point out that the adjectives and adverbs they included in the descriptions will help them create the drawings.

Exercise 5

Students are now ready to make their Final Product comic. It is important to remind students that before drawing the panels, they should go over the descriptions of the scenes once more to make sure the whole story or the part they chose from the narrative text can be easily understood once they create the comic version.

Exercise 6

Students should study the sentence mentioned to review the correct use of commas. It is also important that students notice the three possible punctuation marks to end each sentence. Based on the example, students should draw a general conclusion about the use of the comma when listing different physical characteristics in a sentence. It would be a great idea to brainstorm different ideas and decide as a class the answer that best describes the rule.

Language Box

Refer students to the information in the box, so they can correct or confirm the rule that explains how to use a comma. To help students see how punctuation affects the meaning of sentence you can write the same sentence twice, with and without a comma.

You can also write further examples of sentences with a list of adjectives on the board and invite students to put the commas in the correct places.

Answer: Separate each characteristic from the next with a comma.

For your Final Product

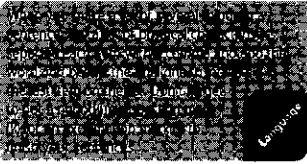
Exercise 7

You may want to explain to students that they should create a three-paragraph

Stage 4

6 Look at the sentences that describe characters and discuss what punctuation marks you need to use when you make a list of different physical characteristics in a sentence.

Den Volk was 30 years old. He had short black hair, a big smile, and brown eyes. He was tall, athletic, and very strong.



For your Final Product

Write your paragraphs in your notebook to complete your product. Answer each of the questions with complete sentences to form the paragraphs with the help of your comic and character cards.

Paragraph 1:
Describe the comic's characters.

Paragraph 2:
How did everything end?

The Adventure of Inspector Morlock

The main characters of my comic are Inspector Morlock, Miss, and the famous Inspector Morlock's friend.

Intermediate Assessment

8 Read the statements and check (✓) them. If you are sure you can do what is described.

- 1 I can write short sentences about physical appearance, abilities and personality of characters.
- 2 I can write speech bubbles with things that characters express.
- 3 I use punctuation marks in the sentences I write.

9 If you are not sure you can do the activities described in Exercise 8, go back and solve Exercises 1 to 7 by yourself. Ask classmates who are sure of answers to lend you their books and compare the exercises to clarify your doubts. If you need more guidance, ask your teacher for help.

Recreational and Literary

summary of the story they chose. This narrative will help their comic be easily understood. You can ask them to read the content of each paragraph and the sample text provided before they do the exercise. You may point out that it is important they have their character cards and comic at hand to make sure they include all the necessary information in the summary.

Intermediate Assessment

Exercises 8 and 9

Students will review all the aspects they learned in this stage. You can walk around the classroom and make sure they understand them. Remind students they can go back to previous exercises to check any aspect they do not feel sure about. Make sure advanced students help those less advanced and be ready to help them if they ask.

Closure

Closure

Final Steps

- 1 Work in pairs. Exchange the paragraphs your group wrote. Read them to check if your partner included all the elements in the checklist below.
 - The first paragraph includes the title of the story and the descriptions of the characters.
 - The second paragraph explains what happened and what the characters said.
 - The third paragraph says how the story ends.
- 2 If your partner points out something you forgot to include, correct your paragraphs and write a final version on a piece of paper. Paste your paragraph next to the comic you created.

Collect your evidence

- 3 Now that you read the story you selected and prepared a comic about it with the main events and characters, you are ready to show your work.

Socialize

- 4 Present your comic to the class. As you show them the scenes, read your paragraphs out loud for your classmates to understand the story better.
- 5 After all your classmates have finished, vote as a class for the three best comics in class.
- 6 As a class, review the winner comics and discuss if the places, the objects, the people, and the culture are similar or different to the ones you have in your community.
- 7 Discuss in groups.
 - 1 What was the thing you liked most about the comics the class voted as the best?
 - 2 What was the easiest and the most difficult thing about making a comic?

Self-assessment

- 8 Now that you created a comic from a fantasy or suspense text, say how well you developed it.

My Final Product	I think	My partner thinks
My comic had all the elements. There were clear pictures and dialogs correctly written in direct speech in the bubbles.		
I included the main events and the main characters of the story in the comic I made.		
I identified cultural differences from my text and compared them with my community.		

Socialize

Exercises 4 and 5

Students should decide on the participation of each member of the group before they make the presentation. Remind them they should listen to each group's presentation and show respect. You may carry out the voting process with a show of hands and write the results on the board.

Exercise 6

You can invite the winning team to come up to the front and show their comic and text to the class once more. Students should be encouraged to study the comic carefully to notice differences and similarities with their own culture.

Exercise 7

Try to encourage the discussion and exchanging of ideas and after some minutes you can invite some groups to share their answers with the class.

Final Steps

Exercise 1

This exercise fosters collaborative learning as students give each other feedback. You should remind them that the parameter to check the work is that they find in the paragraphs what is listed on the list provided. Be ready to help if needed.

Exercise 2

It might be useful to remind students that before they paste the edited version of the text they should double-check it.

Collect your evidence

Exercise 3

If you consider it helpful, go through the Final Product activities with students so that they visualize everything they did to accomplish making a comic.

Self-assessment

Exercise 8

Students can compare their answers to what their partner thinks so they can have a more realistic vision of their comic. Encourage them to be honest and objective.

Assessment

Formative Assessment

Exercise 1

Here, students have the opportunity to visualize their progress. They will answer the same questions from their initial assessment to check their evolution. Encourage them to value their effort and continue working on what is still difficult.

Peer Assessment

Exercise 2

This stage of the assessment is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students assess their performance. The discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on. Always encourage students to speak in English and be ready to help them achieve this purpose.

Assessment

Formative Assessment

- 1 Now that you have completed this unit, underline the activities you can do now that your first saw on the Opening. When you finish, compare your answers with those on page 113 and notice your progress.
- 1 Read fantasy and suspense stories in English.
 - a) I read them all the time.
 - b) I only read them in my mother tongue.
 - c) I never read stories.
- 2 Identify and describe characters and events in a story.
 - a) It is not difficult for me.
 - b) I can't identify them but I need help to describe them.
 - c) I don't know what a character or an event is.
- 3 Plan a sequence of events.
 - a) Yes, I have done it before.
 - b) It is difficult, but I can do it with help.
 - c) I have never planned one.
- 4 Write simple dialog lines.
 - a) I think it's easy.
 - b) I need a lot of help.
 - c) I am sure I can't do it.

Peer Assessment

- 2 Get together with classmates you worked with as a group during the unit and answer the questions to describe your teamwork performance. When you finish, write the aspects that you need to improve next time you work with other classmates.
- 1 Did all the team members take turns and listen to others attentively?
- 2 Did all the team members help to prepare for the presentation of the comic?
- 3 Did all the team members offer constructive and respectful feedback?
- 4 Did all the team members respect others' ideas and suggestions?
- 5 I need to improve _____

Evaluation Rubric

Evaluation Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with students, they can help them understand the assessment of their performance.

Instructions:

- 1 Determine and list the criteria to be graded and write them on the first column.
- 2 Describe in detail and write the first quality assessment for each criterion, starting with "Excellent".
- 3 Discuss the results with your students.

Criteria	Quality		
	Excellent	Good	Needs Improvement

Notes:

8

Social Learning Environment:
Family and Community
Communicative Activity:
 Exchanges associated with
 specific purposes.

Social Practice of the
Language: Talk about
 cultural habits of different
 countries.
Final Product: Conversation
 About Cultural Habits.

Student's Book	
Activities	Pages
Opening	134–135
<i>Provide different opportunities, so that students can:</i>	
• Determine what cultural habit they will talk about, based on common interests.	136–137
• Express their points of view.	
• Support their points of view with reasons, examples, and evidence.	
• Promote consensus.	
<i>Provide students with authentic opportunities to participate in conversations that are planned or spontaneous. Show students ways of exchanging proposals and opinions, so they can:</i>	
• Start conversations naturally (e.g. refer to a fact known by both speakers; bring up a previous exchange, etc.).	138–141
• Use expressions to repair a false start.	
• Expand their repertoire of words and expressions about cultural habits.	
• Recognize main character(s), secondary character(s), or incidental character(s).	
• Express and interpret proposals and opinions.	
• Distinguish between facts (things that can be proved) and opinions (things that cannot be proved), creating links to previous knowledge.	
• Interrupt another speaker appropriately and at appropriate times.	
• Exchange proposals and opinions.	
<i>Encourage students to participate in conversations and create the necessary conditions, so they can:</i>	
• Ask questions based on what has been said by another speaker.	142–146
• Recall proposals to answer questions asked by a speaker.	
• Modify questions according to the reactions of a speaker.	
• Monitor their own conversations and those of others.	
<i>Help students to recognize strategies used in a conversation and intervene to guide them, so they can:</i>	
• Engage others in a conversation.	147–149
• Detect information gaps when others participate.	
• Develop basic control of what is said in order to avoid information gaps.	
• Cause interest by using words and expressions that determine qualities or properties.	
• Verify the order of adjectives when using some of them to describe a single entity.	
• End a conversation with expressions that show politeness and cordiality.	
• Explain to others strategies used in a conversation.	
Closure and Assessment	150–151

Opening

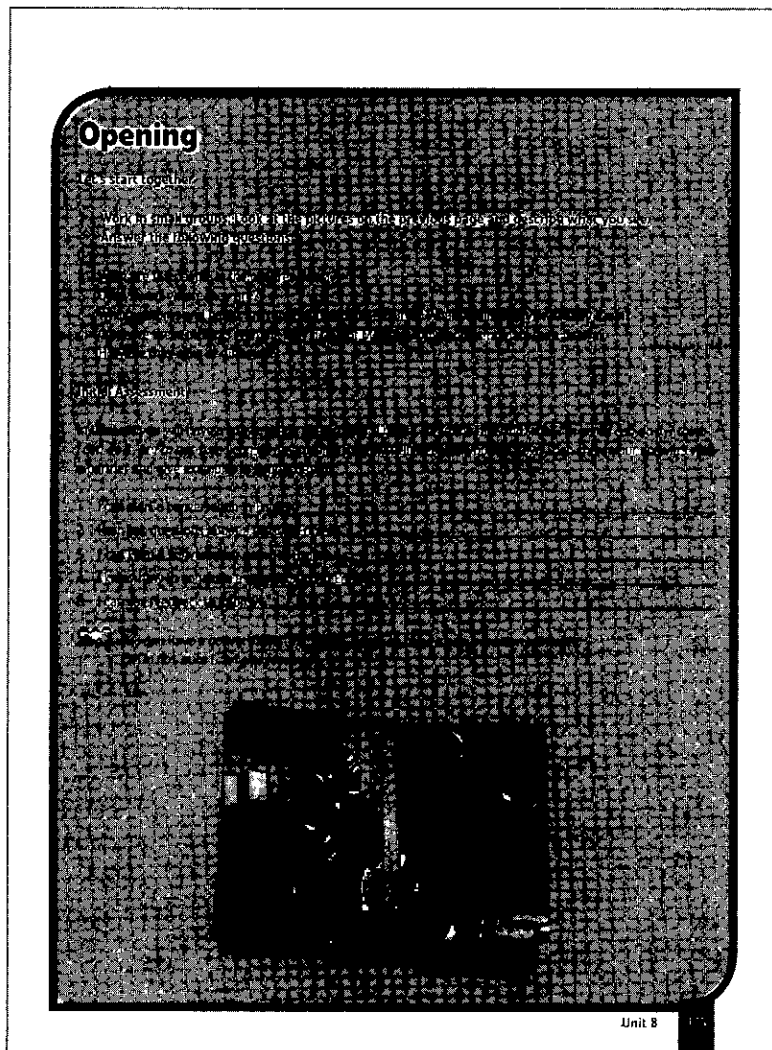
You may find useful to encourage students to review the four learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

Let's start together

As an introductory exercise, you may elicit from students what aspects they think the concept of culture encompasses. You can then draw their attention to the pictures to discuss them, and finally you could invite some students to share their answers with the class. Personalize the topic by having them discuss local festivals and their importance. Establish a respectful environment.

Initial Assessment

You can tell students that the Final Product of this unit will be having a conversation about cultural habits and then ask them to look and reflect on the abilities mentioned in the statements. They should answer as they think suitable, as a form of self-evaluation. You can point out the importance of recognizing their strengths and weaknesses to focus on the aspects they need to improve. They will have many opportunities to build up, practice, and improve until they have their final conversation.



Media Resources

Use Chapter 9 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 9 from the Class CD for further practice to start class discussions, and to support students' comprehension of the text.

Exercise 1

You could direct students to the pictures and before they even read the instructions to the activity, you could have students take turns describing what they see in the pictures.

You may use this activity as a warm up and to get to know which cultural habits your students are familiar with.

Suggested answers: A cultural habit are actions that are shared by people in a community.

Exercise 2

You might want to encourage students to do this activity individually first and elicit answers so you know if students are familiar with the term *cultural habit* and if the need any help getting familiar with it.

Exercise 3

It is important that students understand that this first listening exercise is only for them to identify what they are doing in the conversation. Tell them not to worry if they don't

Negotiate a topic for a conversation about cultural habits.

Development

Stage 1

Negotiate a topic for a conversation about cultural habits.

Development

- 1 Look at the pictures and discuss with a classmate what a cultural habit is and write it down in your notebook.



- 2 Read the Skills box and compare your answers to Exercise 1. Discuss with a classmate which other examples of cultural habits you know or even practice.

Cultural habits are experiences, actions and beliefs shared by a large number of people in a particular place in the world.

- 3 Listen to a conversation between students and discuss what they are talking about.



- A: They're talking about cultural habits.
B: I think they're deciding about what they will talk about.

- 4 Work in groups. Read the conversation you listened to in Exercise 3. Underline Jimmy's and Paola's opinions, and circle the expressions they use to agree or disagree.

Paola: What cultural habit can we talk about?

Jimmy: Why don't we talk about *piñatas*?

Paola: *Piñatas* sound like fun but ... In my opinion, they are not a cultural tradition.

Jimmy: I don't agree. In my community, they are very important for our traditional *posadas*. All the neighbours help make *piñatas* for the street parties. It's a big deal for us!

Pedro: I agree with Jimmy. But I have another idea. My family is from Oaxaca, we can talk about the *Guelaguetza*.

Jimmy: That's a good idea! The *Guelaguetza* is more than a celebration. You can see how people make *mole*, chocolate, or other traditional crafts like their famous embroidered clothes. There is a lot to say about people from Oaxaca in this topic.

Paola: Yes, and then we can talk about similar cultural habits in other countries.

Jimmy: I don't think so. I don't know much about other countries.

Paola: We can share what we know and read a little to have more information.

Jimmy: I think it is a good topic. Do you all agree?

Paola and Pedro: Yes!



Family and Community

understand every single word. If necessary, you can play the audio more than once.

Exercise 4

You may explain that the purpose of this exercise is to identify the opinions of each speaker and the ways they agree or disagree. Always remind them to go the Glossary section on page 152 to check the meaning of the highlighted words. Allow some minutes for

students to go over the text and underline.

Answers: Underlined: *Piñatas* sound like fun but ... In my opinion, they are not a cultural tradition. / In my community, they are very important for our traditional *posadas*. **Circled:** I don't agree, I agree with Jimmy, I don't think so.

5 Work in pairs. Share your own opinions about *piñatas* in traditional festivals. Do you agree with Jimmy or Paola?

A: I agree with Jimmy because piñatas are very important for festivals in my community.
B: I don't agree. I think just like Paola, piñatas are interesting, but they're not a cultural habit.

6 Look at the conversation in Exercise 4 again. Do they reach an agreement? What expressions do they use to reach it?

For your Final Product

Your Final Product for this unit is a conversation about cultural habits from different countries. To prepare for it, work in groups to brainstorm cultural habits that you all consider interesting. You could also research about other cultural habits from different countries. Write your ideas in your notebook.



Work in small groups and discuss to define the topic for your conversation. Give your opinions and use expressions to agree and disagree. Finally, decide on the topic you consider the most interesting.

Intermediate Assessment

9 Read the statements and write a number score according to how you performed during the conversation to decide a topic.

Aspects	MY Score
I could propose a topic and explain my reasons why we should use it.	
I used expressions to agree or disagree with the opinions of my partners.	
I listened to everyone's opinions and helped to reach an agreement.	

KEY: 1 I did this well. 2 I had some problems, but I did it. 3 I need to practice more. 4 I need help.

10 If you need help explaining your opinion, using expressions to agree or disagree, or reaching an agreement, you can go back to Exercise 4. Find more examples, and have your conversation again if necessary.

Reader Box

You could use this opportunity to read Chapter 9 of the Reader with your students, where they will find a comparison of some cultural habits of the US and Mexico.

Exercise 8

This is a good exercise to use the expressions they have identified so far. You may remind them that they can choose cultural habits from other countries as well, and look for information in different sources, like books, cultural magazines, the Internet, etc.

Intermediate Assessment

Exercise 9

This exercise is for students to self-assess their performance. You can ask them to compare their assessments in pairs and move to the next exercise if they need help.

Exercise 10

Ask students to go back to the conversation in Exercise 3. They can identify other useful expressions (such as *it's a good idea! We can talk about ... Why don't we talk about ...?*). Then they can also go back to Exercise 7 and have a new conversation to agree on a topic if necessary.

Exercise 5

In this exercise, students have opportunity to share their opinions and practice agreeing and disagreeing in a first approach. It is suggested that they read the model first.

Exercise 6

This activity will help students consider an expression to reach an agreement. They will need it for the moment they agree on a topic for their own final product.

Answers: I think it is a good topic.
Do you all agree? Yes!

For your Final Product

Exercise 7

Students should suggest topics they find interesting so that they engage better in the work they will be doing. They should also be familiar with the cultural habit or be interested enough to look for more information about it.

Exchange proposals and opinions to open a conversation. Development

Exercise 1

Students will be exposed to a conversation by reading the model out loud. You can get them into groups of three so each student can read the lines of one speaker. If necessary, ask them to go to the Glossary on page 152.

Answer: They are talking about the *Guelagueta*.

Exercise 2

The conversation in Exercise 1 is a model to start a conversation. Students will need expressions to greet, say the topic, and invite to participate. You can emphasize that everyone should give an opinion. You can also elicit other useful phrases for these purposes.

Answers: **Greeting:** Hi, guys!
Announce the topic: We agreed to talk about...
Make an invitation to participate: Who wants to start?

Skills Box

You can guide students to reflect that natural conversations do not start by going straight to the topic.

Exercise 3

This is a moment for students to reflect on ways to share their own opinions. Apart from the opinions from the text, you can elicit their own opinion about the *Guelagueta*.

Stage 2

Exchange proposals and opinions to open a conversation.

Development

- 1 **Work in pairs. Take turns reading this part of the conversation out loud. What topic from Stage 1 do they continue talking about?**

Paola: Hi, guys! Are you ready to talk about the topic we agreed? Who wants to start?

Pedro: We agreed to talk about the *Guelagueta* and other important indigenous festivals from other countries. I found ideas. I mean, I asked my family and they gave me some ideas. For the *Guelagueta*, we can talk about the state of Oaxaca in general, the dances, the costumes, the food ...

Jimmy: I don't mean to be rude, but in my opinion, the most important part of the *Guelagueta* are the dances. That is the main part of the event.

Paola: I'm not sure about that. The dances might be important, but I believe another really important part are the costumes. They only dance with specific costumes.

Pedro: Actually, I think you're right, Paola. Each costume has history and meaning. During the event they explain the importance of the costumes before they start the dances.

Jimmy: So, the fact is that costumes and dances are connected.


Pedro: That's right.

Paola: Can I add something here before we continue? I don't know if the costumes ... Sorry, what I meant to say is that I want to know more about the costumes!
- 2 **Look at the conversation in Exercise 1 and circle the expressions used to greet, present the topic, and make an invitation to participate. Compare your answers with a classmate.**

A good way to start a conversation is by greeting. Then refer to what you are going to talk about and invite others to participate. Make sure you let others talk.

Skills
- 3 **Work in pairs. Look at the conversation in Exercise 1 again and underline in different colors each person's opinion. Discuss with a classmate, what does each student say? Which expression does each one use?**
- 4 **Work in small groups to answer the questions.**
 - 1 Whose opinion is supported by a fact, Paola's, Jimmy's, or Pedro's? _____
 - 2 What is the fact? _____

Answers: **A:** I think that when Jimmy says "the most important part of the *Guelagueta* are the dances," that is an opinion, because it's his personal preference.
B: The part of "costumes and dances are connected" is a fact, because they explain it during the festival.



Family and Community

Answer: Jimmy: In my opinion, the most important part of the *Guelagueta* are the dances.

Paola: I believe another really important part are the costumes.
Pedro: I think you're right, Paola.

they can consolidate the difference between facts and opinions, so they use them for their conversation.

Answer: Pedro's opinion. The fact is that during the event they explain the importance of the costumes.

Exercise 4

This is a good moment to discuss the importance of supporting opinions with facts. Also, it is in this activity that

For your Final Product

Work with the topic you chose in Stage 1. Discuss as a team which sources of information you can use for your topic and choose one. You can use the sources in the box for ideas.

magazines • websites • blogs • ask people • (other sources)

Share your topic and your source with other teams and take turns exchanging opinions to help each other.

Think about some opinions you have about the topic and write them down in a table like the one below.

My Opinion	A Fact to Support It
I think the Guadalupe festival is an important festival.	The eight regions of the state of Oaxaca participate in the festival.

Use the source you chose from Exercise 5 and find facts to support each opinion from Exercise 7 and write them down in your table.

Work in pairs. Share your facts and opinions from Exercise 8.

Example: I think the Guadalupe festival is the most important celebration in Oaxaca because eight regions of the state participate in it all come to the capital of the state for the festival.

Intermediate Assessment

10 Circle the answer that best describes your participation in the conversation in Exercise 9.

	Always	Very Often	Frequently	Sometimes	Never
My partners and I opened the conversation, mentioned the topic, and invited others to speak.					
I gave my opinion.					
I supported my opinion with a fact.					

Unit 8

help students understand the explanations.

Exercise 7

It is useful that students read the examples before they complete the table with their own answers. It might be useful to elicit possible expressions to state an opinion and write them on the board as a guide (*I believe, I think, etc.*).

Exercise 8

Students may need assistance with writing the facts or understanding the difference between opinions (what we think) and facts (information we can verify in sources and that doesn't involve our opinion).

Exercise 9

This exercise provides a good opportunity for students to put into practice the different aspects about a conversation they learned previously. If necessary, ask them to go over their answers in Exercise 2. It will also be helpful to read the sample answer before starting their interaction.

Intermediate Assessment

Exercise 10

The students have started developing their conversation. This is a first step toward identifying their needs in order to improve. Use the next exercise to help them if necessary.

For your Final Product

Exercise 5

If you notice that students are having a hard time thinking of sources of information, you could elicit from the class the ones they used in the past week or weeks so they realize that they do have some sources available and that asking other people is actually one source of information, which they will see in the box of the activity.

Exercise 6

Remind students that receiving constructive feedback can help us realize mistakes or things we can change to improve the work.

ICT-Tips

Watching videos about different cultural habits can give students a better idea of what they involve. The suggested site includes videos with subtitles which can



Exercise 11

Encourage students to work with a partner if necessary. You ask more advanced students to help others identify useful expressions and ways to introduce opinions and facts.

Exercise 12

A good idea that will help visual learners is to draw a two-column table on the board with the headings *Correcting one's ideas* and *Interrupting politely* and invite volunteers to call out all the examples they find or can think of. Write them under the correct heading.

Answers: 1 To correct yourself and begin the idea again. 2 To interrupt someone politely.

Skills Box

This could be a good moment to talk about being respectful and polite. Elicit other ways to be polite: listen attentively, respect others' ideas, respect the cultures they are talking about.

Exercise 13

You can use this exercise to reinforce expressions to correct opinions or to interrupt someone in a polite way. You can add more examples, such as *I'm sorry, but ...*, and *can I just say something?*

Answers: To correct yourself: I mean. To interrupt politely: I don't mean to be rude, but

11 Discuss with a partner what you could do to improve all the aspects you didn't mark with a Yes in Exercise 10. Then write down the ones you decide to do.

12 Now look at part of the conversation from Exercise 1. Check (✓) the purpose of each expression.

Paola: Can I add something here before we continue? I don't know if the costumes ... Sorry, what I meant to say is that I want to know more about the costumes!

1 Sorry, what I meant to say is ...

- To correct yourself and begin the idea again.
- To interrupt someone politely.
- To greet.

2 Can I add something here before we continue?

- To correct yourself and begin the idea again.
- To interrupt someone politely.
- To greet.

To interrupt politely, raise your voice a little bit to be heard but do not shout or be disrespectful. Try not to interrupt in the middle of an idea; wait until the person completes a point.

Skills

13 Work in pairs. Look at the conversation from Exercise 1 again. Underline one more expression to interrupt politely, and one more to correct yourself.

Paola: Hi, guys! Are you ready to talk about the topic we agreed? Who wants to start?

Pedro: We agreed to talk about the *Guelaguetza* and other important indigenous festivals from other countries. I found ideas. I mean, I asked my family and they gave me some ideas. For the *Guelaguetza*, we can talk about the state of Oaxaca in general, the dances, the costumes, the food ...

Jimmy: I don't mean to be rude, but in my opinion, the most important part of the *Guelaguetza* are the dances. That is the main part of the event.

Paola: I'm not sure about that. The dances might be important, but I believe another really important

part are the costumes. They only dance with specific costumes.

Pedro: Actually, I think you're right, Paola. Each costume has history and meaning. During the event they explain the importance of the costumes before they start the dances.

Jimmy: So, the fact is that costumes and dances are connected.

Pedro: That's right.

Paola: Can I add something here before we continue? I don't know if the costumes ... Sorry, what I meant to say is that I want to know more about the costumes!

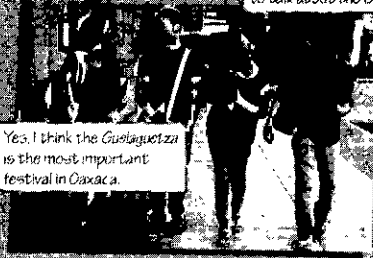
For your Final Product

14. Work with your Final Product team on the topic you chose. Go to page 139 and remind yourselves of greetings and ways to present the topic and look up more ways to do both things, if necessary. Then take on the opinions and facts from Exercise 8 on page 139 and have them close to you. Each member present the topic you want to discuss and exchange opinions about cultural habits of different countries with your team.

Hi, everybody! It's time to talk about cultural festivals.

Yeah, let's get started. We agreed to talk about the Guataguetza.

Yes, I think the Guataguetza is the most important festival in Oaxaca.



Intermediate Assessment

15. Work in pairs. Answer the questions together to evaluate your progress.

Questions	Answers
1. What ways to open a conversation about an agreed topic can you mention?	
2. What did you learn about expressing points of view with facts and opinions?	
3. How can you interrupt politely or restart your idea if you make a mistake?	

16. If you are not sure you can answer the questions, go back and review the exercises.

1. To review different ways to open a conversation about an agreed topic, go back to Exercise 2.
2. To review how to express points of view with facts and opinions, go back to Exercises 3 and 4.
3. To review ways to interrupt politely or restart an idea when you made a mistake, go back to Exercise 12.
4. If necessary, ask your teacher for extra help.

Media Resources

For further practice talking about cultural habits, you can use Poster Unit 8 from the Class CD. Students may look at the pictures, choose one country and exchange in pairs some of the festivals, clothing, and meals they see.

Intermediate Assessment

Exercise 15

This is a collaborative exercise for students to help each other to recap the important aspects they have learned so far. After some minutes you may invite pairs to share their answers with the class. This is a good opportunity for students who need reinforcement to go back to some exercises in this unit to revise specific learning points they do not feel sure about.

Exercise 16

The improvements they are making to their conversations are cumulative; so, it is important for students to review and incorporate information little by little. As not all students will have the same problems, you might want to get them into teams and have them decide what to review. If they have problems deciding, you can help them by using your notes on their performance.

For your Final Product

Exercise 14

The more opportunities students have to practice, the more confident they will start feeling. It would be useful for them to go over all the aspects they learned before they start interacting. The sample conversation provided should also be a guide. You may elicit from students what the first

thing is (greeting and introducing the topic). Remind students to use the facts and opinions they collected in the table from Exercise 6 in order to share them. You may wish to monitor this activity walking in the room, paying attention to students' oral communication, and make notes, if necessary, of common mistakes or aspects that need to be reviewed.

Ask and answer questions to go deeper in a conversation. Development

Exercise 1

Before playing the audio it might be useful to explain to students that they will learn about a cultural habit called *Pow Wow* and write the words on the board, as they are probably unfamiliar to them. You could suggest that students close their books to try to gather as much information as possible without looking at the script. It would be helpful for students to listen to the conversation more than once and make some notes to help them remember the facts mentioned. This is a good opportunity for them to check the information they may have not understood in the listening before, as now they have the chance to resort to the Glossary section on page 152. You can then invite some volunteers to share what they think about this celebration with the class.

Exercise 2

If you think it might help students that are more visual learners, you could ask them to write the questions in their notebook or on the board. This exercise helps them understand how questions work to keep a conversation going and to go deeper into the topic discussed.

Answers: 1 What is a *Pow Wow*, Laura? To ask about the cultural event. 2 What do you mean by *Native American*? To clarify the meaning of an expression. 3 And how do they celebrate? To ask about

Unit 8 Stage 3

Ask and answer questions to go deeper in a conversation.

Development

1 Listen to the second part of the conversation about indigenous festivals. Discuss: Why do they say that it is similar to the *Guelagueta*?

Laura: Hello my friends. As we agreed, I will tell you about a cultural habit I discovered, the *Pow Wows*. I went to one in Phoenix, Arizona. My cousin, who lives there, invited me last summer.

Pedro: What is a *Pow Wow*, Laura?

Laura: It's a festival where Native Americans, their families, and friends get together to celebrate their culture.

Ana: What do you mean by *Native American*?

Laura: The first Americans ... the people who inhabited the USA when the Europeans arrived.

Ana: You mean Americans of indigenous origin.

Laura: That's right.

Mario: I see. And how do they celebrate?

Laura: They sing and dance.

Pedro: So, it's a day when Americans of indigenous origin meet to sing, dance, and pay tribute to their culture.

Laura: Exactly. That's why it's called a *Pow Wow* ... the word means *meeting*.

Mario: And who organizes a *Pow Wow*?

Laura: *Pow Wows* are organized by committees that work hard for weeks before the event.

Mario: And where do they get together?

Laura: In different places. Generally, wherever there are people who belong to the Native Nations.

Mario: And when does the ceremony actually start?

Laura: Well, the ceremony begins with the Grand Entry: A parade of the Native Nations veterans carrying various flags including Tribal flags.

Ana: Who attends a *Pow Wow*?

Laura: Usually anyone, but there are strict rules. Alcohol is strictly forbidden on the reservation territory, and you have to ask permission to take photographs or videos.

Ana: Why do you need permission?

Laura: Because some elders consider it disrespectful.

Pedro: What an interesting celebration! It's a bit like the *Guelagueta*.

2 Work in pairs. Read the conversation from Exercise 1 and underline the questions. What is the purpose of each question?

Remember that to ask for information and details in a conversation, it is helpful to ask questions with *when, where, what, why, how, and who*.

Skills

Family and Community

p. 152

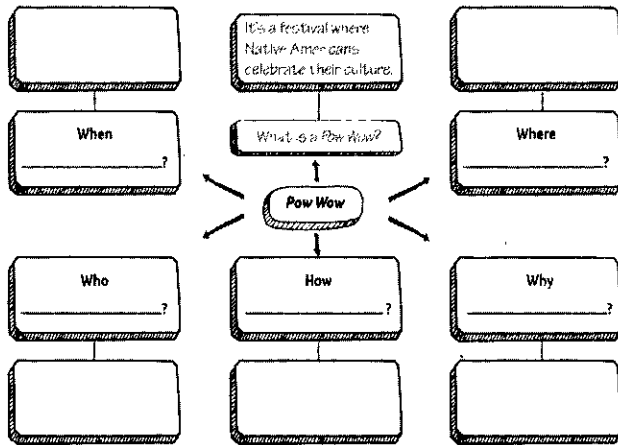
the way it is celebrated. 4 And who organizes a *Pow Wow*? To ask about the people that organize the event. 5 Who attends a *Pow Wow*? To ask about the people that go to the event. 6 Why do you need permission? To ask about the reason you need permission to take photos or videos.

Skills Box

After students read the contents of the Skills box, you can encourage them to provide the

examples they underlined in Exercise 1 where they identified questions made with question words. You can give some additional examples of information questions using question words, and elicit some from the students in your classroom, to remind them that they use question words to ask for information and details in a conversation.

3 Work in small groups. Complete the questions in the graphic organizer. Then answer them with information from the conversation in Exercise 1. Finally, take turns practicing asking and answering these questions.



Answers: When does the ceremony actually start? The ceremony begins with the Grand Entry. Where do they get together? In different places. Generally, wherever there are people who belong to the Native Nations. Who organizes a Pow Wow? Pow Wows are organized by committees that work hard for weeks before the event. How do they celebrate? They sing and dance. Why do you need permission to take photos? Because elders consider it disrespectful.

Language Box

It might be useful to elicit all the question words students have learned so far and write them on the board prior to reading the information mentioned in the Language Box. You could ask students to provide an example of each one to make sure they remember their meaning. Next, students can read the questions they previously underlined to analyze them. You may elicit some examples from the class after they read the explanation.

Media Resources

To practice asking questions for details, you can use Poster Unit 8 in the Class CD. You may encourage students to ask questions about things in the pictures they would like to know more about.

Exercise 3

One way of doing this activity is as a game where students challenge each other to see how much they remember about the celebration. First, students should read the text and then write some *Wh-* questions. Next, for oral practice, students should close their books and take turns asking and answering the questions they

wrote. They can decide how many points they get for each correct answer and then work out the total score. As this exercise is to practice asking and answering questions, you might find it useful to walk around the room to detect common errors or things that need to be clarified later. For example, you might need to remind students to ask questions with a correct rising intonation.

For your Final Product

Exercise 4

Students could do this exercise on a sheet of paper as portfolio evidence. You may tell them that they can go over the questions about the *Pow Wow* celebration in Exercises 2 and 3 as a guide. If you feel it is necessary, you can have them prepare possible answers too. This can make them feel more comfortable during their conversations.


Exercise 5

You can suggest underlining the questions and sentences referred to in this exercise for a better visualization. Students should discuss for some minutes and then you may invite volunteers to share their answers with the class.

Answers: 1. What do you mean by *Native American*? 2. You mean Americans of indigenous origin. 3. To confirm he understood.

Skills Box

Be ready to provide examples of how to rephrase either when listening or when speaking to someone, so that students fully understand the concept. You could also write some sentences on the board about a certain cultural aspect and invite students to ask questions or rephrase them to confirm that they understood them.



For your Final Product

Work in pairs. To get ready to participate in the conversation about cultural habits, prepare some questions you would like to ask your partners. Use Exercise 4 as a model.

When Ana has the conversation ...


5 Work in pairs. Read an excerpt from the conversation in Exercise 1 and discuss the questions.


Pedro: What is a *Pow Wow*, Laura?
Laura: It's a festival where Native Americans, their families, and friends get together to celebrate their culture.
Ana: What do you mean by *Native American*?
Laura: The first Americans ... the people who inhabited the USA when the Europeans arrived.
Ana: You mean Americans of indigenous origin.

Laura: That's right.
Marlo: I see. And how do they celebrate?
Laura: They sing and dance.
Pedro: So, it's a day when Americans of indigenous origin meet to sing, dance, and pay tribute to their culture.
Laura: Exactly. That's why it's called a *Pow Wow* ... the word means *meeting*.

- 1 What question did Ana use to ask something she didn't understand?
- 2 What expression does Ana use to confirm she understood Laura's explanation about what *Native American* is?
- 3 Why do you think Pedro repeats in his own words what Laura explained?

In conversations, as a listener it is good to say in other words what you hear to make sure you understood. You should also ask for clarification if you don't understand. As a speaker, you can rephrase information or explain it using different words. Try to give examples or extend details so everyone understands.





Family and Community

In Class

When talking about a tradition from a different culture, such as the *Pow Wow*, you can take a minute to discuss with students how cultural diversity enriches humanity. Remind them that some traditions and cultural habits are difficult for us to understand, but we should to show respect and tolerance.

For your Final Product

Exercise 7

Students could do this exercise on a sheet of paper as portfolio evidence. Now that students have practiced some phrases and strategies they are ready to integrate them for their Final Product. It would be a great idea to encourage students to think on ways to start a conversation so they can start planning their conversation in the organizer. If you consider it necessary, let students go back to the previous exercise to check the opener so they can use it as a model to write their own. You might need to remind them that this is only a rough plan, but they will adapt it during their real conversations.

Stage 3

6 Work in pairs. Have a conversation about the cultural habit from Exercise 1. Ask for clarification when you don't understand and repeat what you hear in your own words to confirm understanding. You can use the conversation in the organizer as a guide.

Hi! Are you ready to talk about festivals? Do you want to start?

What do you mean by showcases?

Oh, like in a market.

When is the festival celebrated?

showcases

stands

p.152

For your Final Product

7 Work in pairs. Invite others to ask questions to get more information and to ask for clarification when necessary. Use the organizer to prepare for the conversation before starting. Talk about the cultural habit you chose.

Unit 8 117

Exercise 6

It might be useful for students to go back to the text in Exercise 1 and read it again before they start their dialogue. You should also ask them to read the examples as a guide. To get them started you could elicit some ways to start the conversation and write them on the board (*Hi!, Hello! We agreed to talk about, etc.*). You may encourage

students to use a variety of expressions to ask for clarification, so that they do not stick to the same (*What do you mean by ...? Excuse me, what is a / an ...? Sorry, but when you say ... do you mean ...?*) Remind them that they can go to the Glossary section on page 152 to clarify the meaning of the highlighted words.

Exercise 8


In this exercise, students will continue working on their Final Product conversation. You may encourage them to include some examples of how to ask for clarification so that they remember them when carrying out their conversation. Now students have more tools to carry out their conversation about cultural habits. You can remind them to have the initial table with opinions and facts at hand to guide them throughout the conversation if they need it. Always remember you can make notes on aspects that students seem to find difficult to review them later.

These activities may be hard for shy students. It is a good idea to compliment and encourage these students.

Intermediate Assessment

Exercise 9

This activity is for students to assess their performance and also provide their classmates with feedback. You may explain that whenever their answer is in the "Needs improvement" column, they can discuss with their partner what they should have said or done in each case. This will foster collaborative learning. If necessary, guide students through specific activities they did in this unit that relate to the aspects they need to work on.



Work in groups and make your conversation trying to apply these tips. Remember to use the information you have added in previous stages.

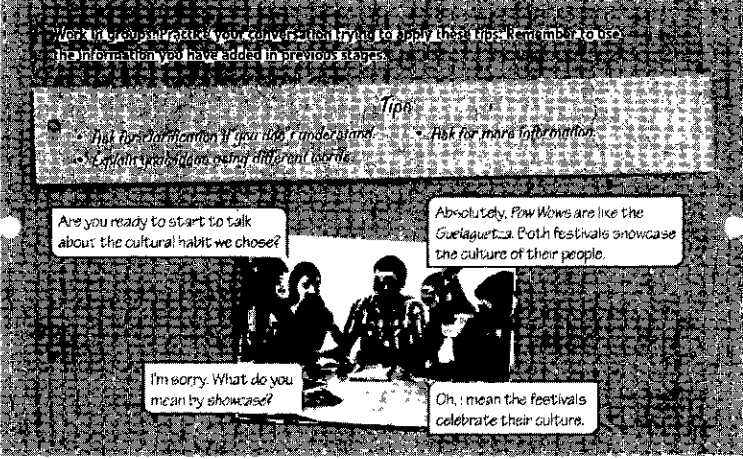
Tip

Ask for clarification if you do not understand.

Explain explanations using different words.

Tip

Ask for more information.



Are you ready to start to talk about the cultural habit we chose?

Absolutely. Pow Wows are like the Guelaguercia. Both festivals showcase the culture of their people.

I'm sorry. What do you mean by showcase?


Oh, I mean the festivals celebrate their culture.

Intermediate Assessment

9 Work in groups. Discuss each aspect and circle the best description of your performance during the conversation.

Aspect	Very good	Good	Needs improvement
1 Starting	We greeted, mentioned the topic and invited others to talk.	We greeted, mentioned the topic or invited others to talk, but not all of them.	We did not greet, mention the topic, nor invited others to talk.
2 Interrupting	We interrupted with polite questions when the idea was finished.	We are not sure we interrupted politely when necessary.	We did not interrupt, even if necessary, or we were not polite.
3 Mistakes	We corrected our mistakes and continued.	We continued but did not correct our mistakes.	We could not continue after a mistake.
4 Clarification	We asked for clarification and received an answer.	We asked for clarification, but the answer was not clear.	We could not ask for clarification when necessary.
5 Asking questions	We asked questions to continue the conversation.	We asked some questions to continue the conversation.	We forgot to ask questions to continue the conversation.

10 If you need help asking questions and clarifying information, you can go back to the Exercises 3 and 6. You can use the examples to create more questions of your own.



Family and Community

Exercise 10

Students most commonly have problems making questions of their own. They might need more practice in this aspect, that is why it is suggested they go back to the exercises, analyze the model, and review the questions they want to ask during their conversations.

Use strategies to keep going and conclude a conversation about cultural habits.

Development



Stage 4

Use strategies to keep going and conclude a conversation about cultural habits.

Development

- 1 Work in pairs. Listen to the second part of the conversation on page 142. Share the most interesting facts you learned and something you would like to know more about.

Laura: Of course, Pedro, the *Pow Wow* festival is a lot like the *Guelaguetza*. You're from Oaxaca. Why don't you tell us about the *Guelaguetza*?

Pedro: Well, it's ...

Mario: Sorry to interrupt, but what is the *Guelaguetza*?

Pedro: It's an **annual, indigenous, cultural** event in Oaxaca. In my opinion, it's probably the most **important, oldest**, and most **colorful** dancing fiesta in Mexico.

Ana: I totally agree.

Mario: And what does *Guelaguetza* mean?

Pedro: It's a Zapotec word that means to *share* or *give* ...

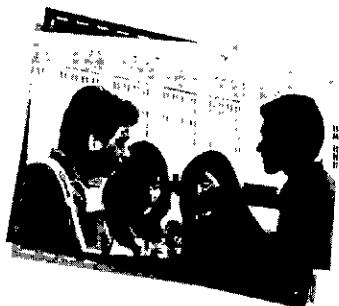
Ana: Hey Laura, you're too quiet. Don't you want to ask something?

Laura: And where's the celebration?

Pedro: The **largest, local** event takes place on the Cerro del Fortín in the city of Oaxaca. Hundreds of people climb the **wide, steep** stairwell to witness the celebration. Then, each region presents its most valuable, local traditions, and heritage through music, dances, songs, and costumes.

Laura: That sounds a lot like the *Pow Wow* dancing and singing shows.

Ana: Yes, but I prefer the traditional dances of Oaxaca. I really like the Pineapple Flower Dance. The women wear these **gorgeous, multicolored, regional, woolen** dresses ...



Pedro: Yeah! And the men wear these **huge, heavy, colorful** plumes for the Feather Dance.

Ana: Like the colorful feathers and handmade jewels of the Native Americans.

Laura: All these sound amazing!

Mario: Yes, it does. Thanks Laura for sharing about the *Pow Wow*. And Pedro, thanks for telling us about the *Guelaguetza*.

Pedro: You're welcome.

Ana: So far, we learned about two cultural habits.

It was great. Tomorrow we can continue with more cultural habits. See you!

All: Bye!



To keep a conversation going, remember to ask questions to get more information and show interest. It is also a good idea to add comments with other facts you know or opinions. When someone is too quiet, try to include the person and invite him / her to participate. Close the conversation by thanking everyone, making a positive comment, and saying farewell.

Skills

Unit 8

In Class

When learning conversational strategies, teachers can make them closer to their students' real life in order to make knowledge meaningful. For example, you can ask them how they feel when they are interrupted rudely, when they feel nobody is paying attention to them, when they feel insecure and can't find a moment to participate, etc. In this way, you can help students personalize information and become aware of what the point of acquiring these conversational skills is.

Exercise 1

As an introductory activity you could ask students what they already know about the *Guelaguetza* and write the information they provide on the board. Students can check whether the things they mentioned appear in the conversation. Volunteers can share with the class what they consider to be the most interesting information they learned about the celebration.

Remind students that they can go to the Glossary section on page 152 to check the meaning of the highlighted words.

Skills Box

If you consider it might help students work better, you may ask them to read the contents of the Skills box before doing Exercise 2. The point is to make sure students are aware of how to keep a conversation going and close it properly.

Exercise 2

You can get students started by identifying the first item in the list with the class. They should be able to provide the answer quite easily as they have already learned questions to ask for details in the previous stages. You may bring the class together by inviting volunteers to call out the answers.

Answers: 1. What is the *Guelaguetza*? What does *Guelaguetza* mean? Where's the celebration? 2. Hey, Laura, you're too quiet. Don't you want to ask something? 3. So far, we learned about two cultural habits. It was great. Tomorrow we can continue with more cultural habits. See you!

Exercise 3

One way to do this exercise could be to ask students to cover the text in the Language box before they discuss the function of the underlined words. Students should notice the words are used to describe qualities of the people or things. Discuss with them how this could be useful if they struggle to continue their conversation or to answer the questions that their classmates ask.

Language Box

You can point out that adjectives that describe opinions or attitudes usually come first, before more factual ones, for example the color of something. Invite students to describe the

Stage 4

2 Work in groups. Go back to the conversation in Exercise 1 and find an example for each situation.

- 1 A question to ask for more information or details. _____
- 2 A way to invite someone to participate. _____
- 3 A polite way to close the conversation. _____


3 Work in pairs. Go back to the conversation in Exercise 1 and look at the underlined words. Discuss what they are used for.

Language Box

4 Use the words in the box to describe the *Guelaguetza* festival in your own words.

For your Final Product

Work in pairs. Think about words you can use to describe some of the elements related to the cultural habit you chose. Describe them to your partner using descriptive words.



Family and Community

cultural habits they selected as completely as possible.

during the dances. They design gorgeous, colorful costumes.

Exercise 4

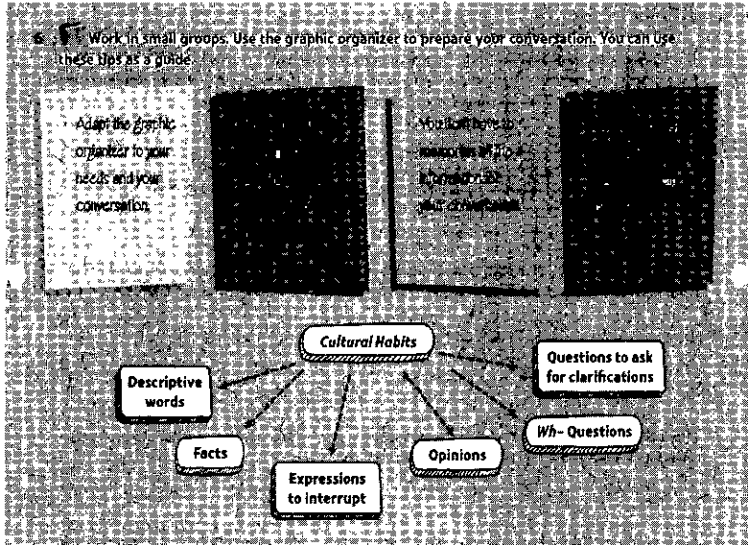
Invite students to describe what they read or know about the *Guelaguetza*. Encourage them to use more adjectives than those provided.

Suggested answers: It's the oldest traditional festival in Oaxaca. They wear heavy, colorful costumes.

For your Final Product

Exercise 5

This activity invites students to incorporate descriptions to their conversations. They can start by asking the questions they prepared in the previous Stage and try answering them by using adjectives when necessary.



Intermediate Assessment

7 Work in small groups. Read and discuss the questions. If you are not sure of your answers, you can go back to review previous stages.

- 1 What strategy did you use to start the conversation?
- 2 What strategy did you use to interrupt the conversation?
- 3 What strategy did you use to invite someone to participate?
- 4 What strategy did you use to end the conversation?

8 If you need more practice before your conversation, you can role-play the conversation in Exercise 1. Listen again if necessary.

Unit 8

share what they learned. It is a useful way to check the information in their organizers from Exercise 7 and make sure they included everything they learned. You should remind students that they can go back to the exercises indicated to clarify doubts.

Exercise 8

If you consider it helpful, students could listen to the conversation again paying special attention to pauses and changes in the tone of voice. While listening, encourage them to do some marks in the text to remind them what to do. Don't forget to make notes on your students' performance so you can provide them with constructive feedback.

For your Final Product

Exercise 6

This is a recap exercise for students to put together all the strategies and useful phrases they have learned in this unit. You could get students started by eliciting some examples for each category in the organizer. Students should go back to the exercises throughout the unit to identify each of the aspects to be included in the organizer.

You may want to remind them to read the tips provided. These tips should help them feel more confident and prepared for their conversation. You may use this opportunity to encourage and reassure shy students.

Intermediate Assessment

Exercise 7

This exercise fosters collaborative learning as students help each other and

Closure

Final Steps

Exercise 1

This exercise is for students to prepare themselves for the final conversation. Suggest that they have their organizers from Stage 4 at hand and read the instructions carefully before starting the rehearsal stage.

Exercise 2

They should always be reminded of the importance of giving constructive feedback. Students can go over what they learned to make comments to help their partners' performance. Allow some time for students to make their notes.

Collect your evidence

Exercise 3

Based on the feedback they received, students can go back to different stages and make notes, practice, rehearse, or prepare what they need in order to improve their performance at different moments. You can direct specific students to specific activities in the For your Final Product or Intermediate Assessment sections.

Socialize

Exercise 4

This is the final stage of the Final Product. It is important that students remember the feedback they received to improve their performance. You may point out that they should

Closure

Final Steps

- 1 Work in groups of four. Practice your conversation on cultural habits with the help of everything you have practiced in this unit. If you are not sure of who can start or who will continue, you can follow the guidelines below. When you finish, take a different role if possible, so that everyone can practice.

Student A can start and close the conversation and describe the cultural habit he / she chose in Stage 1.	Student C can agree or disagree.
Student B can politely interrupt to add information or ask for clarification.	Student D can give opinions.
Students B, C, and D can also ask questions.	
- 2 After the conversation, give each other feedback on what you can improve according to what you have learned and practiced during the unit. You can write a list of things you can improve.

When you have a question, you should be more polite. You can say, "Sorry to interrupt."

Collect your evidence

- 3 Check that you are prepared to have a conversation with different partners. Go back to previous stages and review based on the feedback you received in Exercise 2.

Socialize

- 4 Work in groups. Have a conversation with different partners about the cultural habits you selected.
- 5 Discuss in groups.
 - What did you learn about the cultural habits your classmates shared?
 - Was it difficult for you to participate? Why?

Self-assessment

- 6 Now that you have participated in a conversation about cultural habits, reflect about your performance and write your conclusions.

My Final Product	Conclusions
I used the strategies I learned to have my conversation.	
I shared facts and opinions about cultural habits.	
I asked questions to continue the conversation and answered when someone asked a question.	
I interrupted politely and asked for clarification if necessary.	
I applied the feedback I received from my classmates.	

be attentive listeners and show respect during the conversation.

Exercise 5

Now students can exchange the information they learned from their classmates and also share achievements and difficulties.

Self-assessment

Exercise 6

In this stage of the assessment, students should focus only on

the Final Product. This exercise requires students to reflect on their performance. Again, point out the importance of being honest to realize where they need to improve.

Assessment

Assessment

Formative Assessment

1 Answer the questions with *I'm sure I did it, I think I did it, or I'm sure I didn't do it* according to your performance during the unit. Then share your answers with a partner and give examples to support them.

- 1 I started a conversation in English. _____
- 2 I asked questions about a topic in English. _____
- 3 I kept a conversation going in English. _____
- 4 I knew how to conclude a conversation. _____
- 5 I used feedback to improve. _____



A: We had a complete conversation in English about the Guelaguetza and the Pow Wow.
B: We stopped for a moment, but then I asked a question.

2 Now compare with your answers on page 136. Discuss with your partner your progress during this unit and something you still need to improve.

Peer Assessment

3 Get together with classmates you worked with during the unit. Check (✓) the things you think you accomplished as a team. Add more things you did well as a team.

During our conversations ...

- We invited everyone in the group to participate.
- We listened respectfully to our partners' opinions.
- When we needed to ask something, we interrupted politely.
- We showed respect for the different cultural habits we discussed.
- We used what we learned during the unit to give feedback.
- Other: _____

4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

Unit 8

Peer Assessment

Exercise 3

This assessment is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way before students assess their performance. The final discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on. You may monitor this exercise, listening to groups discuss and paying attention to the achievements and needs they mention. As often as possible, encourage students to speak in English and be ready to help them achieve this purpose.

Exercise 4

This final assessment is at class level. Bring the whole class together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance when students know they have to improve, but do not know exactly what strategies need to be implemented.

Formative Assessment

Exercise 1

Here, students will assess their own performance based on their starting points. In order to do that, you can explain to students how important it is to reflect and give honest answers as this will help them identify their achievements and areas of improvement. Encourage them to discuss their

answers, as their partners may have noticed different examples.

Exercise 2

Guide a discussion about their improvement from the starting point and what they still need to work on. It might be a good idea for students to write down any tips or suggestions they receive, so they can use them in the future.

Rating Scale

A Rating Scale is a set of categories to elicit information about a student's characteristics, qualities, or aspects, measured using a numeric or graphic scale. This is an individual evaluation.

Instructions:

- 1 Write the aspects (a competency, attitude, ability) to be evaluated in the heading section.
- 2 Write the indicators to be evaluated in spaces 1 to 10.
- 3 Assign a value for each indicator by checking the Rating Scale values. Then add them up to obtain the students' average.

Key: 5 is the highest value and 1 is the lowest

Rating Scale						
Student's Name:						
Teacher's Name:				Date:		
School's Name:				Group:		
	Criteria	5	4	3	2	1
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total:	/ 10					

Notes:

Social Learning Environment:
Academic and Educational
Communicative Activity:
Handling information.

Social Practice of the Language: Write agreements or disagreements to participate in a debate on a controversial topic related to art.
Final Product: Debate.

Student's Book	
Activities	Pages
Opening	153–154
Coordinate students so they can:	
<ul style="list-style-type: none"> • Review and select texts on controversial art topics. • Recognize textual organization and graphic components. • Determine purpose and addressee of the debate. • Detect the points to be debated. • Evaluate the reasoning behind the points being debated. • Develop a proposal of their own. • Praise others and encourage them to do the task. • Contrast their conclusions with others. 	155–159
Promote activities that allow students to:	
<ul style="list-style-type: none"> • Identify key ideas that support and conflict with a personal position. • Make connections between a personal position and information that supports or conflicts with it. • Recognize expressions to express supporting or conflicting arguments or opinions on a topic. • Point out information that supports or conflicts with a personal position. • Share opinions about texts read. 	160–164
Offer models that enable students to:	
<ul style="list-style-type: none"> • Select information to write agreements or disagreements. • Organize information that supports or conflicts with a personal opinion. • Write statements to express arguments in favor or against. • Evaluate the use of passive voice, pronouns, and the possessive genitive to write clear and understandable statements. • Paraphrase or choose information that expands, exemplifies, and explains arguments. • Recognize the importance of synonyms and connectors in paraphrasing. • Use emphatic words or expressions, or nuances for agreements or disagreements. • Promote consensus. 	165–167
Contribute with your experience, so that students can:	
<ul style="list-style-type: none"> • Use neutral language. • Involve others to participate in a debate. • Ask for clarification or repetition, or offer help to improve communication. • Give feedback and summarize comments. • Evaluate their own performance and that of others. 	168–170
Closure and Assessment	171–172

Opening

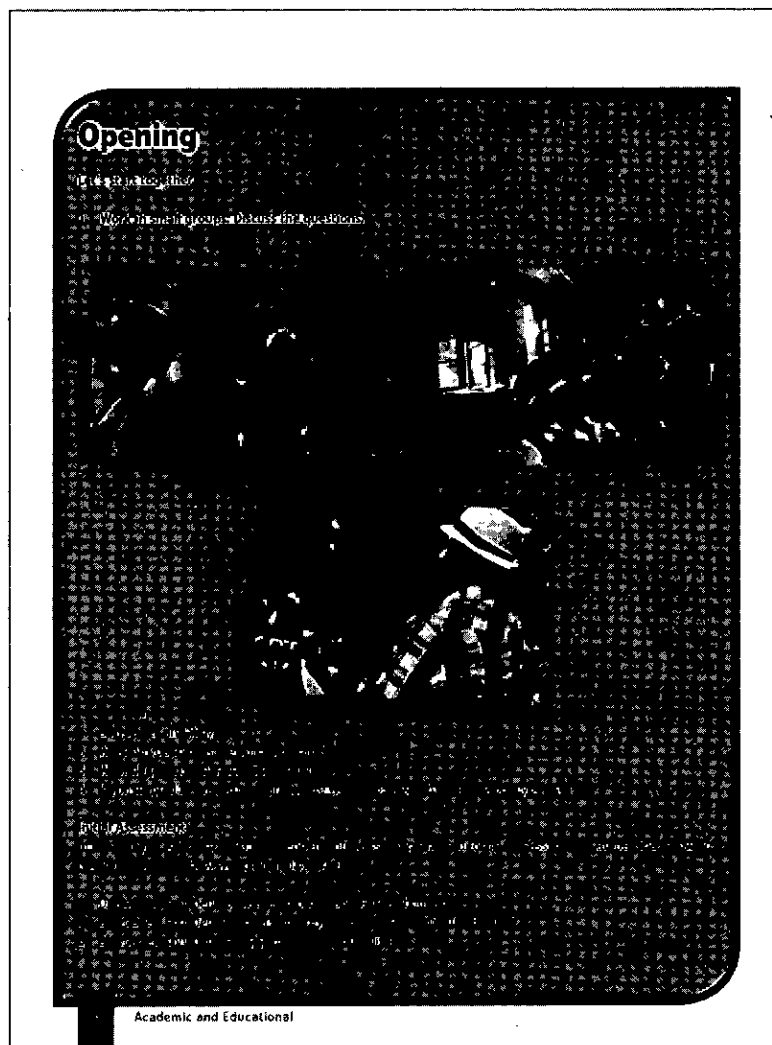
You may find useful to encourage students to review the four learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

Let's start together

Allow some minutes for groups to discuss the questions and encourage them to look at the pictures. You can invite them share their answers and explain the reasons for their choices.

Initial Assessment

You can tell students that the Final Product of this unit will be participating in a debate on arts and then ask them to look at the questions and reflect on what is mentioned in them. They should answer what they think suitable, as a form of self-evaluation. You can point out the importance of recognizing their strengths and weaknesses to focus on the aspects they need to improve.



Development

Stage 1

Review a topic of interest in several sources.

Development

- 1 Read the different forms of art and discuss in pairs the ones you know, the ones that interest you, and the ones that don't. Explain why.



- 2 Read the definition of art and look at the forms of art in Exercise 1 again. Discuss the questions in pairs.



- Are all of them forms of art? Why?
- Are there any other forms of art that you know? Which ones?

Unit 9

any vocabulary doubts using the context. You could ask students to paraphrase the definition and elicit it. Once you make sure they understand the definition, you could carry out a class discussion.

Answers: 1. Yes, because all of them match the definition. 2. Student's opinions.

In Class

You could bring pictures of graffiti murals or other controversial forms of art and carry out a class discussion to open up students' minds to the fact that not only what is in a museum is art.

If students are into the discussion and have different points of view, moderate it as a way of showing them glimpses of a debate. When they finish, congratulate them for respecting other students' points of view.

Media Resources

Use Chapter 10 of the Reader at any time to help students structure and extend the social practice and develop reading skills.

Exercise 1

You may have students first explore the pictures individually and elicit from them if they are not familiar with one of the forms of art so you can clarify the information for them. Then they could do the activity in pairs. As you walk around monitoring, make sure they provide some sort of explanation to their answers.

Exercise 2

If you deem it convenient, you could first ask the class to get in teams and come up with a definition of *art*. They can then go to the board and write their definitions so that all the class can read them. Then students could vote and choose one. You may encourage students to read the definition provided in the book and solve

Exercise 3

For this exercise students will analyze four different pictures with information about controversial topics related to art forms. Students may find this difficult, so you could help them by advising them to take a look at the pictures one at a time and then take the time to discuss with their partner what they see.

In Class
It might be a good idea to give referents from the students' community. For example, you can mention an interesting piece of graffiti you have seen on the streets, a familiar sculpture from a popular place, handicrafts produced in their town, and traditional dances. Students might be more familiar with those types of art, and they could answer the reflection questions and understand the controversial topics more easily.

Stage
1

3 Work in pairs. Look at the different pieces of information in the pictures and discuss the questions.

A

Graffiti: Art or Vandalism? p. 12

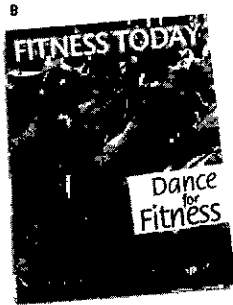
Traditional Handicrafts: Art or Just Everyday Objects? p. 26

Electronic Music: A New form of Art or a Collection of Random Noises? p. 37

Are Museums for Everybody or Just an Elite? p. 52

CONTROVERSIAL TOPICS ON ART
Issue 47
NOVEMBER

Academic and Educational



Dance

Dance is an art, but not all kinds of dancing are considered fine arts. The arts include music, visual arts (paintings, etc.), literature, and dance. Dance is a performing art. For example, dance performances often feature ballet, jazz, modern, hip hop, flamenco, and other dance genres. Competition dancing may also include elements of performance in showcase and cabaret divisions. However, dance competitions are better classified as a sport. Dance competitions have all the elements necessary to be considered a sport. While there are many artistic elements in social dancing it is not considered an art form.

The Arts Encyclopedia 37

www.gooddebates.org/is-dance-a-sport ...

Is Dance a Sport?

77% Say Yes

- You need great physical strength and fitness.
- It is competitive like sport.
- Dancing requires agility, dedication, skill, and coordination.
- Dancers practice several hours a day, like all athletes.

23% Say No

- Needing physical strength and fitness does not make it a sport. You also need creativity.
- Dance performers compete only in popular dance shows.
- Dancing is a performing art, performed before an audience, not for a sports competition.

p.173

- Where would you see each one?
- What is the purpose of each one?
- Look at the graphic elements, are all the same? What features can you identify in each one? Use the words in the box to help you.

pictures URL title icons page numbers URL buttons guide words

- Do all the texts have something in common?

Answers: 1 A: In the index of a magazine. **B:** In the cover of a magazine. **C:** In an encyclopedia. **E:** In a website. **2 A:** To provide information about the contents of a magazine. **B:** To inform the reader what's inside the magazine. **C:** To provide the reader with information about a term. **D:** To provide data on the results of a debate or survey. **3 No,** the graphic elements vary since we are seeing different means and different parts of them. **A:** The index has only titles and pages.

B: The cover has some titles. **C:** The third text has a title, a text, and a guide word. **D:** The website has a URL, buttons, icons, and data. **4 Yes,** they are about controversial topics on different forms of art.

Exercise 4

As a pre-reading exercise you could invite the class to say what they think about the statement in the title of the article. You may wish to encourage students to give some reasons for their answers. This exercise increases students' interest in the topic and the article in question.

Remind them to check the meaning of the highlighted words in the Glossary section on page 173 if necessary. Students can read the model first so that they have a clear idea of what they have to do. Walk around the classroom and use this opportunity to make notes on the students' progress regarding their fluency in English. When checking answers, you may ask students to support them with sentences taken from the text.

Answers: 1 No. It's about dance.
2 Yes 3 No 4 No 5 Yes

For your Final Product

Exercise 5

Before students start, you could have them decide how they will form their teams for their Final Product or you could decide and let them know. This will depend on the needs of your group. If you don't feel the need to mix more advanced students with less advanced ones, then you could let them choose who to work with or

Stage 1

4 Read the text and discuss with a partner if you agree or disagree with the statements below. If you have different opinions, compare them with other classmates.

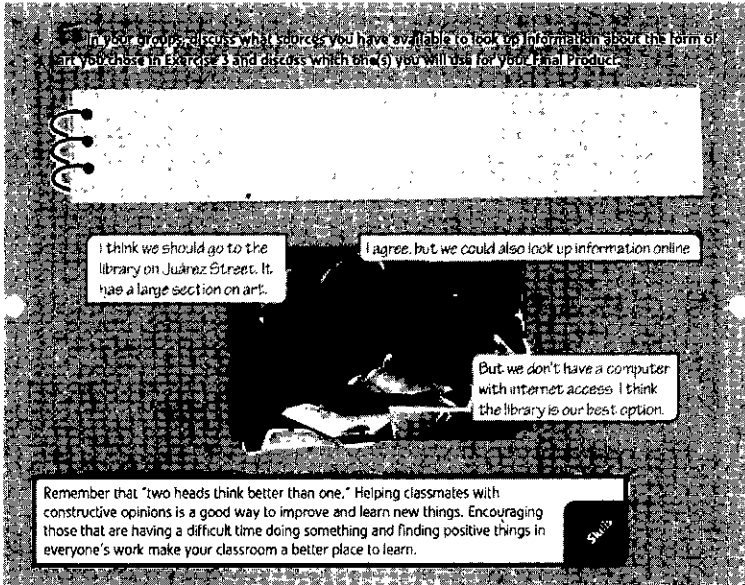
- 1 The article is about sports in general.
- 2 The purpose of the article is to discuss if dance is a sport or not.
- 3 The article is written for women only.
- 4 The first part shares ideas in favor of considering dance a sport.
- 5 The second part shares ideas against considering dance a sport.

For your Final Product

Discuss in your groups what will be the form of it that you will use your debate on. You can use Exercise 4 on page 155.

Academic and Educational

assign them randomly using strips of paper for them to pick with their team number. To allow personalization for students, you could let them name their team. Then you could set a time limit for students to discuss and decide. Finally, have them complete the exercise in their debate groups and when they finish, they could share their answers as a class so that everyone knows what the debates will be about.



In your groups, discuss what sources you have available to look up information about the form of art you chose in Exercise 3 and discuss which one(s) you will use for your Final Product.

I think we should go to the library on Juárez Street. It has a large section on art.

I agree, but we could also look up information online.

But we don't have a computer with internet access. I think the library is our best option.

Remember that "two heads think better than one." Helping classmates with constructive opinions is a good way to improve and learn new things. Encouraging those that are having a difficult time doing something and finding positive things in everyone's work make your classroom a better place to learn.

Intermediate Assessment

7 Work in pairs. Complete the chart below with your results. Share your answers with your partner.

Aspect	Efficient	Useful	Most Helpful
I was able to express my points of view when choosing a form of art for a debate.			
I respected my classmates' opinions.			
I can identify available sources of information.			
I was able to carry out a discussion with my team and choose the one(s) that work the best for us.			

8 Discuss as a class your results for Exercise 7 and decide some actions you can take to improve the aspects that you didn't mark as *Efficient*.

Exercise 6

For this exercise, it would be a very good idea that you have a list of all the resources that are close to the student's community. Before they start doing the exercise, you could first have students brainstorm places where they research information of their interest. If they don't seem to recognize useful places where they could research information, you could

take out your list and help them notice everything that is available for them.

If necessary, students could look at the dialog in the picture and use it as a model. Give them time to work and when they finish, you may have them share their answers as a class so that you can guide them and encourage them to choose the most helpful places.

Skills Box

A good way to stimulate students' cooperative skills could be by having a class discussion about the contents of the Skills Box. The teamwork in this unit is particularly important, so your class may benefit from a discussion about the importance of helping each other and creating a friendly atmosphere in the classroom.

Intermediate Assessment

Exercise 7

This collaborative learning exercise is for students to identify each of the steps they followed to begin preparing for their debate. Explaining the steps to each other helps them to reinforce what they learned and provides them with an excellent opportunity to identify what concepts they are not sure about and what they need to review, so you may want to have them do that before they jump into Exercise 8.

Exercise 8

Once students finish discussing, you could elicit their opinions, which will allow you to see where your students are and set a plan to help them improve.

Exercise 1

The purpose of this activity is that students know what they will do for their Final Product from this early stage so they make all their following decisions on the debate with a clear idea.

It is important that students read the text carefully to understand the rules and procedure when debating. You may want to explain that although debates are an excellent way of improving our speaking skills and provide experience in developing arguments, it is necessary to stick to certain rules to avoid turning it into a heated discussion. If necessary, remind them to check the meaning of the highlighted words in the Glossary section on page 173.

After they have answered the questions, you could help them check answers, since this activity helps them interpret the key elements of a debate, which will be what they will be doing as Final Product.

Suggested answers: 1 A discussion in which people or groups state different opinions about a subject. 2 To have a discussion on a topic and have a winning side. 3 When there are different points of view that need to be discussed. 4 So that the debate doesn't turn into a heated discussion.

Unit 9 Stage 2 Read texts and interpret general sense, key ideas, and details.
Development

1 Read the text about debates and discuss the questions in pairs. Then write down the answers.

56 **Debates** Language Use and Form


Debates are discussions about a topic or debate statements (a sentence that states what will be the focus of the discussion). There are usually two sides: one that supports the topic and one that opposes it. Rules should be established before the debate. Some students or the whole classroom can act as judges and determine a winning side, based on their knowledge, preparation and logical arguments.

Debates usually open with the team that supports the resolution. This team presents their arguments and is followed by the opposing team. The pattern is repeated as follows:

- 1 The first member on the supporting team presents favorable arguments. (2-6 minutes)
- 2 The first member on the opposing team presents opposing arguments (2-6 minutes).
- 3 The second member on the affirmative team presents additional arguments and answers any question raised previously by the opposition speaker. (2-5 minutes)
- 4 The second member on the opposing team presents further arguments and answers questions. (2-5 minutes)
- 5 Then the opposing team begins with the rebuttal, trying to defend the opposing arguments (2-5 minutes)
- 6 The affirmative team gets their rebuttal opportunity. (2-5 minutes)
- 7 Each team get a second rebuttal opportunity for closing statements. (3-5 minutes)

There cannot be any interruptions. Speakers must wait their turns.

When the formal debate is finished, allow time for a brief discussion. The students in charge of judging the debate should be given time to ask questions and express their own thoughts. Assessment of the debate should be conducted at this time.



1 What is a debate?
 2 What is the purpose of a debate?
 3 When are debates necessary or relevant?
 4 Why are rules necessary?

For your Final Product

Discuss the rules for your debate and write them down in your notebook. If necessary, use the questions as help.

- 1. How will the members of the team prepare to read their arguments?
- 2. Where will the members in charge of the judging be seated?
- 3. How will the judge be chosen?
- 4. How many questions or opinions can be asked or given after the debate?

Academic and Educational

For your Final Product

Exercise 2

Before students start the exercise, you could ask them to brainstorm rules for their debate and write them on the board. Make sure everyone understands and agrees with them. Then encourage students to get together in their debate teams and invite them to solve the exercise by discussing in

groups if they agree or if they need to modify them. Invite them to propose different rules or find a solution for the ones they disagreed on.

Finally, when they finish answering the questions it might be helpful to elicit random answers from different teams and solve any doubts they may have.

- 3 Read the text found in a website and then read the notes a student made about it, to prepare for a debate.

approachestoart.org

The Ways of Modern Art

by Carla Badalre

The first thing you see when you enter the German art gallery is a huge stack of water bottles neatly aligned on the floor. On the wall behind them there is a large pink and blue image that looks like the label of a very famous brand of bottled water. Unlike the commercial label, the message in the gallery wall reads: *Egalité. Une Condition Naturelle* (that's French for *Equality. A Natural Condition*). The piece is called *Egalité* and was created by Minerva Cuevas, a young conceptual Mexican artist. Can we call it art? And, if so, is it because Minerva Cuevas studied visual arts in the UNAM and has a diploma to prove it? Perhaps, the category of art was earned due to the strong message of *Egalité*. Minerva seems to be telling the public that equality is a human value as natural as water, but we have changed its nature by putting it inside plastic containers that pollute the Earth and cost a lot. We have turned *equality* into something artificial and unaffordable for many. In any case, the important thing is that when we are in front of a piece like this, we feel provoked, moved, and we are forced to reflect. Is this enough to call it art? That's your decision to make.

The Industrial Revolution that began by the mid-nineteenth century, deeply changed the lives and ideas of society, which were influenced by fast technological advances. Modern art is the creative response to all these changes. Before this era, artists from the Renaissance, the Baroque and the Neoclassicism focused on the idealization of the subject matter. Artists painted not what they perceived with their eyes, but what they considered an ideal. Modern art, as a concept, can be applied to a number of movements that came up over a century, but it is characterized by artists' intent to represent subjects as they exist in the world, with imperfections and all, rejecting the traditional values. The development of photography, capable of reproducing reality with detail, also obliged visual artists to find new modes of expression. Soon, Romantics began to present nature as they felt it and others emphasized the visual sensations of their observations, laying the basis of Abstract art. Impressionists, Futurists, Surrealists and others arrived at the art scenario with their own proposals. And nowadays, postmodern artists, like Minerva Cuevas, try to go beyond the limits of modernism.

The more you analyze the history of modern art, the more it becomes evident that the proposal of modern artists is more complex than just drops and scribbles on a canvas. Artists are always searching for ways to express themselves and the complex society where they live. Some scholars believe that modern art is a whole system of communication, and nowadays everybody seems to have something to say.

Bibliography
 Kuspi, Donald (Jan, 2005) *The Contemporary and the Historical, Artnet*. Retrieved from: <http://www.edutics.mx/5pX> September 24, 2019.
 Marínique, Elena (June 18, 2016) *Contemporary Mexican Artists You Need to Know, Witewalls*. Retrieved from <http://www.edutics.mx/5q7> September 20, 2019.
 Art term, Modernism, Tate.org. Retrieved from <http://www.edutics.mx/5rB> September 24, 2019.

Rain Landscape by Wassily Kandinsky, 1911

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In Class

This unit should help students develop an open-minded attitude towards different art techniques and a variety of movements. If you have internet available, you might want to show an image of *Egalité. Une Condition Naturelle*. You can find the piece here: <http://www.edutics.mx/5pX>. Invite students to share their opinions and reactions.

Exercise 3

Before you begin this exercise, it might be a good idea to organize a brainstorm of ideas, concepts, questions, adjectives, opinions, and even prejudices students may have about modern art. Encourage them to share with the class any notion they may have as you remind them the importance of being respectful when listening to others' opinions. If you see that several students are

struggling with the same words as they read, you might want to check unfamiliar vocabulary as a class.

Once students finish reading the text, you may explore the card on page and explain each part. In case your class is familiar with the card, you can skip this step. When they finish reading the card, you could ask them how they think a card like this can help them prepare for a debate.

In-Class

The focus of the text is for students to reflect on the different standpoints modern art provokes. If you have internet available, you might want to show them *Fountain*, a piece of art displayed at a museum in London. You can find a picture of the piece and a short story of its creation here: <http://www.wedutics.mx/573>. Additionally, you can show students other art pieces by artists mentioned in the text. A painting by Paul Klee can be found here: <http://www.wedutics.mx/589> and information about a sculpture by Joan Miró here: <http://www.wedutics.mx/581>.

Exercise 4

Invite students to share their response to the art pieces in the text. Encourage students to go beyond a matter of like or dislike towards the artworks. Do they consider that the artworks express an idea, a value or a standpoint? Do they show mastery in technique? What elements turn the objects into artworks? To stimulate an open dialogue, you can provide any necessary vocabulary.

You can then focus students' attention on the exercise, in which they will complete a card summarizing information, having in mind a debate. Before students start working, direct their attention to the sticky note and solve any doubt they may

have. Remind students that they can use Exercise 3 as a model.

ICT tips
 If the internet is available, you can visit the website with students. This could be a good moment to encourage students interested in arts to pursue further training or to expand students' interest in the fine

arts. You can invite students to think of ways to combine fields in unconventional ways such as math and arts.

Stage 2

The Ways of Modern Art

Stancepoint: This text has a favorable opinion about modern art. Much like modern art is the result of new modes of expression and a response to the deep changes of society.

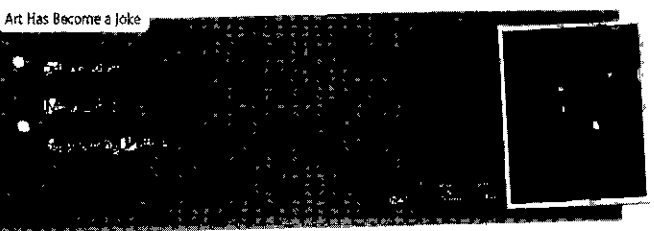
Supporting Details:
 There is a strong message behind modern art pieces. Modern artists stopped representing ideal characters. They wanted to represent things as they really are. They are always looking for new techniques and ways to express what they feel.

Wassily Kandinsky, Impression 27, 1911

4 Now read another text from a website and complete the card using Exercise 3 as a model. Read the information in the sticky note for help.

ICT tips
 Academic and Educational

The main idea is the chief point the author makes about a topic. It is a summary of the author's message and the statement under which all the other reasons, facts, and evidence can fit. Main ideas are usually at the beginning of a text, but not always. They can be in the middle or at the end. Sometimes texts lack an explicit main idea and it has to be isolated by the reader. Supporting details are facts, statements, evidence that guide the reader to a full understanding of the main idea. They clarify, explain, describe, illustrate, or expand the main idea.



5 Now use the information in Exercises 3 and 4 and discuss in groups your arguments in favor and against modern art. Then use information from the texts to quote information and support your arguments.

Modern Art	
Arguments in Favor	Arguments Against
Information in the texts in favor	Information in the texts against

For your Final Product

Now that you have decided your debate statements, your source, and the rules for your debate, look up information individually and complete the card for the text that you used as a source. Then get together with your group and share your information.

Suggested answers: Standpoint: The text has a negative opinion about modern art. **Main Idea:** Modern art should not be considered art because it does not have meaning or proper technique. **Supporting Details:** Duchamp couldn't explain the meaning behind *Fountain*. Paul Klee's drawings look like drawings by a three-year-old. Art should reflect mastery of proper techniques, effort, hard work, and talent.

Exercise 5
This could be an excellent moment to introduce students to more standpoints about modern art. You might go to <http://www.edutics.mx/5rb> and read about 30 popular contemporary artists. Here you can find many prompts to provoke a response from students. If you consider there is time available, you might want to let students consult new sources of information to

develop their arguments. If not, students should be fine using the information they worked with in Exercises 5 and 6. Allow enough time for students to complete the table as you monitor them. You can have students share their work with another partner and have them provide feedback on their work.

For your Final Product

Exercise 6
You may want to walk around the classroom and provide any necessary help since this exercise can be challenging for some students. When they finish, you may have them exchange their cards with other team and take turns providing and receiving feedback.

Exercise 7

You could refer students to page 160 if you think this could help students remember what a debate is and what they discussed as purposes for it. Then students could, in their teams, decide the purpose and topic or debate statement.

As students discuss, you could walk around making sure students have a clear idea of what will be the purpose of their debate and making sure that they are choosing controversial topics but not offensive or inappropriate for anybody inside or outside the classroom.


Exercise 8

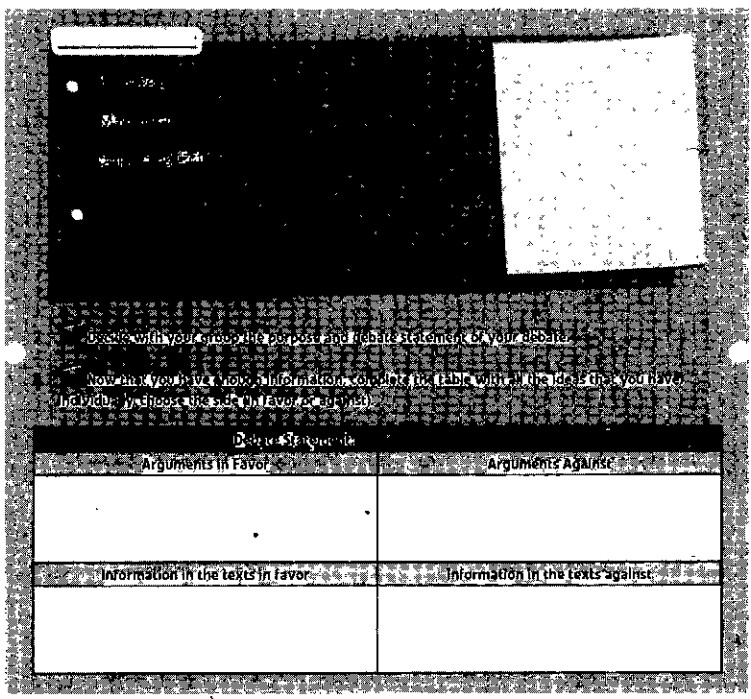
You could remind students that they have a model on page 163, Exercise 5. As students work, you may want to walk around and collect feedback. When they finish, you could give the class general feedback.

Intermediate Assessment

Exercise 9

This exercise promotes self-assessment as students become aware of what they learned in this unit. It also fosters collaborative learning as they might help each other sort out difficulties and clarify doubts. If students cannot solve some aspects after going back to the exercises in this unit, you could guide them by providing further examples of each statement.





Work with your group to create the purpose and debate statement of your debate.

Now that you have your information, organize it into all the ideas that you have available. Choose the side in favor or against.


Debate Statement	
Arguments in Favor	Arguments Against
Information in the texts in favor	Information in the texts against

Intermediate Assessment

9 Work in pairs. Read the statements and discuss with a partner how you feel. Use *always*, *sometimes*, and *never* to answer.

- 1 I know or can infer what a debate statement is. _____
- 2 I can organize information in favor or against the debate statement I chose. _____
- 3 I can find in a text information to support arguments in favor and against. _____

10 Share with another pair and decide what you need to do for those statements where you didn't answer *always*.


Academic and Educational

Exercise 10

As students share their statements and therefore their progress, monitor them closely so that they can come up with realistic solutions they can implement to improve.

Evaluate agreements or disagreements about a topic of interest to write arguments.

Development

Exercise 1

As a pre-reading exercise, you could write the names of the two dances mentioned in Exercise 1 (*Danza del Venado* and *Baile de los Machetes*) on the board and elicit from students what they know about the dances and some adjectives to describe each one. It might be helpful to explain to students that each text starts with the writer's opinion and all that follows are the arguments that support his or her initial point of view. Volunteers can share their answers with the class. Remind them to check the meaning of the highlighted words in the Glossary section on page 173 if necessary.

Answers: 1 in favor 2 against

Exercise 2

Before students do the exercise, you may want to explain that each of the reasons given may include details such as explanations or examples that broaden the main idea expressed in the argument. You may provide an example before students start working. For example, *to begin with, the Baile de los Machetes requires a lot of coordination* is the main argument. The sentence that follows provides details that support that idea, but students do not need to underline this second sentence. If you think students may benefit from this, you could invite volunteers to

write the arguments on the board to visualize them in a clear way.

Skills Box

The contents of the Skills Box will help students identify the phrases used to express opinions. Therefore, it would be good if you encouraged them to memorize these expressions and add a few more so that they have a broad repertoire.

Evaluate agreements or disagreements about a topic of interest to write arguments.

Development

- 1 Read two different opinions about a debate statement and answer if the arguments are in favor or against.

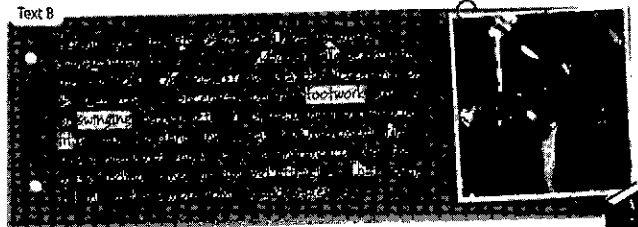
Debate Statement: *The Danza del Venado is more impressive than the Baile de los Machetes.*

Text A

In my opinion, the *Danza del Venado* is a more impressive dance. First, it is very artistic, and the movements are difficult and creative. It is a mixture of dance, ballet, and gymnastic movements which are not easy. Second, it is physically demanding and requires flexibility and strength. Finally, it is visually very impressive and beautiful. Its strongly allows the spectator to appreciate the movements. It is also very moving. The scene of the death of the deer is particularly strong. This is why I feel it is a more complex dance.



Text B



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- 1 Text A expresses an opinion in favor / against the debate statement.
 - 2 Text B expresses an opinion in favor / against the debate statement.
- 2 Read again the texts in Exercise 1 and underline the arguments each person used to support their opinion.

To participate in a debate, the first thing you need to do is to state your opinion (in favor or against the debate statement). For this purpose, you can use expressions such as: *In my opinion, I believe, I think, I agree, I disagree, I don't think that, it is my opinion that, etc.*

Skills

Stage 3

Exercise 3

You can start this exercise by referring students to the texts in Exercise 1 and by asking them to underline the arguments they agree with to get ideas on how to present their own. You may point out that they can include details or explanations that support each argument they present, like the ones in the texts in Exercise 1.

Media Resources
 You can use Poster Unit 9 from the Class CD for further practice. Students can choose one of the pictures to state an opinion and a couple arguments to support it if they think the activity is art or not.

Language Box

You may draw students' attention to the Language box and ask them to identify each of the aspects mentioned by going back to the texts on the previous page, and circling them as they read. Visual learners could benefit from drawing a flow chart that includes all the steps to be followed when expressing an opinion in a debate, in their logical order. You may draw one on the board with arrows going from the first step to the conclusion and then invite volunteers to come up and complete it with the key words that identify each step: *I think / I believe First, Second, To begin with This is why I ... / For all these reasons ...*

Stage 3

3 Prepare notes to express your opinion about the debate statement: *The Danza del Venado is more impressive than the Baile de los Machetes.* You can organize your ideas in the outline below.

Your opinion: *It is impressive*

Sequence word 1: *First*

Argument with details:


Sequence word 2:

Argument with details:

Sequence word 3:

Argument with details:

Conclusion sentence:



Language

On page 114 of your Reader, you can find more useful expressions for a debate.

Academic and Educational

Reader Box

This could be a good moment to read with students Chapter 10 in their Reader. This reading will be helpful not only to learn more expressions, but also as an important support to prepare for their debate.

For your Final Product

Now use the notes you wrote on page 164, Exercise 4 and individually write full notes to express your arguments. Remember to use sequence words.

Your opinion:

Sequence word 1:

Argument with details:

Sequence word 2:

Argument with details:

Sequence word 3:

Argument with details:

Conclusion sentence:

Exchange your notes from Exercise 4 with a classmate from a different team and take turns providing feedback. Make any necessary corrections.

Intermediate Assessment

6 Work in pairs. Think about what you have practiced for this lesson and answer the questions.

- 1 What phrases can you use to introduce your opinions?
- 2 What words are useful to express arguments to support your opinion?
- 3 Why should you use arguments to support your position in the debate?

Intermediate Assessment

Exercise 6

It may be useful for students to go back to the texts about traditional dances in Exercise 1 and read the two opinions again. You could direct students' attention to the expressions to introduce each argument and decide if they support the opinion stated. When they read the sentences that follow them, they should be able to work out what kind of information they provide (examples and details that broaden the main idea in the previous sentence). Finally, encourage students to reflect on the performance and what they have learned so far so they can answer the questions.

For your Final Product

Exercise 4

You could refer students to the previous exercise on page 166 and help them notice that now they will do the same but with their debates information. Make sure you walk around monitoring students, since this may arise some doubts for you to solve.

Exercise 5

Before students start providing feedback, remind them that this can help them notice mistakes they hadn't seen before. Also, you could remind them that when providing feedback one should avoid phrases like *I like*, *I don't like* since these refer to ourselves, but don't provide any evidence about the work.

Participate in a debate.
Development

Exercise 1

To challenge students, you can first play the audio with books closed and ask some general questions to check students' understanding. Alternatively, you can have students read the text as they listen.

When they finish, encourage the class to participate in the discussion by creating a friendly environment. Suggest finding a statement most of them agree with and another one most disagree with. Encourage them to give their reasons using expressions to give their opinion.

Exercise 2

Students could keep on working with their pairs and do the exercise having you play the audio again. Encourage students not to use the transcript in Exercise 1. In this way students will be putting into practice the listening skill: listening for specific information.

When they finish, you could elicit from students the answers and encourage them to say the expressions with the correct intonation.

Answers: Expression to say that you think the same as someone else: I agree. Exactly! Absolutely!
Expression to say that you don't think the same as someone else:

Participate in a debate.
Stage 4 Development

1 Read and listen to the debate. Work in pairs and identify the participants and the moderator. As a class, analyze and deliberate what this part of the debate is about.

Tania: Right. Now Samuel and Andrea have read their arguments. We will open the debate. Do any of you want to add something?
Samuel: I just want to emphasize that in my opinion, modern art is just as valuable as more traditional art. People just need to understand it in context, in its historical period.
Andrea: I disagree. It's quite the opposite. A good work of art can be appreciated by itself without having to understand anything.
Tania: Does anyone in the audience have an opinion? Yes, Héctor.
Héctor: I agree with Andrea. You don't need to know about history to appreciate the *Mona Lisa*.
Andrea: Exactly! But most modern art is impossible to understand.
Tania: Yes, Víctor. Do you want to say something?
Víctor: What Andrea is saying is not exactly true. There are many modern works of art ...
Tania: Sorry, Víctor. Could you repeat your idea and speak a bit louder, please?

Victor: Yes, of course. I was saying there are many modern works of art I appreciate because they are beautiful and ...
Andrea: Yes, but you can't ...
Tania: Just a moment Andrea, please. Let Víctor finish.
Víctor: What I wanted to say was that you don't always need to understand something to like it.
Tania: Could you explain that, please? I didn't understand.
Víctor: Well, it's like your favorite color or food, for example, you just know you like them. There are things you don't need to understand to like them.
Samuel: Absolutely! Modern art, like any new thing or change, causes shock, but just like we eventually accept a new fashion in clothing, the same with modern art.
Tania: OK, so far, we have heard people who don't like modern art because it is necessary to understand it and others say it can be appreciated like traditional art if we know more about it. Does anyone have another opinion?

2 Read the headings of the table. Then listen to the debate again and sort the expressions in the table. Identify more expressions and add them to the table.

Expression to say that you think the same as someone else.	
Expression to say that you don't think the same as someone else.	
Expressions to interrupt	
Expression to ask someone to repeat	
Expression to restore communication	
Expression to have someone respect their turn	

Academic and Educational

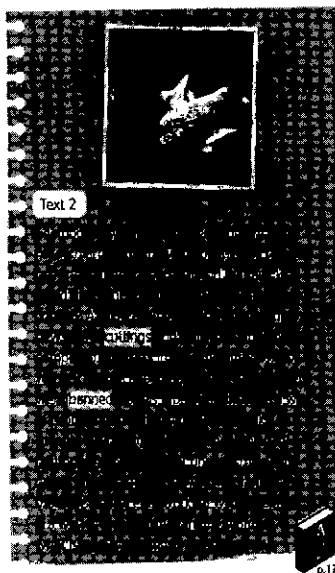
I disagree. **Expressions to interrupt:** Sorry. Just a moment.
Expression to ask someone to repeat: Could you repeat your idea and speak a bit louder?
Expression to restore communication: I was saying ...
Expression to have someone respect their turn: Just a moment. Andrea, please. Let Víctor finish.

- 3 Listen to the debate again and discuss the questions. Then take turns role-playing the debate using Exercise 1 and replicating the volume, intonation, and speed of the participants.
 - 1 Do the participants use a different intonation in certain phrases? Which ones?
 - 2 Do the participants speak with the correct volume?
 - 3 Do the participants speak fast, slow, or appropriately?
- 4 Read in pairs the debate statement and the notes from two students in preparation for a debate. Then rehearse putting the notes away and expressing the opinion as if it was yours using the correct volume, intonation, and speed.

Debate Statement: Modern Art: Art or Trash?

Text 1

I believe that modern art should not be called art. To begin with, I can give an example. There was a real case where an art exhibit made of empty bottles and cigarette ends was mistaken for rubbish by cleaning ladies and they threw it away in the bin. If something looks like rubbish, it probably is. Secondly, modern art does not require real artistic skills. Most modern paintings or sculptures could be created by a child. Can we really call that art? In my opinion, true art requires creativity, talent, effort, and time to create. Modern art is none of that.



Text 2

The word *rubbish* is not used much in the USA, it is British English. Americans prefer to use *garbage* or *trash*. This is an example of some vocabulary differences between these variants of English. The same thing happens with the word *bin*, that is more often used in British English instead of *can*, the term preferred in the USA for a garbage container.

Unit 9

could identify what materials are used in the sculptures, and you could ask them if they think they are typical art.

As students work on the exercise, you should provide help so that they use the correct volume, intonation, and speed. You may have them present the outcome of this exercise to another pair or team.

To expand the exercise, you could ask them to make a summary of the main arguments for and against modern art. Remind them to check the meaning of the highlighted words in the Glossary section on page 173 if necessary.

Skills Box

Students should read the contents of the Skills box to identify the different words in British and American English. You can ask students whether they know other examples, or you can provide some additional ones.

Exercise 3

Before playing the audio again, you may wish to point out that to improve their listening skills, it is important that they pay attention not only to the content, but also to the intonation, pauses, and changes in tone and volume of voice. Explain all these features reinforce the meaning of what we say.

Have students listen and then discuss the questions in pairs or

small groups. You could play the audio more than once if you think students would benefit from it.

Suggested answers: 1 Yes, the intonation varies with phrases like 'I agree, I disagree, Exactly! Absolutely! And with all the questions.' 2 Yes 3 Appropriately

Exercise 4

You can introduce the topic by using the pictures. Students

Exercise 5

By now, students may have forgotten the rules they agreed to use for their debate or they may have changed their minds, which is natural.

Reader Box

It might be useful if students go to Chapter 10 of their Reader to reinforce the concept and the rules for a class debate.

Exercise 6

As students choose the roles of each participant, some doubts may arise. To dissipate those doubts you could refer them to the text on page 160, Exercise 1.

Exercise 7

When they finish, suggest that they share their phrases as a class so that you can help them correct any mistakes and most of all, help them with pronunciation and intonation.

Reader Box

You could suggest that students use Chapter 10 in their Reader to learn more expressions.

Exercise 8

Encourage students to first ask all the doubts they may have before studying their notes in silence. You may want to explain that they are not learning the notes by heart, but they are remembering what they wrote and setting in their minds a strong posture for their debate.

Stage
4

For your Final Product

Have your group prepare a presentation. Find in the Reader any expressions that you like for your debate.

Be clear about the topic of the debate.

Make sure you have all the expressions you need to use in your debate and that you know how to use them. Ask your teacher for help if you need it.

Write down the expressions you use in your debate. Study your notes for you to remember and put them away for the debate.

Each group will have a moderator. The group will carry out the debate. They will then sit and together decide who will grade and who will be graded. Who will be the moderator?

You can go to Chapter 10 of your Reader to review the structure, the rules, and some suggestions about how to participate in a debate.

On page 160 of your Reader, you can find more useful expressions for a debate.

Aspect	Excellent	Good	Needs Improvement
The team prepared for the debate.			
Each participant has a defined role.			
They respected turns of participation.			
They used a variety of expressions.			
They used a correct volume of voice.			
They used a correct intonation.			
They used a correct speed.			
They were kind and respectful despite having different opinions.			

Academic and Educational

Exercise 9

This step is for students to collaborate with each other by having a clear idea of how they will be assessed. Give them time to work and try to intervene only if you see that they cannot reach an agreement. They should be the ones to say which aspects are important for them.

Once they reach an agreement, ask them to share it with you so that you have a copy of their assessment rubric.

In Class

Some shy students might benefit from the moderator role. Participating, even with fixed phrases, will give them a sense of achievement. More advanced students might benefit more from the challenge of giving their opinions and improving a little.

Closure

Closure

Final Steps

1 Work as a class and decide a day and time in which your debate will take place.


Date:	
Time:	

Collect your evidence

2 Collect all the notes and evidences of this unit and get ready to debate.

Socialize

3 Carry out your debate when you agreed in Exercise 1 and use the assessment you decided on page 170, Exercise 9. Encourage everyone and acknowledge their effort as they finish.



Self-assessment

4 Now that you have participated in a debate, reflect on your performance, so you recognize those aspects where you need to improve. Write your conclusions.

My Final Product Performance	Comments
I reached an agreement on which topic to choose.	
I used language and vocabulary from the unit to write my arguments.	
I carefully organized my arguments to share them with my partners.	
I checked the feedback I received and improved my participation in the debate.	

5 Discuss in groups.

- Did you respect the rules?
- Did you keep a respectful attitude when the teams presented?
- Were all of your objectives met?

Self-assessment

Exercise 4

In this stage of the assessment, students should focus only on the Final Product. This exercise requires students to reflect on their performance during the preparation and presentation of their debate by using the assessment they agreed on page 170, Exercise 9.

Exercise 5

Let teams discuss, exchange opinions, and points of view for some minutes and then you could bring the class together by inviting some students to share their impressions on the debate.

Final Steps

Exercise 1

You may want to help them only in case you see they can't reach an agreement.

Collect your evidence

Exercise 2

You could have them put everything in a folder and hand it in to you.

Socialize

Exercise 3

Students should be encouraged to listen attentively to their classmates as a way of showing respect and interest in the debate, and also assess them to provide a constructive feedback afterwards. This feedback stage helps students become independent learners and fosters collaborative learning.

Assessment

Formative Assessment

Exercise 1

Here, students should assess their own performance. In order to do that, you can explain to students how important it is to reflect and give honest answers as this will help them identify their strengths and weaknesses. According to their answers, be ready to help students clarify aspects they do not feel confident about.

Peer Assessment

Exercise 2

This stage of the assessment is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students assess their performance. The discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on. You may monitor this exercise, listening to groups discuss and paying attention to the strategies they mention. Always encourage students to speak in English and be ready to help them achieve this purpose.

Assessment

Formative Assessment

1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My Performance	1	2	3	4
Check different sources about fine arts.				
Understand main ideas and details in arguments.				
Make arguments in favor and against a debate standpoint.				
Share opinions based on the arguments in favor or against a debate standpoint.				
Participate in a debate a controversial topic related to the fine arts.				

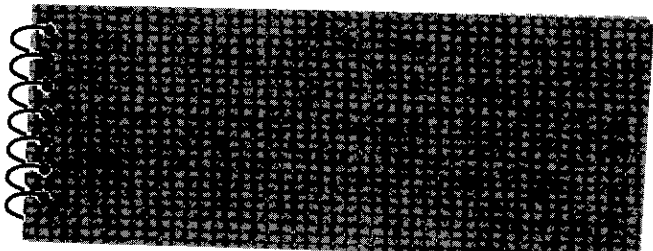
KEY
 1 I still need help. 2 It's not easy, but I can do it. 3 I did do it very well. 4 I can help others.

Peer Assessment

2 Get together with classmates you worked with as a group during the unit to describe your teamwork performance. Use the statements below as a guide.

- We exchanged facts and opinions together.
- We offered constructive and respectful feedback.
- We listened attentively to our partners.
- We appreciated different opinions about the different fine arts.
- We respected turns of participation and took part in a debate with interest.
- We showed respect and tolerance for others' opinions.

3 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help. Write down your conclusion.



Academic and Educational

Exercise 3

Encourage students to exchange points of view. It is important to provide assistance when students know they have to improve some aspects, but do not know exactly what strategies they need to implement.

Rating Scale

A Rating Scale is a set of categories to elicit information about a student’s characteristics, qualities, or aspects, measured using a numeric or graphic scale. This is an individual evaluation.

Instructions:

- 1 Write the aspects (a competency, attitude, ability) to be evaluated in the heading section.
- 2 Write the indicators to be evaluated in spaces 1 to 10.
- 3 Assign a value for each indicator by checking the Rating Scale values. Then add them up to obtain the students’ average.

*Key: 5 is the highest value and 1 is the lowest.

Rating Scale							
Student’s Name: _____							
Teacher’s Name: _____				Date: _____			
School’s Name: _____				Group: _____			
	Criteria	5	4	3	2	1	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
Total: _____		/ 10					

Notes:

10

Social Learning Environment:
Family and Community
Communicative Activities:
 Exchanges associated with the environment.

Social Practice of the Language: Discuss concrete actions to address youth rights.
Final Product: Public discussion.

Student's Book	
Activities	Pages
Opening	174-175
<i>Have students notice that agreements and disagreements are part of a discussion process. Create conditions, so students can:</i>	
<ul style="list-style-type: none"> • Identify problems in their community. • Evaluate the importance of children's rights. • Build their own proposal. • Justify their opinions by giving reasons. • Offer and receive feedback. 	176-179
<i>Show your students how to monitor their progress in the competency and command of English. Inspire confidence, so they can:</i>	
<ul style="list-style-type: none"> • Make tentative proposals using expressions such as: <i>Let's think for a moment ...; what would happen if ..., etc.</i> • Distinguish opinions from facts in their own arguments and those of others. • Analyze evidence that supports arguments. • Use expressions to compare, contrast, and show consequence in their own arguments. • Evaluate their own progress and that of others in the competency and command of English. • Express agreement or disagreement. • Question evidence that supports others' arguments. 	180-182
<i>Model speaking and listening strategies that students need in order to participate in a group discussion (e.g. taking turns, gestures, eye contact, etc.), so they can:</i>	
<ul style="list-style-type: none"> • Analyze facts, examples, and data that support their own arguments and those of others. • Ask for clarification by means of a question or an affirmative statement. • Explain strategies used to find a solution of a problem. • Reformulate positions and review points of view based on contributions made by others. 	183-185
Closure and Assessment	186-187

Opening

You may find useful to encourage students to review the four learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

Let's start together

You can draw students' attention to the questions and let them discuss for some minutes. Students should always be reminded to communicate in English. As an additional exercise you could ask if they know what youth rights are.

Initial Assessment

You can tell students that the Final Product of this unit will be participating in a public discussion. Then ask them to look at the table and reflect on the abilities mentioned in the statements. They should check the options they think suitable, as a form of self-evaluation. You can point out the importance of recognizing their strengths and weaknesses to focus on the aspects they need to improve.

Opening

Let's start together

How do you feel about speaking in public?

What do you think you do well at about speaking in public?

What do you need to improve the way you express yourself in public?

Initial Assessment

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Identify your rights and obligations as a young person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express an opinion in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a discussion in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defend your opinions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 10 183

Present starting proposals.

Development

Exercise 1

A way of starting the exercise could be to elicit some specific rights children and young people have, or, if students do not know any, you could mention some. You may wish to explain to students that they should read the article in detail to identify each of the rights mentioned and what they are about. You can help your students by giving them some examples of your own, such as *You have the right to receive an education, do you think it is important?*

Suggested answers: respect, love, safety, home, healthy food, education, health, entertainment

Exercise 2

Before starting the exercise, it might be a good idea to remind students that even though they are teenagers, legally they are still considered as children so their rights fall under the Children's Rights category. Additionally, it might be a good idea to explain to students that rights are correlated, so if they are denied one right, they may not be able to access another one.

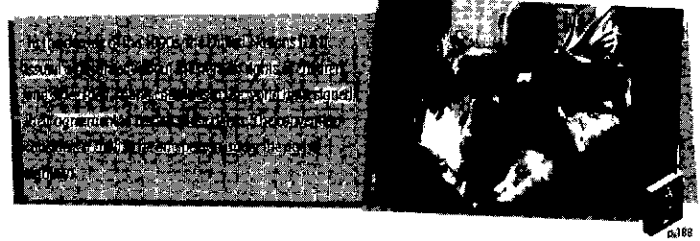
Suggested answers: right to protest, right to free internet, right to seek parental emancipation, etc.

Stage 1

Present starting proposals.

Development

1 Read the text about youth rights and discuss the questions.

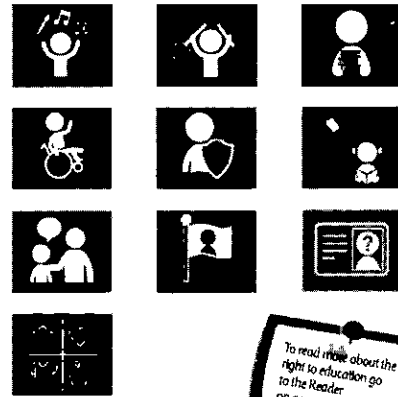


- 1 What rights do you know?
- 2 Which rights are the most important for you?

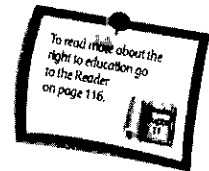
A: I know that every child should be respected.
B: Yes, I think the most important right is respect.

2 Read the list of some important children's rights carefully. What other right should you have?

- 1 Rest, play, culture, arts
- 2 Protection from harmful work
- 3 Children with disabilities
- 4 Respect for children's views
- 5 Protection from violence
- 6 Identity
- 7 Food, clothing, a safe home
- 8 Access to information
- 9 Flag and nationality
- 10 Access to education



A: I think we should have the right for free internet.
B: I think we should have help for our homework.



Family and Community

In Class

Did you know that the Rights of the Child is the most widely ratified rights treaty in history? 196 countries have ratified them. You can learn more about the Convention on the Rights of the Child here: <http://www.undocs.org/tm>

Reader Box

As a reinforcement of other young people's rights refer students to Chapter 11 of their Reader on pages 116-126.

For your Final Product

Work in small groups. You will participate in a discussion about youth rights. Think about three rights you feel are very important. You can choose one from Exercise 2 or you can choose another right.

<p>Right:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Right:</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---

4 Work in small groups. Analyze the conversation and say what right is discussed and if you think it is an important right.

Gina: What did you have for breakfast today, Juan?
Juan: Oh, I ate some chocolate cereal with milk. What about you?
Gina: I actually skipped breakfast today. I was in such a hurry!
Juan: You know that eating healthy food is our right, don't you?
Gina: Sure, I do! I know I should eat a proper breakfast before coming to school. I'm always eating cookies or... nothing at all!
Juan: Yes, and chocolate cereal isn't a very good option either. I think most of secondary students don't eat properly despite their families' level of income. It's a serious problem. I've read that the lack of nutrients certainly affect our performance and our capacity to learn.
Gina: Perhaps we should do something about this. We can talk to our classmates and create awareness of this problem.

Juan: It's a good idea, we can also investigate and find healthy options for breakfast. We can create weekly menus and share them with our friends.
Gina: Yes, and we can share the menus putting posters all over the school!
Juan: I don't think people would read them. In my opinion, people don't pay attention to posters.
Gina: I disagree; I believe many people will read our posters. I saw a documentary on TV that said that eight out of ten people get information from posters at their school, workplace, or transportation more than from books or other sources of information.
Juan: OK, great! We should start a poster campaign here at school and see how it works. It will be as interesting as the project we made last year about not throwing garbage on the roads and streets.

300 **A:** I think we should be careful of what we eat.
B: I think our nutrition is the most important right we have.



Answers: The right that is discussed is health and nutrition. The students can agree or disagree with some statements of the discussion.

In Class
 When students read a text, it is helpful to check they get the general idea. You can prepare a few questions beforehand so that you can ask them after they read.

Media Resources
 Use Chapter II of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit you can use Flashcards Chapter II from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

For your Final Product

Exercise 3

It is recommended that students research the topic in as many sources as possible. If sources are not available for your class, they can use the information from the text in Exercise 1. You may mention that they can look for information in books, encyclopedias, and the Internet, if available. Students should

pick a right they feel passionate about or that they think is very important in order to be fully engaged in the social practice of the language of this unit.

Exercise 4

It is a good moment to remind students that pictures can help them identify the general topic of the text. If you make this recommendation you will help them be prepared to understand the text better.

Stage 1

Exercise 5

This exercise will help students become aware that not having access to a right has consequences, so if you wish to make it more meaningful, you could encourage students to reflect if they have similar situations in their communities and if something is being done to solve them. It might be good to mention that many times indifference towards a problem prevents it from being solved.

Answer: Bad nutrition affects our performance and our capacity to learn.

Skills Box

To promote critical thinking encourage students to think about the problems children have in their community and how adults may be overlooking their rights.

For your Final Product

Exercise 6

This exercise can be very important because it will help your students get involved in the social practice. If you think they need help, ask them what they think can happen if they are denied the rights they have selected. You can also ask them if that is important for them now or for their future.

Exercise 7

If necessary, you can help your students by telling them that the most important right for

Stage 1

5 In the conversation from Exercise 4, Juan and Gina are worried about young people not getting a good nutrition. Read it carefully and find the reason why Juan thinks it is a serious problem. Compare your idea with a partner.

To express why you think a right is important, you need to think of one or more consequences that can happen if that right is not exercised properly.

For your Final Product

Take about the rights you find in the exercises for a young girl. Express a reason why you think it is important and think of the consequences you think it will have if that right is not exercised properly. In the next session, we will discuss it with all the girls in your class.

Intermediate Assessment

8 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

1 Can you identify youth rights?				
2 Can you identify a right that is important for you and your community?				

9 If you need help to improve, you can select a right that you are more familiar with or do more research.

Stage 1

Family and Community

them is the one where they answer yes to the questions with more passion or conviction. It can help if you ask them for examples from their everyday life and what they see around them.

Intermediate Assessment

Exercises 8 and 9

It could be a good idea to verify that the problem they chose is consistent with what they have

learned. You can guide them through Exercise 8 by modeling your ideas about a youth right and a problem related to it.

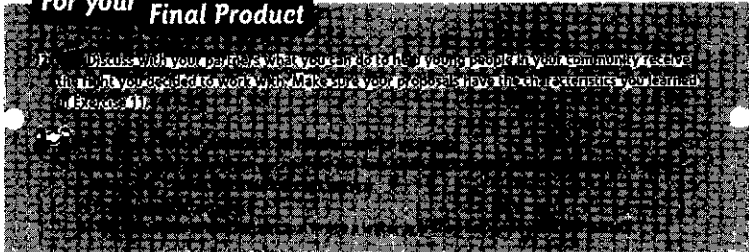
- 10** Work in pairs. Read the conversation from Exercise 4 again and underline the ideas Gina and Juan propose to do something about improving nutrition. Write them down in your notebook.
- 11** Discuss if the proposals you identified in Exercise 10 have the characteristics on the list below. Read the conversation again if necessary.

- 1 Are they realistic? To be realistic, proposals need to be possible and you should have the knowledge and means to do what you want.
- 2 Are they planning to research or investigate to carry out their proposal?
- 3 Do they know real facts or information that help them think their plan can be successful?

Proposals are suggested plans to begin an action. Good proposals need to be possible. Research helps make a good plan and you have better chances to reach your goal if you find out examples or information that tell you it is a solution that can work, like the documentary on posters Gina mentions.



For your Final Product



Intermediate Assessment

- 13** Work with your group. Discuss how you made proposals according to the table below.

We had problems making a proposal for the problem.	We made a proposal that was similar to another classmate.	We made a proposal to address a right that was not addressed.
We did not give reasons for our proposal.	We gave only one reason for our proposal.	We gave many reasons for our proposal.
We made proposals that are realistic and we know what to research.	We made a realistic proposal but we didn't consider what we have to research.	We made a proposal but it is impossible for us to do what we thought about.

- 14** If you have problems making a proposal you can go back to Exercise 10 and go over other conversations in the unit to identify more proposals.

Answers: 1 Yes, they can make posters, display them and look for information. 2 Yes, they will research about healthy breakfasts. 3 Yes, they know from a documentary that posters are useful to spread information.

Skills Box

Consider displaying a poster with these characteristics so that they keep them in mind when they make their proposals.

For your Final Product

Exercise 12

It might be a good idea to remind students that they should be focused on creating logical and doable proposals in their community.

Intermediate Assessment

Exercises 13 and 14

These activities foster collaborative learning as students exchange ideas and help each other use the rubric.

Exercise 10

If students need help, you can remind them they need to look for actions that Gina and Juan want to do to help their community know about healthy nutrition.

Answers: Underlined sentences:

- We can talk to our classmates and create awareness of this problem.
- We can also investigate and find healthy options for breakfast. We can

create weekly menus and share them with our friends. We can share the menus, putting posters all over the school!

Exercise 11

This exercise will help your students understand some characteristics that proposals should have so that they can consider them when they make their own proposals.

In Class

Students may be discouraged if they think they couldn't do what was expected. Thus, it is important to state that everybody advances at different paces and that hard work and review are sometimes all they need to improve.

Assume a personal position and anticipate others' positions. Development

Exercise 1

Before going into the conversation, you can ask students what they had for breakfast and if they think it was a healthy choice. Alternatively, you can ask students what they think a healthy breakfast is and if they think it is important to be conscious about our food choices. This might be a good moment to explain to students that for every right they have, they also acquire a responsibility.

Answers: Teenagers should be responsible for their own nutrition and body.

Exercise 2

It is important for students to do this exercise so that they become familiar with expressing opinions, agreement, and disagreement. It might help reviewing the underlined words, since they could remember some of them when they express their own opinions later.

Answers: Juan and Gina disagree about: which right is the most important one; who should be responsible for children's nutrition. Juan and Gina agree on: They have to act for their rights; they need more information and more nutritious food to choose from.

Unit 10 Stage 2

Assume a personal position and anticipate others' positions. Development

- 1 Work with a partner. Listen and read the conversation and share what problems about the right to eat nutritious food the students mention.

Gina: I think that the right to have nutritious food is the most important right of youth.

Juan: Really? Do you think it is more important than the right to education? I don't think so.

Gina: Well, yes. We need food for good health and to survive. We need to act well in order to live (or properly and study).

Juan: You have a point. Adults should make sure we get nutritious food in order to study, play and rest.

Gina: Yes, but in my opinion, our diet should be not only the responsibility of adults.

Juan: We have to make the best food they are prepared with the money they have at the moment.

Gina: Of course, but you are also responsible for your health because you have to take care of your body.

Juan: And that's my friend!

Gina: Many times we have food but we don't choose correctly what to eat. We need to be better in order to have good health. For example, if there is a bag of chips and an apple, which snack would you eat?

Juan: Brian... I guess the chips.

Gina: Can you see what I mean? We can sometimes choose what to eat and we don't really eat what is best for us. We eat our rights in poisonous food because we make bad choices.

Juan: Oh, I agree. But we have to do something for our rights. You also believe that we don't know because not everybody knows what food is good for us. In my opinion, we need more information in order to make good decisions. And we don't always have nutritious food to choose from.

Gina: You have a point there.

- 2 Work in small groups. Go over the conversation again and talk about the ideas where Gina and Juan agree or disagree. The underlined phrases can help you identify them.

- A: Gina thinks the right to nutritious food is the most important. Juan disagrees. He thinks the right to education is more important.
- B: Juan thinks adults are responsible for our nutrition. Gina disagrees. She thinks we should also participate in eating well!
- C: Gina thinks we need food to study. Juan agrees with her.

Family and Community

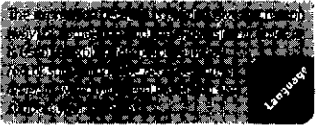
Media Resources

You can use Poster Unit 10 in the Class CD to help your students know more about the rights of the child. Display the poster and help students understand what each right refers to.

- 3 Listen to the conversation again and discuss the questions in small groups.
- 1 Do Gina and Juan express their opinions with phrases such as *I think* and *in my opinion*?
 - 2 Do they just express their opinion without explaining the reasons why they think that way?
 - 3 Do they accept each other's opinions without questioning them?
 - 4 What expressions do they use to express they agree or disagree?

When you want to prove a point in a discussion, it is not enough to express an opinion. Back up your opinions with real facts and evidence you can get from information sources or from people who know about the subject. These facts and evidence build arguments to support your opinion. Remember you can question any opinion, but you don't need to get angry or disrespect others.

Skill



4 Complete the ideas on the list. Then, use your ideas to practice a conversation in small groups where you can express opinions about good nutrition, question them, and support them.

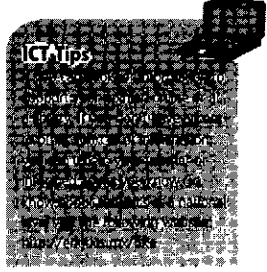
- 1 Do you think young people in your school have a good nutrition?
Yes, I think... No, in my opinion...
- 2 What arguments can you give to support your opinion?
Our nutrition is good / bad because...

I think we have a good nutrition because I read that in our country young people eat a lot of sugar.

Yes, I agree. For example, I prefer soda to water.



Well, I don't think so because at school they teach us about healthy food.



Unit 10

Exercise 3

The point of answering these questions is for students to realize they need to support their opinions, that they can question what others think if they don't agree and get familiar with expressions that can help them do so. You can help them by showing them examples of each one from the conversation.

Answers: 1 Yes. 2 No. 3 No. 4 I agree, you have a point, I don't think so, it's true but, etc. (the underlined words in the conversation)

Skills Box

Remind students that facts and examples are a great way to support their arguments in a discussion.

Language Box

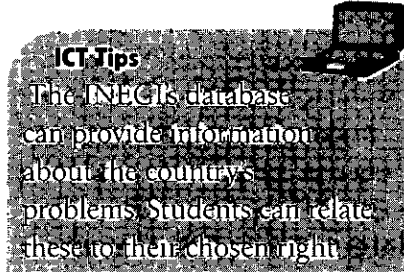
You can encourage student to use the phrases *because* and *in order to* to explain any excuse or pretext they say in class.

Exercise 4

Writing their ideas first can help the students who don't feel confident enough to speak spontaneously.

In Class

It's not easy for students to use phrases they identified, even if they understand them. A tip to help them is to walk around the classroom as they give their opinions and intervene in discussions once in a while using the expressions that can help them. For example you can say *I agree with you, so in your opinion we eat well*, etc.



For your Final Product

Exercise 5

To boost student's self confidence in this activity, you can remind them they did something similar in Exercise 4. If you have time, you may let some students share their ideas with the class as well and use the opportunity to praise their creativity and social awareness.

Exercise 6

To support students' creativity, provide any needed vocabulary. It is also very important to remind them to answer the questions with information they look up, but what is even more important is to think about what they see in their everyday lives.

In Class

You can ask students to give feedback to their classmates in a respectful way. Allow time for students to make any necessary editions and provide support when needed.

Intermediate Assessment

Exercises 7 and 8

These activities foster collaborative learning. These exercises are for students to become aware of the things they have improved establishing their performance throughout this stage. You may tell students who need to improve to review Exercise 2 besides looking for information they can use.

For your Final Product

Help students to give feedback and your purpose for Stage 2. Explain your actions, your objectives, assess your opinion and explain them with the help of the expressions below and in order to:

I want to make posters about basic hygiene in order create awareness about health issues in our community.

Think about the following questions to anticipate any questions or opinions you can expect. Look for more information about the problem and the proposal that you will be making your discussion.

How often does this problem appear?
How many people does this problem affect?

What are the causes and solutions of this problem?
How can we improve the situation?

Intermediate Assessment

7 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

	Always	Sometimes	Never	Hardly
Can you express your opinions about a problem?				
Can you support your opinions with facts and more information?				
Can you prepare information to anticipate and be able to answer to others' questions and opinions?				

8 If you need help to improve supporting your opinions, you can look for more information to anticipate any questions, or ask adults for ideas they can share from their own experiences.

Offer counterarguments and defend their position during a discussion.

Development

Offer counterarguments and defend their position during a discussion.

Development

- 1 Work in groups. Listen to the conversation and discuss who you agree with, Juan or Gina.

To express a personal opinion and support it, it is important to state your opinion clearly, and then prepare arguments to prove your point (including facts you research). If there is disagreement, be prepared to offer counterarguments and defend your posture with respect and empathy.

Skills



A: I agree with Gina. I think that we need healthier options for kids to eat.
B: I don't agree. I think Juan is right to say that adults should help us with this problem.

On page 10 of your Reader you can find a story that exemplifies discrimination against equal rights.

- 2 Listen to the conversation from Exercise 1 again and discuss the questions.

- 1 What are the points where Gina and Juan agree? What words do they use to express agreement?
- 2 What are the points where Gina and Juan disagree? What words do they use to express disagreement?
- 3 What examples do they give to defend their views when they disagree?
- 4 What does Juan change his mind about in the end?

The point of a discussion is not to win, but to defend ideas and propose several points of view. Sometimes we can change our mind when we listen to other arguments and examples. Discussing is also a way to learn from others.

Skills

For your Final Product

To help you prepare your ideas for all questions, complete a list of the rights and the arguments you have researched so far to speak about the right you chose. Use these points to prepare your arguments.

Right: Healthy food
Opinion: The right to eat nutritious food is the most important.
Facts: We don't eat nutritious food when we can.
We don't know what food is good for us.
We need to eat well in order to study and have good health.
Proposals: We need to place better menus with nutritional facts.

Exercise 1

This exercise is for students to practice further and more confidently how to support their choices with reasons and explanations.

Skills Box

If your students don't understand well how to be empathic, you can tell them that in this case it means to pay attention and consider important and valuable what others have to say.

Reader Box

This could be a good moment to refer students to Chapter 11 of their Reader. Reading about how difficult it is to live without a basic right can set them in the right mood to defend the right they believe in and be aware of how important it is to do something to ensure that right for themselves and their peers.

Exercise 2

It is advisable to encourage students to work in pairs for this exercise so they can read the conversation again and discuss the questions. They probably won't be able to use all the expressions immediately, but next time they encounter them they will understand them. In time, they will get a better chance of including them in a discussion.

Skills Box

Encourage students to keep this information in mind when participating in a public discussion. Students need to feel this isn't just information. It can help if you tell them a personal experience where you changed your mind, learned something, or defended an idea.

For your Final Product

Exercise 3

You may wish to point out that when giving evidence, it is necessary to mention sources of information. If necessary, students can do a little more research into the right they chose for their Final Product to get additional information to complete their arguments.

For your Final Product

Exercise 4


This exercise is a previous practice for the discussion. Students can feel more confident and relaxed when they feel prepared. Knowing some phrases also helps them feel more prepared. As you monitor, it is a good idea to respond with approving body language when they can use them.

Exercises 5 and 6

These exercises are for students to become aware of the things they improved by comparing their performance to the one in their previous assessment. You may tell students that they can go over the previous exercises in this section to identify all the aspects related to giving opinions they have learned so far in order to evaluate how well they understood them and put them into practice.

Exercise 7

The point of this exercise is not to memorize a set of phrases, but rather to identify interactions they need for successful discussions. You could help your students to find these phrases more meaningful by using them yourself spontaneously when there is a chance.



For your Final Product

Practice expressing your arguments with a partner. Now use the following phrases to give your opinion and support your ideas with examples and facts when you argue.

Phrases to disagree

...is not true.

...is not correct.

...is not accurate.

...is not reliable.

Phrases to disagree

...is not true.

...is not correct.

...is not accurate.

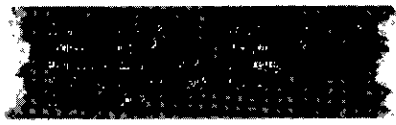
...is not reliable.

Intermediate Assessment


- Make a list of the things you can do better now and a list of new things you learned to express opinions better.

--	--

- Work with a partner. Share your lists from Exercise 5 and help each other notice how your conversation needs to improve. You can refer to the Skills boxes throughout the unit to improve conversation skills.
- Read the fragments from the conversation in Exercise 3 and circle the expressions used to ask for clarification and to question the evidence of others.



It is important to ask others to explain better what they say to understand their arguments correctly. Also, when your classmates mention facts you don't know about, it is good to ask where they got the information from, to make sure their arguments are well supported by research.



Family and Community

Answers: Asking for clarification:

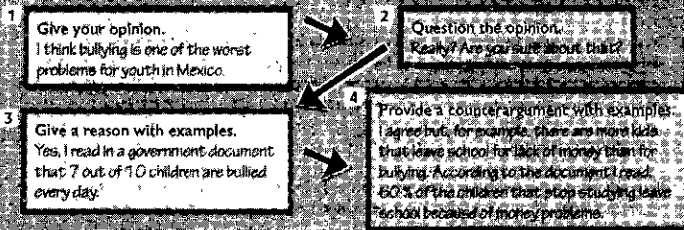
What do you mean? What do you mean by that? Why do you think that? **Questioning others' evidence:** Are you sure? I agree, don't you? Can you see what I mean? Where did you find that out?

Skills Box

A tip to make this information meaningful to your students, is to ask them to interrupt you politely, ask for clarification or question an idea you share with them.

For your Final Product

Work in pairs. Use your arguments and questions to have a conversation like the one below.



Rehearse a discussion about the topic you chose with two classmates. Remember to include the right information in your community, your proposal, facts and phrases to agree or disagree.

45 **10** **11** **12** **13** **14** **15** **16** **17** **18** **19** **20** **21** **22** **23** **24** **25** **26** **27** **28** **29** **30** **31** **32** **33** **34** **35** **36** **37** **38** **39** **40** **41** **42** **43** **44** **45** **46** **47** **48** **49** **50** **51** **52** **53** **54** **55** **56** **57** **58** **59** **60** **61** **62** **63** **64** **65** **66** **67** **68** **69** **70** **71** **72** **73** **74** **75** **76** **77** **78** **79** **80** **81** **82** **83** **84** **85** **86** **87** **88** **89** **90** **91** **92** **93** **94** **95** **96** **97** **98** **99** **100**

Intermediate Assessment

10 Work with your group. Discuss how you performed during your rehearsal according to the table below.

We didn't give reasons and explanations for our opinions.	We can give some reasons and explanations for our opinions.	We can give reasons and explanations for our opinions.
We didn't use phrases to agree and disagree in a discussion.	We used some phrases to agree and disagree in a discussion.	We can use phrases to agree and disagree in a discussion.
We didn't ask about our classmates' arguments.	We asked some questions about our classmates' arguments.	We can ask about our classmates' arguments.

11 If you have problems having your discussion. You can also go over other conversations in the unit and use them as models for your discussion.

Exercise 8

This exercise is for students to reinforce how to give opinions, question opinions, give reasons with examples, and how to provide counterarguments supported by examples. They can use it as a guide when holding a public discussion as their Final Product.

In-Class

When students are provided with a model conversation, especially those that are more kinesthetic, it is helpful to role-play the model before having their own conversation.

Exercise 9

By now, students are familiar enough with their ideas and may not need their notes. Still, if you think it aids their confidence, they may have notes with their information at hand to use if necessary.

Intermediate Assessment

Exercises 11 and 12

Students may help each other use the rubric. Be prepared to guide them if they have any questions and to verify that they used all the strategies they learned for their discussion. Students may have used or not the phrases they identified in this stage, but it's good to let them know that they don't necessarily have to use those in particular, but those they know and feel comfortable with.

Closure

Final Steps

Exercise 1

If students need help to understand how to give feedback, it won't hurt to review that proposals need to be realistic and informed so that they can comment about that.

Exercise 2

Encourage students to feel they have the power to make a change in their communities. You can invite them to think big! Remind them that many important changes are the result of committed citizens, just like them!

Collect your evidence

Exercise 3

You may now direct students to leaf through the unit's stages to visualize the steps they accomplished towards their Final Product. Support students and refer them to specific exercises for further practice.

Socialize

Exercise 4

Encourage students to pitch their proposal in a community forum. This is a good moment to remind them of the importance of friendship and support among classmates.

Exercise 5

Students should be encouraged to reflect on the experiences

Closure

Final Steps

- 1 Have a discussion with your group and present your proposal. It is important to receive feedback. If possible, pitch it to your community to get the actual resources that you need to solve the problem and address the children's rights.
- 2 Presenting a proposal like this might not be simple, but it will be really encouraging if your class manages to do something important for the well-being of children in your community. A computer for the community center? A new community garden? Elderly care? Go for it! If your idea is really good, you can even think of presenting it to the UNICEF's Youth Challenge.

Collect your evidence

- 3 Now that you decided on a right to discuss, practiced expressing your opinions with informed arguments, and learned some skills to interact during a discussion, you are ready to have a public discussion on the rights of youth.

Socialize

- 4 If you decide to pitch your discussion to your community, invite your classmates to attend it. Their support will be important to make you and your team feel more confident.
- 5 Discuss in groups.
 - What were the most important rights and the most interesting proposals in the class?
 - What was easy or hard to do when preparing your discussion?
 - What did you learn about your rights during this activity?

Self-assessment

- 6 Now that you have participated in a public discussion, reflect on your performance, so that you recognize those aspects where you need to improve.

I'm enthusiastic and willing to participate in common efforts.		
I'm interested in my community and its well-being.		
I'm able to identify problems and propose possible solutions.		
I can participate in a discussion about youth rights.		

they had during the unit (what they learned, what they found most interesting, what the most challenging aspect was, etc.).

compliment, encourage, and give ideas on what they can do to improve.

Self-assessment

Exercise 6

In this assessment, students should focus only on the Final Product. This exercise requires that you give feedback on their performance. Remember to

Assessment

Assessment

Formative Assessment

1 Check (✓) the answer that best describes how well you ...

	I helped others.	I did it well.	I needed help.	I could not do it very well.
Identified your rights and obligations as a young person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressed an opinion in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in a discussion in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defended your opinions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peer Assessment

2 Get together with your team and ask them to describe your teamwork performance. Compare your opinion to theirs.

	Yes	No
We exchanged arguments and opinions together.		
We listened attentively to our partners.		
We respected participation turns and took part in the public discussion with interest.		
We showed respect and tolerance for other arguments and opinions.		

3 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve your performance.

Unit 10

a good opportunity for students to exchange ideas and come up with specific aspects they need to work on. You may monitor this exercise by listening to groups discuss and paying attention to the strategies they mention. Always encourage students to speak in English and be ready to help them achieve this purpose.

Exercise 3

This final assessment is at class level. Bring the whole group together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects students know they have to improve, but do not know exactly what strategies need to be implemented.

Formative Assessment

Exercise 1

In this part of the assessment, students have the opportunity to visualize their progress. Invite them to go back to the Initial Assessment and compare those first answers to what they can do now in order for them to notice their progress. Encourage them to value their effort and continue working on what is still difficult.

Peer Assessment

Exercise 2

This part of the assessment is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students assess their performance. The discussion among team members provides

Rating Scale

A Rating Scale is a set of categories to elicit information about a student's characteristics, qualities, or aspects, measured using a numeric or graphic scale. This is an individual evaluation.

Instructions:

- 1 Write the aspects (a competency, attitude, ability) to be evaluated in the heading section.
- 2 Write the indicators to be evaluated in spaces 1 to 10.
- 3 Assign a value for each indicator by checking the Rating Scale values. Then add them up to obtain the students' average.

*Key: 5 is the highest value and 1 is the lowest.

Rating Scale						
Student's Name:	_____					
Teacher's Name:	_____			Date:	_____	
School's Name:	_____			Group:	_____	
	Criteria	5	4	3	2	1
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total: _____ / 10						

Notes:

Audio Script

Unit 1

Track 2

Stage 2 / Exercise 1

Narrator: In this episode, we present: "A Massive Blackout"

Laura: Hi, Tina. How are you?

Tina: Hi, Laura. I'm scared. The sky is falling and I'm afraid of thunderstorms.

Laura: What is it Tina?

Tina: Oh, no! The lights just went.

And I can hear someone coming up the stairs!

Tina: Someone is definitely out there! Oh, no!

Narrator: We'll be right back after these commercials.

Track 3

Stage 2 / Exercises 4 and 5

Tina: Oh no! I'm going to hide under my bed!

Laura: Are you sure someone is outside your room? That's crazy. Maybe it's just the wind.

Tina: Yes, yes. It's probably the wind. I will open the door very slowly.

Laura: Don't be scared. Go for it!

Tina: Here we go. Danko! It's you! You scared me, silly dog!

Narrator: Thanks for watching another episode of *The Adventures of Tina*.

Track 4

Stage 3 / Exercise 1

Paty: Can you answer some questions about a TV program?

Jason: Sure.

Paty: Do you like *The Adventures of Tina*?

Jason: Just a little. I believe some episodes are interesting, but others are boring.

Paty: Which episodes are boring?

Jason: I don't like the episodes with Tina's friend, Harry. I think he's annoying.

Paty: Which episodes do you like best?

Jason: In my opinion, the episodes with Tina's dog, Danko, are the best. They're entertaining. I feel disappointed when Danko doesn't appear.

Paty: Do you like the episodes where Tina is at school?

Jason: Yes! I believe her adventures at school are exciting! And they make me laugh.

Track 5

Stage 4 / Exercises 2 and 3

Claudia: What's your favorite program?

Bruno: Hmm ... I guess *Vampire Teens*.

Claudia: Why is *Vampire Teens* your favorite program?

Bruno: It's really exciting. There's a lot of suspense.

Claudia: What's it about?

Bruno: It's about two groups of teenagers that are vampires, but one group is evil and the other one is good. Every episode is captivating! I never miss an episode.

Claudia: Do you like watching movies?

Bruno: No, I don't ... uh ... at least not on TV because movie channels have too many commercials. The interruptions are annoying. I get really frustrated.

Claudia: Do you like documentaries?

Bruno: Yes, I do ... you see ... for example, documentaries about wild animals are fascinating. You learn so much. I am always amazed by what some of these animals can do!

Claudia: What's your opinion about reality shows?

Bruno: I think some are inspiring, like singing competitions. You see people achieve their dreams, but I don't like others.

Claudia: Why don't you like some reality shows?

Bruno: Well ... because they sometimes humiliate people and that's not nice.

Claudia: All that is very interesting. Thanks, Bruno.

Unit 2

Track 6

Stage 3 / Exercise 2

Ana: I liked a lot the experiment I read.

Pedro: What's the purpose of the experiment?

Ana: Oh, it's an experiment to demonstrate that air expands with heat.

Pedro: Interesting! Show me the text. What sections does it have?

Ana: Look. There's a section with materials, a section with instructions, a section with the results, and another one with the conclusions. Oh, and there's an extra section with tips.

Pedro: What materials do you need to do the experiment?

Ana: Just two large balloons, a lighter, a candle, and protective glasses.

Pedro: How many steps are there in the instructions?

Ana: There are six steps in the instructions. The steps are really simple.

Pedro: Really? What do you do first?

Ana: Well, first you put on protective glasses to protect your eyes from pieces of the balloon that will pop.

Pedro: What are the next steps?

Ana: You have to blow up the balloon and tie the end. Then, another person holds the balloon and holds it at a safe distance. Next, another person has to light the candle and hold it near the balloon. Finally, you have to hold the candle as close as possible to the balloon without touching it and wait.

Pedro: What's the result of the experiment?

Ana: The balloon pops!

Pedro: Why does the balloon pop?

Ana: The conclusions explain that the flame heats the air inside the balloon. The air expands with heat and the balloon pops because air doesn't have enough space.

Pedro: How many pictures does the text have?

Ana: It has four pictures to help understand what you have to do.

Pedro: All right. I'm curious to see if the balloon really pops. Let's try to do it when we have a chance.

Unit 3

Track 7

Stage 1 / Exercises 1 and 3

"Don't Quit"

(Unknown author)

When things go wrong, as they often will,
When the road you're walking seems all up hill,
When the funds are low and debts are high,
And you want to smile, but you have to sigh.

When stress is pressing you down a bit,
Rest, if you must—but don't you quit.
Success is failure turned inside out—
The silver tint of the clouds of doubt.

And you never can tell how close you are,
It may be near when it seems quite far;
So stick to the fight when you're hardest hit,
It's when things seem worst that you mustn't quit.

"Try Smiling"

(Anonymous)

When the weather suits you not,
Try smiling.
When your coffee isn't hot,
Try smiling.
When your neighbors don't do right,
Or your relatives all fight,
Sure it's hard, but then you might
Try smiling.

Doesn't change the things, of course—
Just smiling.
But it cannot make them worse—
Just smiling.
And it seems to help your case,
Brightens up a gloomy place,
Then, it sort of rests your face—
Just smiling.

Track 8

Stage 2 / Exercises 8 and 10

The Eagle

by Alfred Lord Tennyson

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

Unit 5

Track 9

Stage 3 / Exercise 2

Detective: The robbery happened around 9:30 p.m. I need to know the whereabouts of all of you at the time of the robbery. You are the cook, right? So where were you at that time?

Cook: I was in the kitchen, baking a cake.

Detective: And you are ... ?

Chauffeur: The chauffeur, Sir.

Detective: And what were you doing at the time of the robbery?

Chauffeur: I was washing the car.

Detective: Where?

Chauffeur: Outside.

Detective: How about you, butler?

Butler: I was in the garden.

Detective: The garden! What were you doing in the garden at that time?

Butler: Hmm! I was walking the dog.

Detective: Are you the maid?

Maid: Yes, Sir, that's right.

Detective: And you? Where you in the house when the robbery was discovered?

Maid: Yes, I was in the other bedroom making the bed for Miss Layla.

Detective: OK. Let's proceed with the family. Who are you, young man?

Pete: I'm Pete Sotheby, I'm Lord Sotheby's younger son.

Detective: And how about you, Master Sotheby? Where were you?

Pete: I was in the bedroom watching TV.

Miss Sotheby: And I was in the drawing room.

Detective: And you are ... ?

Layla: Layla, the oldest daughter. I was in the drawing room when I heard mother scream.

Detective: What were you doing in the drawing room, Miss?

Layla: I was playing the piano.

Unit 6

Track 10

Opening / Let's start together

Narrator: One

Speaker 1: The day was nice and sunny and a minute later it started raining.

Narrator: Two

Speaker 2: After classes finished at school, Dina went home.

Narrator: Three

Speaker 1: We went to the park for a walk and guess what! There was a big snake sleeping under a tree.

Narrator: Four

Speaker 2: I was sitting at the table with my family and, suddenly, a huge bird landed on the table.

Narrator: Five

Speaker 1: I talked with a classmate at school.

Track 11

Stage 1 / Exercise 2

Bus employee: Alright, everybody. You may ask Mr. López questions now.

Journalist 1: Good morning, Mr. López. I'm Simon Little from the Evening News. Can you tell us what happened?

Mr. López: Well, I was on my way to Mexico City to see my daughter, but I don't like traveling, so I put my headphones on and fell asleep. I slept all the trip from Torreón to Mexico City and when I woke up the bus was dark and empty. I couldn't see anything.

Journalist 2: How did you feel?

Mr. López: Oh, I was really mortified! I grabbed my cellphone and turned on the light. Then, I tried to open the bus door, but it was locked.

Journalist 1: So what did you do then?

Mr. López: I phoned my daughter.

Journalist 2: Why did you decide to phone your daughter?

Mr. López: Well, I don't know anybody here in Mexico City and I had no other phone numbers.

Track 12

Stage 1 / Exercises 6 and 8

Mr. López: Hello! Paty?

Paty: Dad! Where on earth are you? I've been worried sick.

Mr. López: I'm stuck on the bus.

Paty: What do you mean stuck? What bus?

Mr. López: The bus from Torreón. I took a nap and when I woke up I was all alone and it was so dark I couldn't see anything. I had to turn my cell lamp on. I was scared to death, and confused, and ...

Paty: I can't believe my ears! No one noticed you were there?! Have you tried to open a door?

Mr. López: Yes, but it's too stiff. I'm so nervous. I don't know what to do. If I have to wait here much longer I'm going to have a heart attack.

Paty: Calm down, dad. I'm right here. Did you call emergency services or the bus line?

Mr. López: I don't know any local numbers, my girl. Please make the calls and help me get out of here! I'm so stressed!

Paty: Don't worry daddy, I love you. I'm getting you out of this.

Track 13

Stage 2 / Exercises 2 and 3

Marco: Let me tell you something really embarrassing that happened to me yesterday. I was standing at the bus stop waiting for the bus when Laura, the girl I like from school, arrived.

Lucy: How exciting! Did you talk?

Marco: Yes. She said hello and asked me how I was. I told her I was great. Then she asked where I was going. Next, I told her I was going to the market, and guess what ...

Lucy: What? I'm dying to know!

Marco: She said she was going there too, and we could go together! I couldn't believe my luck!

Lucy: And then what happened?

Marco: Then, the bus arrived, and we got on. I was looking for my wallet in my backpack when, suddenly, I realized I had left it home. Again, I couldn't believe my luck!

Lucy: Do you mean you lost your wallet?

Marco: No, I just forgot to put the wallet in my backpack. That never happens to me. I was frustrated! I wanted to pay for Laura's bus fare.

Lucy: Oh, Marco. That was terrible! What did you do?

Marco: Well, in the end, Laura told me not to worry and offered to lend me the money to pay for my bus fare. I was really embarrassed!

Track 14

Stage 2 / Exercise 12

Marco: Next, I told her I was going to the market, and guess what ...

Marco: I was looking for my wallet in my backpack when, suddenly, I realized I had left it home.

Track 15

Stage 3 / Exercise 1

Silvia: Pam, let me tell you something totally unexpected that happened to me at school today.

Pam: Ok, let's hear it.

Silvia: I had a bad night and I got up late for school. And my mom made me feel very nervous. She told me to hurry up like ten times in five minutes.

Pam: How stressful!

Silvia: I got dressed in a minute and I obviously did not have time for breakfast. I made it to school right on time. Suddenly, I noticed everyone in class was ... I don't know the word ... I mean looking at me without taking their eyes off me.

Pam: Staring? Were many of your classmates staring at you?

Silvia: Yes! I looked myself in the mirror to check if my face was clean and my hair well-combed. I looked fine. I was extremely confused and couldn't understand anything.

Pam: What happened then?

Silvia: Well, the whole morning I kept hearing a lot of whispering and caught many classmates ... staring at me. I was incredibly uncomfortable.

Pam: What happened next?

Silvia: At recess I sat down with Claudia. We were talking and, suddenly, she started laughing loudly. I asked her what was so funny and she pointed at my feet. I looked down, and guess what ...

Pam: What?

Silvia: I was in such a hurry this morning that I never noticed I had put on different right and left shoes! They were not a pair! They were not even alike! I was truly embarrassed!

Pam: Oh no! That's why everyone was staring at you!

Unit 8

Track 16

Stage 1 / Exercise 3

Paola: What cultural habit can we talk about?

Jimmy: Why don't we talk about *piñatas*?

Paola: *Piñatas* sound like fun but ... In my opinion, they are not a cultural tradition.

Jimmy: I don't agree. In my community, they are very important for our traditional *posadas*. All the neighbors help make *piñatas* for the street parties. It's a big deal for us!

Pedro: I agree with Jimmy. But I have another idea. My family is from Oaxaca, we can talk about the *Guelaguetza*.

Jimmy: That's a good idea! The *Guelaguetza* is more than a celebration. You can see how people make mole, chocolate or other traditional crafts like their famous embroidered clothes. There is a lot to say about people from Oaxaca in this topic.

Paola: Yes, and then we can talk about similar cultural habits in other countries.

Jimmy: I don't think so. I don't know much about other countries.

Paola: We can share what we know and read a little to have more information.

Jimmy: I think it is a good topic. Do you all agree?

Paola and Pedro: Yes!

Track 17

Stage 3 / Exercise 1

Laura: Hello my friends. As we agreed, I will tell you about a cultural habit I discovered, the *Pow Wows*. I went to one in Phoenix, Arizona. My cousin, who lives there, invited me last summer.

Pedro: What is a *Pow Wow*, Laura?

Laura: It's a festival where Native Americans, their families, and friends get together to celebrate their culture.

Ana: What do you mean by *Native Americans*?

Laura: The first Americans ... the people who inhabited the USA when the Europeans arrived.

Ana: You mean Americans of indigenous origin.

Laura: That's right.

Mario: I see. And how do they celebrate?

Laura: They sing and dance.

Pedro: So, it's a day when Americans of indigenous origin meet to sing, dance, and pay tribute to their culture.

Laura: Exactly. That's why it's called a *Pow Wow* ... the word means meeting.

Mario: And who organizes a *Pow Wow*?

Laura: *Pow Wows* are organized by committees that work hard for weeks before the event.

Mario: And where do they get together?

Laura: In different places. Generally, wherever there are people who belong to the Native Nations.

Mario: And when does the ceremony actually start?

Laura: Well, the ceremony begins with the Grand Entry: A parade of the Native Nations veterans carrying various flags including Tribal flags.

Ana: Who attends a *Pow Wow*?

Laura: Usually anyone, but there are strict rules. Alcohol is strictly forbidden on the reservation territory, and you have to ask permission to take photographs or videos.

Ana: Why do you need permission?

Laura: Because some elders consider it disrespectful.

Pedro: What an interesting celebration! It's a bit like the *Guelaguetza*.

Track 18

Stage 4 / Exercises 1 and 8

Laura: Of course, Pedro, the *Pow Wow* festival is a lot like the *Guelaguetza*. You're from Oaxaca. Why don't you tell us about the *Guelaguetza*?

Pedro: Well, it's ...

Mario: Sorry to interrupt, but what is the *Guelaguetza*?

Pedro: It's an annual, indigenous, cultural event in Oaxaca. In my opinion, it's probably the most important, oldest, and most colorful dancing fiesta in Mexico.

Ana: I totally agree.

Mario: And what does *Guelaguetza* mean?

Pedro: It's a Zapotec word that means to share or give ...

Ana: Hey Laura, you're too quiet. Don't you want to ask something?

Laura: And where's the celebration?

Pedro: The largest, local event takes place on the Cerro del Fortin in the city of Oaxaca. Hundreds of people climb the wide, steep stairwell to witness the celebration. Then each region presents its most valuable, local traditions and heritage through music, dances, songs, and costumes.

Laura: That sounds a lot to the *Pow Wow* dancing and singing shows.

Ana: Yes, but I prefer the traditional dances of Oaxaca. I really like the Pineapple Flower Dance. The women wear these gorgeous, multicolored, regional, woolen dresses ...

Pedro: Yeah! And the men wear these huge, heavy, colorful plumes for the Feather Dance.

Ana: Like the colorful feathers and handmade jewels of the Native Americans

Laura: All these sound amazing!

Mario: Yes, it does. Thanks Laura for sharing about the *Pow Wow*. And Pedro, thanks for telling us about the *Guelaguetza*.

Pedro: You're welcome.

Ana: So far, we learned about two cultural habits. It was great Tomorrow we can continue with more cultural habits. See you!

All: Bye!

Unit 9

Track 19

Stage 4 / Exercises 1, 2, and 3

Tania: Right. Now Samuel and Andrea have read their arguments, we will open the debate. Do any of you want to add something?

Samuel: I just want to emphasize that in my opinion, modern art is just as valuable as more traditional art. People just need to understand it in context, in its historical period.

Andrea: I disagree. It's quite the opposite. A good work of art can be appreciated by itself without having to understand anything.

Tania: Does anyone in the audience have an opinion? Yes, Hector.

Hector: I agree with Andrea. You don't need to know about history to appreciate the *Mona Lisa*.

Andrea: Exactly! But most modern art is impossible to understand.

Tania: Yes, Victor. Do you want to say something?

Victor: What Andrea is saying is not exactly true. There are many modern works of art ...

Tania: Sorry, Victor. Could you repeat your idea and speak a bit louder, please?

Victor: Yes, of course. I was saying there are many modern works of art I appreciate because they are beautiful and ...

Andrea: Yes, but you can't ...

Tania: Just a moment Andrea, please. Let Victor finish.

Victor: What I wanted to say was that you don't always need to understand something to like it.

Tania: Could you explain that, please? I didn't understand.

Victor: Well, it's like your favorite color or food, for example, you just know you like them. There are things you don't need to understand to like them.

Samuel: Absolutely! Modern art, like any new thing or change, causes shock, but just like we eventually accept a new fashion in clothing, the same with modern art.

Tania: OK, so far, we have heard people who don't like modern art because it is necessary to

understand it and others say it can be appreciated like traditional art if we know more about it. Does anyone have another opinion?

Unit 10

Track 20

Stage 2 / Exercises 1 and 3

Stage 3 / Exercises 1 and 2

Gina: I think that the right to have nutritious food is the most important right of youth.

Juan: Really? Do you think it is more important than the right to education? I don't think so.

Gina: Well, yes. We need food for good health and to survive. We need to eat well in order to function properly and study.

Juan: You have a point. Adults should make sure we get nutritious food in order to study, play, and rest.

Gina: It's true, but in my opinion, our nutrition is not only the responsibility of adults.

Juan: We have to receive the best food they can give us with the money they have, don't we?

Gina: Of course, but you are also responsible for your nutrition because you have to take care of your body.

Juan: What do you mean by that?

Gina: Many times we have food but we don't choose correctly what to eat. We need to eat better in order to have good health. For example, if there is a bag of chips and an apple, which snack would you eat?

Juan: Hmm ... I guess the chips.

Gina: Can you see what I mean? We can sometimes choose what to eat and we don't really eat what is best for us. We ruin our right to nutritious food because we make bad choices.

Juan: Ok, I agree that we have to do something for our rights. But I also believe that we don't eat well because not everybody knows what food is good for us. In my opinion, we need more information in order to make good decisions. And we don't always have nutritious food to choose from.

Gina: You have a point there.

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